

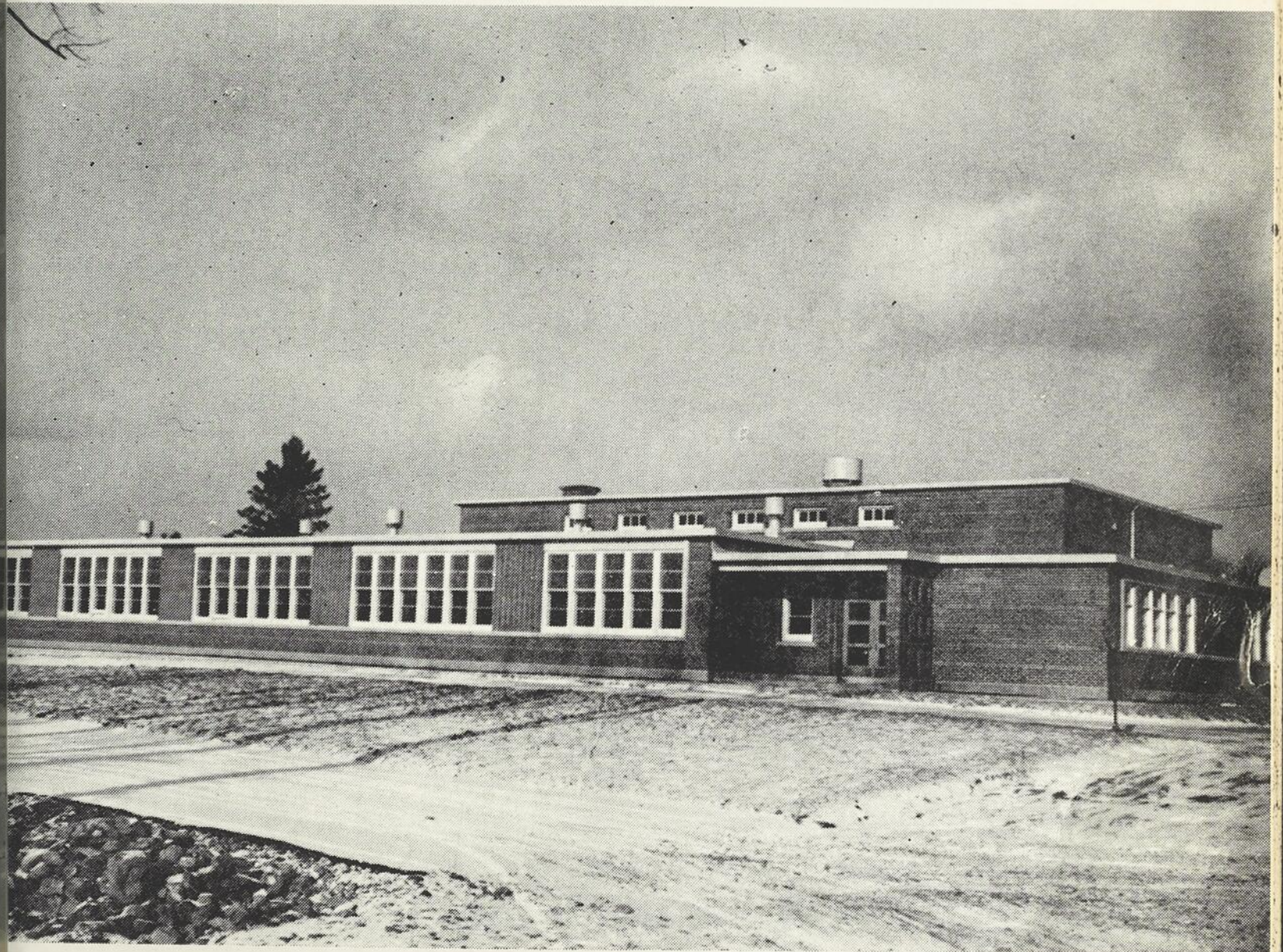
THE
EDUCATIONAL
RECORD

OF THE
PROVINCE OF QUEBEC

●
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QUARTERLY

Vol. LXXII, No. 2

APRIL - JUNE, 1956



WINDSOR INTERMEDIATE SCHOOL, WINDSOR

THE MARYS

We are the Marys,
We who sit and dream
Upon a dew-drenched doorstep.
The matin song of meadow lark
Trembles across a green-gold field;
The cool clover-laden breeze
Brushes our upturned faces;
The silver road winds up and on
Into the fair blue hills.
Our hearts reach out to God,
They rest within His hand;
The glory of the Eternal
Transfuses us,
As we quietly sit
Upon a dew-drenched doorstep.

— Mariel Jenkins

THE EDUCATIONAL RECORD

April - June, 1956

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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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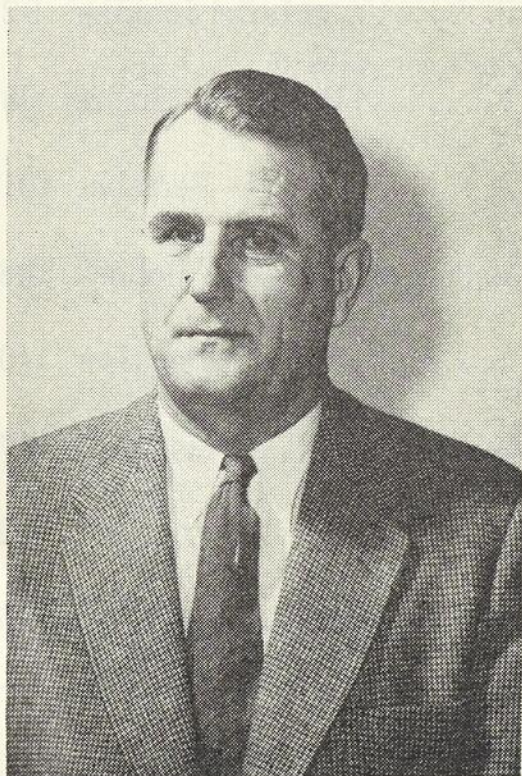
ANNOUNCEMENTS

PROMOTIONS AND APPOINTMENTS IN THE DEPARTMENT OF EDUCATION



Mr. Howard S. Billings, who was appointed Assistant-Inspector of Superior Schools in 1932 and Special Officer of the Department of Education in 1936, has been promoted to the position of Assistant Secretary of the Department of Education.

Mr. Billings graduated from Bishop's University in 1927 and taught at Stanstead College and Commissioners' High School, Quebec City, prior to his Departmental appointment in 1932. His duties as Special Officer have been extensive and varied, but his chief work has centred on the consolidation of schools, the erection of school municipalities, and the planning of new buildings.



Mr. Harold G. Young has been appointed Inspector General of Protestant Schools.

Following graduation from McGill University in 1931 Mr. Young accepted the Principalship of Arvida Intermediate School. In 1934 he was appointed Principal of Shawville High School and in 1937 entered the Department of Education as Inspector of Superior Schools. He has been a member of the Central Board of Examiners since 1939 and has also served as a member of the High School Leaving Board.

He resigned from his position as Inspector in 1953 to become Principal of Quebec High School. He will assume his new responsibilities in the Department of Education on July 1, 1956.

Dr. Eivion Owen, who has been a Special Officer of the Department of Education since 1945, has been promoted to the position of Director of Curriculum.

Dr. Owen was educated at Oxford, Harvard (Ph.D., 1932) and Columbia Universities and was Assistant Professor of Classics at the University of British Columbia from 1929 to 1932 and of English at Bishop's University from 1934 to 1945.

Dr. Owen deals with all matters connected with the Course of Study of Quebec Protestant Schools. He edits the bulletins and syllabi issued to teachers by the Department of Education, is in charge of the Professional Library, and conducts the correspondence related to the teacher-exchange programme and compulsory school attendance.



Mr. Percy N. Hartwick, who has been Principal of Three Rivers High School since 1949, has been appointed Chief of Examinations. In this area of work he will be responsible for the examinations conducted by the Department of Education for Protestant schools. In addition he will carry out inspectorial duties in high and intermediate schools.

Mr. Hartwick was born in Kingston, Ontario, received a B.A. degree in 1948 and a B.Ed. degree in 1953 from the University of New Brunswick. He has taught nine years in New Brunswick and eleven years in Quebec.



CHANGES IN THE REQUIREMENTS FOR EXTRA-PROVINCIAL TEACHERS

Beginning in September 1956, teachers trained outside the Province of Quebec who have been accepted provisionally as candidates for Quebec diplomas will be granted permission to teach for two school years instead of one year as in the past.

Instead of writing an examination at Easter to qualify for Quebec certificates, extra-provincially qualified teachers, at the conclusion of their first year

of teaching in Quebec, will have the option of (a) either attending summer school at Bishop's University or Macdonald College or (b) passing a written examination which will be held in Montreal on the Friday preceding the opening of schools in September.

Permission to teach for the second year will be cancelled if (a) the teacher concerned fails to meet the above requirements and (b) if the teaching record is considered unsatisfactory by an Inspector.

Permission may be granted to attend summer school at the above institutions before commencing teaching service in Protestant schools. If the teaching record is satisfactory for two years and other conditions are met, a permanent Quebec diploma will be issued before the conclusion of the second year of teaching.

SCHOOL CALENDAR --- 1956-1957

The School Calendar for the school session of 1956-57 is as follows:

		Number of School Days
1956		
September, Wednesday 5th:	Schools open for session	18
October:	Holidays for Teachers' Convention and for Thanksgiving	20
November:		22
December, Friday 21st:	Schools close for Christmas Vacation	15
1957		
January, Thursday 3rd:	Schools reopen following Christmas Vacation	21
February:		20
March:		21
April, Thursday 18th:	Schools close for Easter Vacation and reopen on Monday 29th:	16
May:	Holiday, May 20	22
June, Friday 21st:	Schools close for session	15
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The practice of frequent changes makes the teacher little better than a vagrant. He has no fixed residence and no ambition to form character—his only objective being to obtain some employment to keep him going—a useless drone, utterly disregarding improvement.

Hugh M. Munroe,
Nova Scotia Department of Education
(Extract from annual report, 1854)

INDUSTRIAL ARTS AND MATRICULATION

**Earle C. McCurdy, Supervisor of Industrial Arts,
Protestant School Board of Greater Montreal**

In his Presidential address to the British Association for the Advancement of Science, the Duke of Edinburgh made the following statement: "Where the basic scientific principles are known by all nations the advantage lies in good design of equipment for practical use."

This statement emphasizes the importance of an educational system that provides a well-balanced and co-ordinated programme in both scientific and technological subjects.

Examination of the programme in our senior high schools reveals that provision is made throughout for science subjects but correspondingly little time is devoted to technical subjects. We have partially overcome this deficiency in recent years by setting up many Industrial Arts shops in the high schools throughout the province. However, most boys taking the science courses are deprived of the opportunity to take Industrial Arts courses beyond Grade IX, because Industrial Arts is not recognized for matriculation. Boys who are planning to enter the faculty of engineering, for instance, are seriously affected by this.

Any survey of the courses required in various branches of engineering would reveal such titles as Mechanics of Machines, Strength of Materials, Building Construction, Materials of Engineering, and Hydraulic Machines. It is, therefore, obvious that high school courses in Woodwork, Metal-work, Practical Electricity, Motor Mechanics, or other Industrial Arts subjects would be very helpful to boys studying engineering. For instance, metal-work gives a boy an opportunity to use a variety of machines and materials. He also observes the practical application of principles of machines studied in his physics classes. Similarly, a course in Motor Mechanics gives him an opportunity to study practical applications of basic principles of machines, hydraulics, electricity, etc. Similar values are obtained from other Industrial Arts subjects.

Today in industry, the self-educated man with an abundance of practical experience is being replaced by the university-trained engineer who has very little. Many architects and engineers state that there is a need for these engineers to be more familiar with materials, machines, and processes. Despite this, university entrance requirements deprive the engineer of the wealth of experience that he could get from high school Industrial Arts courses. To quote again from the address mentioned at the beginning of this article, "The limitation of performance is practical as opposed to scientific." Industrial Arts, as a phase of general education, concerns itself with the methods, materials, and products of manufacture and, as such, offers experiences and knowledge of sufficient educational value to merit ranking it with Mathematics, Physics, or Chemistry for entrance to university.

Up to this point only the practical values of Industrial Arts for those entering the faculty of engineering have been mentioned. A moment's reflection, however, will show the value of Industrial Arts courses to those in professions, like

dentistry and medicine, which require hand skills and a knowledge of hand tools, as well as understanding of, and ability to manipulate, complicated machines. There are, however, other important reasons for giving Industrial Arts matriculation standing.

Psychologists, beginning with Thorndike, agree that individuals may be classified according to their interests in, and abilities to manipulate, (1) material things, (2) abstract symbols and characters, and (3) other human beings. These interests and abilities are not mutually exclusive and Industrial Arts provides media for instruction in all three. But more than any other subject, Industrial Arts provides the media for instruction in manipulation of material things. However, less than ten per cent of the boys in Grades X and XI take the Industrial Arts courses. From this it would appear that those whose interests and abilities are in manipulating material things are not taking some of the courses most suited to them. In recent years a great deal of money has been spent, and is still being spent, in the Protestant Schools of Quebec to put Industrial Arts shops in the high schools. These shops are second to none, in equipment and materials supplied, and in the teachers conducting the courses. The usefulness of these shops, however, is not being exploited to the full, principally and primarily because Industrial Arts is not accepted for matriculation.

This argument is supported by the fact that many more senior high school students are taking the drawing course, which has credit for matriculation, than are taking the shopwork. Most Industrial Arts teachers will agree that, generally speaking, shop courses have a stronger appeal to the boys than the drawing course. Matriculation credit, therefore, has a greater bearing than interest or usefulness on the number of boys taking the course, particularly in the senior high school grades.

A few years ago a High School Leaving Certificate was established. Its main purpose was to permit a larger number of high school students to take the courses suited to their needs and abilities if they were not planning to attend university. This Certificate did not achieve the desired results as far as Industrial Arts is concerned. The lack of matriculation credit for Industrial Arts is still depriving many high school boys in this province of the benefits of this type of education.

The following statement from the United States Office of Education bulletin, *Industrial Arts and Its Interpretation in American Schools*, re-emphasizes the educational values of Industrial Arts:

"Largely manipulative in character, yet affording content of an informative, technical, and social kind, Industrial Arts contributes to complete living because it meets needs that are real and satisfies the impulses that are inherent. It contributes in a unique and wholesome way to social awareness and morale. Reading, discussion, observation, and experiment are combined with participation in activities which permit discovery and development of creative and artistic abilities. The articles selected for hand or machine work and the topics chosen for study vary in complexity with the age, interests, and needs of pupils. The work is appropriate for boys and girls alike, and extends into the realm of adult education. Outside the schools, Industrial Arts subjects or activities are pursued for recreational, consumer, or occupational values, as individuals or groups may determine. In school and out, regardless of ages and interests, Industrial Arts makes a unique contribution to intellectual development, to social orientation, and to economic adjustment. Those who would have deep appreciation of its worth to individuals and to society must be students of its origins and compulsions, its universality and permanence, its outlets and satisfactions."

COMMENTARY: INDUSTRIAL ARTS AND MATRICULATION

W. H. Hatcher, Ph.D., F.R.C.S., McGill University, Montreal

As an ardent hobbyist with some experience in university and allied teaching I present the following commentary on Mr. Earle C. McCurdy's article, "Industrial Arts and Matriculation."

Many years ago, along with a small group of my high school friends, I foregathered on Saturdays and other afternoons, when sports were impossible, with three of our male teachers in the workshop near the high school. There we enjoyed ourselves working in soft woods, occasionally helping one of the masters, who, contemplating matrimony, was completing a dining-room set in oak. But, as you can imagine, there were no power tools. At this writing I am glad there were not, for we made a variety of semi-useful objects and obtained—all by ourselves, observe—a magnificent training in co-ordination of hand and eye.

After my senior matriculation I had to work for two years—there were no "hand-outs" in those days. At that time I met a man whose hobby was metal-working; for the first time I saw a real lathe. If I had remained where I then was, the best I could have attained to was making wooden coffins or trimming metal pulleys. But, by some curious set of circumstances, I found myself an undergraduate at McGill. If anyone had hinted then that manual arts was a subject of university stature I would have thought it extremely odd, since my high school subjects (English, Latin, French, Mathematics, and Chemistry, with some Greek thrown in for good measure) dealt almost exclusively with mental, not physical, gymnastics. Nor can I at the present time see any applicant to any university of my acquaintance receiving full credit for a laboratory course only, no matter what the subject.

At this point, it would be well to define this word "matriculation" which, over the years, seems to have taken on a varied significance according to the arguments put forward. My dictionary defines the word as "enrolment in a university . . ." Now *enrolment*, involving first *acceptance*, is dictated by the university according to provisions in its charter; these provisions state subjects and a certain standing in them. If space and other considerations are suitable there is acceptance. Thereafter, in every such university, stress is laid first on mental training—the ability to reason and then to think for oneself. This is the main object of a university today even in the more specialized branches of its faculties.

And here is where I must take issue with Mr. McCurdy's statement in the last sentence of paragraph 3. I could never be a first-class engineer by today's curriculum for the simple reason that the chief subject of that curriculum, weaving itself in and out of every modern development, is mathematics — a subject which I mastered only in so far as it was necessary for the Chemistry of forty years ago. I know, now, that I benefited from my sporadic shopwork in the techniques in Chemistry involving precision and co-ordination of eye and muscle,

but in no other way except, perhaps, in learning to complete a job which I had set out to do, even with out-dated equipment; for I made by hand most of the equipment used in a subsequent Ph.D.

I do not, therefore, see industrial arts as a university entrance subject. The main objectives of university education were laid down in the thirteenth century at the then newly constituted University of Paris and they have not changed much, nor need they. But the world has moved fast since then and here is where I find myself strongly aligned with Mr. McCurdy. It is a mistake to allow any boy to get to Grade X without having had a fling at shopwork—and its equivalent for girls, of course. Here, however, I am on dangerous ground: the curriculum of our Canadian schools is determined by the Provincial Departments of Education. But, if I owned a private school, I would try out every last pupil up to the end of Grade VIII, at least, on the entire menu which wealth could provide. Thereafter, or a year later, the pupil would, according to his demonstrated aptitudes, pursue one of two paths: either continue on a restricted menu or enter one of the excellent trade schools for which Quebec is becoming more and more famous. And now there comes to my mind a question which, many years ago, I asked a father of several fine-looking sons, namely, what he would do with the eldest then in Grade XI. His reply was: "All our boys in this city go to.....," mentioning a well-known university. My reply startled him: "Perhaps that is what is wrong with.....," mentioning the same university. Why this insistence on a university *degree* rather than on an education? Put me back forty-five years in age and in one of Quebec's modern trade schools and I am certain that I could make more money (which seems to be the chief aim today, anyhow), that I could have more leisure, and that the products of my hands and eyes would be far better known than I could ever wish to be — if I wished it at all, that is!

My personal opinion is that a stigma attaches to any sort of manual work. Of course painting is somewhat manual and some painters might starve. Again I give it as my personal opinion that universities in general, and privately supported ones in particular, would benefit if every student admitted had a real object in life. It looks as if parents need more education than their children, who, on the whole, are a fine lot if not "pushed around."

Since any thoughts I may have on the present curriculum for high schools are strictly my own, I am not parading them here. I do feel, however, that all the machinery exists to accomplish what Mr. McCurdy has in mind, though perhaps not by the channel he suggests. Recent comparisons on technological training in the U.S.A. and the U.S.S.R. are startling, to say the least, and we in our well-known complacency may not be as realistic as circumstances demand. Somewhere along the line we may be paying lip-service to outmoded ideas held sacred only because of their antiquity.

One final word: in this verbose reply it must be made clear that I speak for none but myself. Of one thing I am assured; supposing that I am obliged to live beyond the period of retirement, I should go stark, raving mad if I could not fall back upon the kind of usefulness advocated by Mr. McCurdy. That is one for the parents to mull over.

THE CASE FOR SUBJECT INTEGRATION

G. H. Dobrindt, B.A., B.Paed., Teachers' College, London

Perhaps no other comparably short period of years has spawned as many and as varied commentaries on modern education on our continent as have come out of the last half-decade. We have read that Johnny cannot read, but Maggie can; that education offers so little for the mind, yet so much for the money; that, on the one hand, subversive influences are undermining the very bastions and belfries of democracy and, on the other, that the school must and can save the nation. So much flotsam has been washed up on the shores of the whirlpool of educational controversy that another bit dropped on its wide periphery will probably go unnoticed and unchallenged.

It is neither my wish to ally myself with any existing entente nor to launch a new attack on an already scarred battlefield. Rather do I hope to select from gleanings of the past thirty years, spent as elementary school teacher, principal, inspector and Teachers' College master, some of the "do's" which seem vital to me, without implying that their antithetical "dont's" either exist or constitute common practice.

It seems to me that in the best elementary schools of today, many opportunities are afforded for the close integration of various subject aspects of the curriculum. At the primary level such integration is both wide-spread and natural, because of the common avenue of teacher-pupil oral communication in all subjects, as well as the unreadiness of children of primary age to recognize and accept adult departmentalization of learning experiences. To them, language functions similarly in the reading of the adventures of Dick and Jane, in the "see and tell" periods in natural science, in the "play-store" activities in arithmetic, or in the relating of observations of the postman during a lesson in Social Studies.

The most effective primary teachers I have seen would not have missed the many opportunities for the reinforcement of learning in one subject field when a situation during another lesson made such incidental fortification both possible and practical. I recall that during a one and one-half hour period of supervision in a "good" primary classroom there were at least four opportunities, exclusive of actual instruction time in number work, when pupils used their knowledge of arithmetic for some practical purpose: counting heads around the reading circle; counting feet by twos around a work table; counting milk tickets by rows and totalling same; counting out the exact number of sheets of construction paper for children at the various work tables.

In classrooms such as the above, one would find numerous examples every day of easy transfer of learning from one situation to another. There would be evidence of the building up of an incidental reading vocabulary, through the use of experience charts, with the core of interest in each case drawn from Science, Social Studies, or Health. These same content subjects in turn would provide the subject matter for training in the use of good form in oral language. Integration of this type during the first year or two of a child's school life provides

a natural bridge between undepartmentalized pre-school experiences and those later years of "pigeon hole" teaching and learning.

It is regrettable that the progressive pressures of more factual and more demanding subject matter seem to crowd out, also progressively, the practice of integrated teaching in the post-primary grades. Here the use of specific subject texts or references and the keeping of separate subject notebooks, both necessary and useful, thicken and render more opaque the ideally thin walls between the pigeon holes. But again it is encouraging to find that the good teacher maintains both communicating windows and permeable partitions. Her pupils' notes (I prefer the term "records") in the content subjects are reduced to a necessary minimum, and are varied in form so that there is a survival of interest on the part of the pupils doing them, and, for the teacher, the possibility of insisting upon and checking for an acceptable standard of English. The good teacher insists that wherever English, written or oral, is involved, the standard shall be that which would be required in an English period itself; that wherever mathematical calculations are involved, they shall be accurate and in proper form; and, in general, that wherever skills or information relative to one subject of study impinge upon another, there shall be no lowering of the bars with respect to standards expected.

Several references have been made to the study of English as a deliberate lead into that phase of teacher training in which I have been working for several years. Probably nowhere in the whole programme of elementary and perhaps secondary education is there greater need for integration and transfer than within the subject of English. During comparatively recent years, in several of our provinces, it has become the fashion to eliminate the boldface type which identified Reading, Spelling, Writing, Composition, and Grammar as separate subjects in a programme of studies. All now appear as sub-topics under the the general caption ENGLISH, which fact of itself indicates the desirability of close integration of the parts within the subject.

I should like to appeal particularly for a reconciliation of the parties involved in the near-divorce between Grammar and Composition. Grammar, the party of the first part, is essentially an analytical study of language with a premium, usually in the form of examination marks, upon accuracy in the skill of picking out and relating language parts. Composition, the party of the second part, is a synthetic process in which the spoils go to the one who can put language together in acceptable form and come nearest to producing something that might be termed literary. Small wonder, then, that it has been difficult for pupils to see how the study of Grammar should help to meet the needs of Composition. Here again the good teacher points the way. Not only does she lead pupils to create some of the blackboard examples to be used in her lessons in Grammar, but, in the application exercises to follow the lesson, she provides opportunity for her pupils to use their new language skills to improve or create something of their own. If, for example, the study of action verbs in Grammar with a Grade 7 class had coincided with the recent N.H.L. hockey play-offs, the good teacher would doubtless have suggested, as an application exercise, that her pupils write a paragraph about one of the games, choosing the most expressive verbs to suit the action. The greatest hope of helping pupils to transfer formal

language skills to their own creative language efforts is the sound practice of following each exercise testing analytic skills with another exercise in which the new learning will be used synthetically to improve the expressive language skills.

The possibilities for integration among parts of the English programme do not end here. I should like to mention others that I have observed in the classrooms of good teachers:

- (1) The use of words from weekly lists in Spellers to enrich a paragraph of creative language;
- (2) The writing of co-operative or individual verses motivated by an inspirational study of a poem in literature;
- (3) The copying of favourite poems as an exercise in writing, in a book kept and suitably decorated for that purpose;
- (4) The oral reading or staging of playlets or mock telecasts prepared by pupils in composition periods;
- (5) The sorting of words, forming the spelling list for the week, into various parts of speech before using in original sentences;
- (6) The writing of letters for some individual or class purpose.

Some teachers create and direct corporate activities which involve integration of the parts of the curriculum on a much broader scale. Here I recall an enterprise carried on with a Grade 8 class which grew out of their interest in a current topic of study, namely, "Science in the Classroom." The discovery that they knew little about such things as the glass in the classroom windows, the slate forming the chalkboards, the different woods used in the room, the electrical fixtures, etc., led the pupils to the exploration of sources of this information. Each pupil chose an area of research in which he preferred to work. Inquiries to various manufacturing companies involved the writing and receiving of business letters. Visits to local places of business necessitated the making of contacts and the writing of letters of thanks. Information learned about the sources and nature of raw materials used in the classroom led to the making of maps, drawings, and summaries. When costs of various commodities had been determined, a series of interesting and practical problems in mathematics resulted. The enterprise culminated in a display of all informational materials that had been made or received and the presentation of oral reports by the leaders of the various working groups. The story of the entire enterprise, with appropriate illustrations, was bound in a book having a plywood cover cut in the shape of the school. During the subsequent evaluation of the enterprise by teachers and pupils, it was discovered that every subject of the curriculum had been involved in a practical way. Even Health had come into the picture through an exploratory study of the heating, lighting, and ventilation of the classroom. Such an enterprise, which might well be attempted at least once in each school term, would provide very valuable over-all integration of the school programme.

An outstanding example of a similar enterprise at a Grade 3 level comes to mind, but I shall report it only in outline here. It grew out of a study of homes in the Social Studies course and was carried out while a new home was being erected across from the school. The committees covered (1) observation and

progress, (2) materials, (3) personnel, and (4) references. The culmination included a booklet containing reports and pictures of the new house at various stages, a table display of building materials neatly and correctly labelled, a sectional mural, each section depicting one of the many workers who built the house, and a shelf of books and pictures about various kinds of homes. Again it is evident that wide inter-subject integration would and did result from this enterprise.

Perhaps the greatest task of the school is to foster those habits and attitudes which, when transferred to areas of adult relationships, whether intellectual, social, or emotional, will help the pupils to adjust happily and usefully to adult situations. In this realm of ideals the school is "shooting high," and what it does achieve is neither measurable nor traceable to an exact source. Nevertheless, it would be a lowering of its sights for the school to cease to aim at this nebulous target merely because its distance and form cannot now be clearly discerned. I have a firm faith that, to paraphrase Scripture, more things are wrought by the influence of a good teacher than this world dreams of. In support of this view I should like to outline two incidents which date back to my years as a county school inspector.

The first instance concerns an old gentleman who was the principal of a small school in my territory. Many of his pupils were rural children whose parents depended upon the vagaries of wind and weather for their livelihood. There had been a rather extended period of drought in the area and the hay and new grain had made little growth by early June. The old man recognized in the faces of his pupils a reflection of the concern of their parents.

One afternoon, the sky darkened and rain began to spatter the windows of the classroom. When the pupils looked up from their work for a moment the old gentleman caught their expressions of relief and joy. At that instant he asked them to put down their pencils, so that each might take a moment to thank the Giver of the rain in his own way.

The second instance occurred in a rural school section in late fall during World War II. This particular section depended upon its cash potato crop to provide for the needs of its residents. One of the older farmers of the section had been unable to harvest his potato crop by late October because his son had enlisted in the armed forces and his hired man had taken a job in a factory in a nearby city. The farmer was partially disabled with rheumatism. The man's plight was related at school by a son of one of his neighbours. With a minimum of direction from the teacher, the ensuing discussion concerned itself with the possibility of organizing some help for the unfortunate man. One boy stated that his father had a tractor and a digger which were no longer needed at home and which might be available. Another boy was quick to ask if the teacher would allow the pupils to go to the old man's farm and help pick up and bag the crop. Permission was given. The crop was saved and a neighbour's winter income and comfort were assured through a sense of responsibility which, I have little doubt, had been fostered by the atmosphere of co-operation which that particular teacher had been able to engender in the pupils of that rural school. They had caught in their hearts a keen awareness that they were, in effect, their brother's keeper.

It would be nothing short of mere wishful thinking to assume that the instances of fruitful integration of curricular elements is general or even widespread in our elementary schools. On the contrary, signs of the healthy condition of the teaching in our schools are more prevalent than the critics of our educational systems would lead us to believe. Without doubt, there is a sizable leaven of good teaching practice which cannot but vitalize the lump to some degree. The examples I have quoted above, in support of my general appeal for closer integration of subject fields, are not mere isolated instances, but were selected as outstanding among many such that have come to my attention. As long as there are such examples of good teaching from which to make such selections, I, for one, shall not join the forces of those who raise despairing hands and cry havoc in our ranks.

WHY DO I TEACH?

WHY DO I TEACH? Partly, I think, because of the pride of craft, the pleasure of workmanship, the joy of service, and the satisfaction of accomplishment. But this is not the end of my teaching, for such rewards are common to all who work.

Selfishly, I teach because of the individual disciplines that lie in teaching, the satisfying loneliness of thinking and the wonder of thought itself; because of the pleasant paths and vistas where teaching so often leads.

But, more than all this, I teach because teaching is a vital experience when the spark of living words flames between living minds — it is then I deal with the stuff of life and, it may be, a little of immortality. I teach because, in teaching, I find and pass on a way of being, of living, of becoming.

And, as I teach, I ask only that there are some to hear and learn and understand that they may shape and endure and thus truly fulfil themselves.

Dr. F. J. Moffitt

The Nation's Schools, Vol. 57, No. 2.

IT'S YOUR LIFE I ENJOY IT

Happiness is not yesterday, or tomorrow, or this morning, or this afternoon. It is this very minute. It is a state of mind that can say we are at peace regardless of the troubles, the worries, and the difficulties which we all have in common.

The happiest people are those who have struck a bargain with life on every front. Theirs is a resolute self-confidence, won with striving and retained with a conscious, directed effort. They know and appreciate the value of home and family, the advantages of good health, the support of religion. They work at all three with just as much purpose as they bring to their everyday jobs. They are active individuals, bettering themselves when they can, taking the risks they must, willing to help other people as much as themselves. They give of themselves and, in doing so, are repaid a thousand-fold.

Happiness is not a package, neatly wrapped and tied with string, then handed to us with the admonition, "Here it is—enjoy yourself."

It is a self-created value, an accepted approximation, a deal which we must all make with ourselves some time, once and for all.

We build our own happiness, or we do not. And the choice is entirely our own.

J. B. Fraser.

WORKBOOKS: TOOL OR CRUTCH? *

Richard Madden, San Diego State College

"Why are teachers so eager for workbooks? I have to fight against their use all the time." These words of a school administrator point up a controversy of concern to educators throughout the country today. Why do so many elementary school teachers demand workbooks, and why do so many administrators and supervisors reject the requests?

What are the arguments for and against workbooks? Are these arguments more valid in some situations than in others? How may an elementary school teacher use workbooks in the most profitable manner? A simple resolution is not likely to emerge immediately.

Opponents of the workbook list these objections:

The teacher comes to rely upon the workbook and ceases to do developmental teaching.

The workbook often becomes the textbook in fact, even though it may not be so designed.

School becomes monotonous and uninspiring. Pupils do the exercises with very little reflective thinking. Independence is lost.

All pupils do the same things, regardless of individual needs.

Workbook activity is piecemeal and seldom reaches the high level of creative thinking.

Workbook children are weak in writing complete sentences and are often poor in written expression in general.

In a market flooded with workbooks, teachers find it difficult to select wisely.

Teachers and school programmes lack time for workbook activities to be tailored to pupils' needs.

Advocates of the workbook deny that the aforesaid evils need result, or that their occurrence is unique to the usage of workbooks. They list these reflections upon the use of workbooks:

Workbooks are but tools: misuse need not occur. Teachers who cannot use workbooks properly usually do other things no better.

Workbook exercises are usually prepared by writers much more skilled than the teacher who duplicates his own materials.

The time needed to write and duplicate materials is prohibitive.

In early school years when pupils are beginning to write, their versatility is so limited that workbook activities help greatly. Various pencil-and-paper activities are needed to aid in the transition from concrete experiences to abstractions.

A workbook accompanying a textbook complements the learning and adds variety. Pages may be used to give parents an idea of pupil achievement.

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Instruction in overcrowded classes is not going to be completely efficient; no instructional material will be completely adapted to individual needs.

Readily available materials aid class control.

Inappropriate drill leads to distaste and eventually to dislike for a subject. Copying problems is a waste of students' time.

Workbooks contain good diagnostic tests. They also provide concrete evidence of an individual's performance and needs.

Good work habits are established.

Workbooks encourage independence by setting a task, a plan, and a time to do the task.

Although the arguments for and against workbooks are confusing, an examination of the issues may aid one's judgment regarding the use of workbooks in specific situations.

Four principles of learning should be kept in mind as one makes choices as to what pupils should or should not be doing:

1. Basic to all learning is personal mental activity on the part of the learner.
2. Activity operates best when it is purposeful for the learner.
3. Learning is best when the understanding of the learner is high.
4. The teacher's primary task is to provide experiences that continuously evolve understandings at each pupil's level of development.

With these principles in mind, let us examine questions that one should answer as he decides for or against workbooks, or as he may choose a specific workbook or type of workbook.

What would pupils be doing if they were not using workbooks?

Some pupils might be reading in the rich heritage of children's literature. Some might be engaged in a construction activity in order to have a wholesome experience in planning, in co-operation, in reading for information, and in the development of manual skills. Some might be doing an experiment in science. Others might be expressing ideas in writing or in art media.

Skilful and creative teachers may duplicate arithmetic exercises that are especially needed or reading exercises about pupils' activities. Countless teachers in our classrooms prove that good teaching can be done without workbooks.

Another teacher who is equally creative in his teaching may be doing these same things, but, with judicious use of a workbook, may be conserving some time. Excellent as he is, he may feel a special need for the support of a well-organized aid in arithmetic or he may not yet have mastered the finer points of word analysis.

The third teacher, representing a type considerably more numerous than the first two, is less creative or has had less experience working with children. Possibly he does not understand well the sequences of learning in arithmetic or the broader objectives of teaching reading.

This teacher's control in a free activity period may result in pupil experiences which are not productive of good learning. Workbooks may bring orderliness to certain areas of instruction and save time.

One infers from the principles of learning stated above that personally organized activity, with adult help, is most productive of growth in learning. But there are enabling knowledges and skills which need to keep pace with a pupil's growth in thinking and in the expression of his thoughts. The role of the workbook must lie primarily, not in the mainstream of mental growth, but in the coves where the pupil develops these enabling abilities.

Is the workbook activity worthwhile, or is it busy work?

Some teachers will maintain that any device which will bring stability into a classroom of thirty-five pupils is worthwhile. Values must be judged relatively. In the growth of a pupil's higher mental processes, certain knowledges and skills must be pinned down. Once achieved, these are better maintained in lifelike activities than through the practice exercise.

Workbooks least likely to be busy work are those designed to supplement the textbook used in the class. Their activity has meaning in reference to another portion of the work of the day. If well developed, they provide a variety of goals and of objectives. They are usually quite superior to a teacher's hurriedly duplicated efforts. Pupils accept them more naturally than they accept unrelated exercises.

What are the problems of a consumable text?

One must first ask whether the consumable text is sufficiently complete in itself, or is merely supplementary. Is it an exercise book or is it one that develops understanding?

Spelling books are the most widely used, self-contained, consumable textbooks. In many ways they are similar to non-consumable spelling texts. They contain the same word lists, similar suggestions for developing insights into word structure, and a similar programme for teaching the spelling of sounds and the use of the dictionary. Differences may appear, however, as one answers these questions:

Does one stimulate pupil writing more than the other?

All things considered, which is cheaper?

Will pupils keep useful notebooks with both?

How motivating is the pride of ownership of a consumable?

How helpful is the consumable's provision for indentifying one's own misspelled words for systematic review?

Will the teacher permit blank-filling to supplant word study, or will he use the exercises to promote related abilities and insights?

Is the clothbound text more likely to become merely a word list?

How can teachers who are using workbooks be guided into more effective use of them?

The abuse of workbooks has led some educators to conclude that workbooks should not be used at all. Others meet the issue by limiting the number that may be used. But some teachers do use them, and education will be advanced if they learn to make wiser use of them.

These guide-lines are offered to teachers who are using workbooks:

1. What kind of workbook will meet your pupils' needs? Do you want a workbook that continues the learning of the text? Do you want a

- practice or drill book that ignores understanding? Do you want a self-contained consumable text?
2. Do the pupils of your class need workbooks of different levels of difficulty or development?
 3. Are pupils aimlessly filling in blanks, or have you taught or retaught the learnings involved, so that practice always follows understanding?
 4. Do you analyze pupils' work and reteach where necessary?
 5. Do you use the diagnostic provisions of a workbook, or determine by your own analysis which portions are profitable to a pupil and which he should omit?
 6. Are you continuing to search for alternative procedures of greater value? Pupils need to develop initiative in their own learning activities. Do you provide a library corner, interest tables, and opportunities for reference work and the writing of reports?
 7. Do you avoid having pupils spend too much of their time with workbooks? Use of several workbooks is likely to interfere with pupils' growth in organizing their own expression.

The workbook is a tool in education which may be used well or may be used badly. A highly competent teacher may have greater need of it with a class of forty than with a class of twenty-five. An inexperienced teacher may have more need for its use than he will have after he gains experience. A teacher well prepared in most curriculum areas may profit by use of a workbook in his weaker areas, but he must prevent it from becoming a crutch.

WHAT IS EDUCATION?

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave . . . It is a painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but, above all—by example.

John Ruskin

Education which is simply intellectual taxidermy—the scooping out of the mind and the stuffing in of facts—is worthless. The human mind is not a deep-freeze for storage but a forge for production; it must be supplied with fuel, fired, and properly shaped.

William A. Donaghy.

WHAT THE TEACHER CONTRIBUTES TO THE COMMUNITY

M. V. Marshall, Ph.D., Professor of Education, Acadia University

A traveller in the Kentucky mountains lost his way among the tangled trails and country roads. Seeing a cabin among the trees, he approached. After knocking, a young girl appeared, and the following conversation occurred:

"May I speak with your father?"

"Paw's in jail."

"May I see your mother, then?"

"Maw's in the county home."

"Is your big brother home?"

"He's in the reform school."

"Well, then, may I see your big sister?"

"She's in the home for delinquent girls."

"Well," said the traveller, "you certainly have an interesting family. Your father is in jail, mother in the county home, brother in the reform school, and sister in the home for delinquent girls."

"I've got another brother," broke in the girl. "He's at Harvard."

"At Harvard! Well that certainly is very interesting," replied the traveller. "Father in jail, mother in the county home, brother in the reform school, sister in the home for delinquent girls, and another brother studying at Harvard!"

"Aw, he ain't studying at Harvard. They're studying him."

If it were not for the local school and the service that it renders to the people in its surrounding neighbourhood many a community would be peopled by families and people like those in this Kentucky story.

Figure to yourself what a community would be like which had not had the services of a school for years.

Without the services which a teacher provides people would not be able to read. They could not write, or even sign their names. They would lack knowledge of geography, arithmetic, history, health, science, and other things. Ignorance, prejudice, and superstition would govern their behaviour. They would be fit candidates for jail, county home, reform school, and homes for delinquents.

The contribution that a teacher makes must be important, for every person in our land is required by law to seek the services of a teacher. From age 6 or 7 until age 14 or 16 every person must attend school. Must! The law does not require that a person must use the services of a physician, a dentist, an architect, an engineer, a clergyman, or a lawyer. But, in all civilized countries, every person must receive the services of a teacher. It is the services of the teacher that make a civilized country civilized. The teacher is the great civilizer. Little human animals would never grow up to be civilized persons — if it were not for teachers.

Throughout the centuries our forefathers have been discovering things and inventing things that have gradually brought the human race from primitive animality and barbarism to our present state of civilization. Discoveries and inventions are related to both the world of nature and to the world of social

contacts. Knowledge of geography, of botany, medicine and chemistry has grown throughout the centuries and is stored in books. A library is a knowledge bank. Similarly mankind has learned to have international conferences and to discuss points of disagreement instead of using clubs in a tribal war to settle a difference. He has invented workman's compensation, profit-sharing, representative government, and old age pensions.

In the schools young humans learn to read, to spell, to calculate, to discuss, and to look up references. Instead of being, as someone has said, "a little person who teaches little things to little children in a little schoolroom for a little while," a school teacher leads children into possession of big, important matters — the "mysteries," they used to be called.

We have called the teacher the great civilizer. From a slightly different point of view the teacher's work is a form of social insurance. The best insurance that a community has against vandalism and rowdiness is the school teacher. A teacher leads people to govern their lives by knowledge in place of ignorance, teaches them orderliness and self-control, and brings them into the habit of respect for property and consideration for other people.

We may look on a school as a sort of factory. In each schoolroom are thirty to forty workers, all busily engaged, under the direction of a foreman, in producing the citizens of tomorrow.

These are the contributions of a teacher to a community.

I admit that your vocation is laborious, but I utterly deny that it is tragic or deplorable, as you call it. To be a schoolmaster is next to being a king. Do you count it a mean employment to imbue the minds of your fellow-citizens in their earnest years with the best literature and with the love of Christ, and to return them to their country honest and virtuous men? In the opinion of fools it is a humble task, but in fact it is the noblest of occupations. Even among the heathen it was always a noble thing to deserve well of the state, and no one serves it better than the molders of raw boys.

Erasmus.

If I had a child who wanted to be a teacher, I would bid him god-speed as if he were going to war. For the war against prejudice, greed, and ignorance is eternal, and those who dedicate themselves to it give their lives no less to see some fraction of the battle won.

James Hilton.

LET'S TAKE A TRAIN TRIP!

Marguerite C. Knapp, Lennoxville High School

At the beginning of the school year I discussed places of interest that might be visited during the session with my pupils in Grade I. One boy quickly suggested that we go to the railway station and watch the trains, especially the diesel engines. During the days and weeks that followed, I noticed that the class was unusually interested in watching the trains go by. Sometimes lessons were interrupted to go to the window to "look and see." And so the decision was made — why not take my class for a ride on one of these fascinating trains?

In subsequent discussions about trains I discovered that twenty-six of my thirty-four pupils had never ridden on a train. The next step was to consult my principal on the possibility of making such a trip. My suggested project received his whole-hearted approval and encouragement.

On making inquiries at the station about arrivals and departures of trains I found that the agent's enthusiasm almost excelled my own. At first, I thought we might go by train to the nearest town and return by school bus which would be on hand to meet us; however, after a careful check of timetables, I found that we could make a return trip to Coaticook, a town about sixteen miles distant. The train journeys would be exciting and cause little concern, but what would we do in Coaticook from 12:25 A.M. until 2:20 P.M.?

At the suggestion of my principal I wrote to the principal of Coaticook High School, outlining my plans and accompanying problem. Within a few days the Grade I teacher telephoned me and graciously extended an invitation to us to visit the school and to have lunch in the cafeteria.

With this problem settled the subsequent details were attended to in easy and rapid succession. The local ticket agent volunteered to write the passenger ticket office in Montreal for reduced "tour" rates — forty-five cents for each return trip. Letters of explanation were prepared and sent to parents, and their formal permission was sent to the school authorizing the journey of each small traveller.

In school we were predominantly train-minded. We collected train pictures, drew train pictures, sang train songs, read train stories, heard train records, played train, and watched the trains more intently than ever before. In class discussions we added considerably to our knowledge of trains.

Finally, after three weeks of preparation and planning, the great day came. Accompanying us were another teacher, who shared the trip responsibility with me, and a friend who went along to take pictures (35 mm. transparencies). Before we left school to walk to the station each child had his name printed on stiff cardboard, which was then pinned to a coat lapel, and each youngster carried a strong brown envelope containing trip expenses. At the station the throng of excited passengers proudly purchased their tickets which were then placed in envelopes for safe keeping. While waiting for the train we were interviewed



Boarding the train for Coaticook.

by a reporter from the local newspaper, and a press photographer took pictures of us buying our tickets and of us boarding the train. One of the boys had the special privilege of being photographed in the cabin with the engineer.

As the train pulled out of the station a few children appeared tense and afraid, but, when they saw the others making themselves at home, their fears quickly vanished and they happily joined their friends in a line-up to have a drink and go to the toilet. The few passengers in the new stream-lined coach obviously enjoyed and shared the children's delight in their new adventure. For the genial conductor it surely was a red-letter day. As we left the train he proudly remarked, "I have always wanted to have a tour like this on my train. I like these children. They have given me a lot of pleasure."

At Coaticook we were met by the Grade I teacher. We were taken to the school by school bus. Dozens of children were on hand to extend their hearty welcome to the adventurers — never shall I forget the warmth and enthusiasm of their greeting.

After leaving our "duds" in a classroom we washed our hands and went downstairs to have lunch. We ate and ate; the food was so good, and we were so hungry. Immediately after lunch we went to the gymnasium where we were entertained by the pupils in Grades I and II. Later, guests and visitors played games and many new friends were made. The discovery of identical Christian names caused much wonderment and excitement among the children. All too soon our short stay came to an end with the good-bye wish that "our new friends" would come and visit us in Lennoxville High School.

There was much to take up our attention on the return trip — watching things go by and seeing the additional passengers board the train at two intermediate stops. There was no lack of animated chatter about new playmates, and a few girls found time "to play house." To complete the happiness of the trip there was the now familiar conductor! Parents and friends greeted us at Lennoxville station. This train trip had been an exciting adventure, nevertheless, facial expressions revealed the joy and security of once again being home.

The following day, Saturday, some of the boys and girls came to school to paint a picture of our train ride. Their combined efforts produced a mural eighteen feet long which was eventually displayed in a store window during Education Week.

A few days after our trip the complete story with accompanying pictures appeared in the local newspaper. Excitement was at fever pitch. Shortly afterwards, one of the boys received a letter from his grandmother who lives five hundred miles away, telling him that she had heard about our train trip on the radio. How proud the little fellow was to tell his classmates of their fame!

Parents and friends received an invitation to come to school one evening to view the coloured slides of our trip. Grade IIB saw them with us at our Christmas party and "our new friends" will see them when they come to visit us in the spring.

For pupils and teacher our unpretentious trip will assuredly be an unforgettable memory. To the majority it brought the exciting thrill of adventure and to all it contributed increased knowledge, widened social relationships and

appreciative insights. The new or enriched experiential data provided by the trip supplied unlimited topics for subsequent creative expression. Crayons and paint brushes were wielded with inspired fervour and tireless tongues wagged incessantly — eventually, an illustrated volume, "The Train Story," was produced. (The oral contributions were recorded and duplicated with accompanying illustrations.)

New experiences have followed, but almost every day at 11:40 A.M. I can hear a happy little voice say, "There goes our train!"

GETTING ACROSS

The harassed executive, who returns home nearly ill-of-mind evenings to tell his wife of the unparalleled stupidity of his underlings, ought to recall the earthy maxim that "fifty million Frenchmen can't be wrong." The industrial psychologist would probably tell him he's failing to communicate. The subordinate, sensing the same trouble, would probably simply decide the boss wasn't getting across.

Communication in industry isn't a new concept, but it's becoming an increasingly important one in the light of the hours—possibly days—lost through failure to express an idea clearly.

Psychologists and experts on the matter tell us three things are basic: timing, predisposition, and value of the idea.

Timing is a factor most housewives eventually learn to rank as paramount. Their interpretation of it simply entails never asking the head of the household for clothes money before he has eaten breakfast or on returning from a day of golf. Likewise, the astute supervisor recognizes certain elements that make communication of ideas difficult—impossible at times.

Predisposition involves a point of view, and, as such, the idea communicated must be conditioned to meet with this factor. Attempting to first change the point of view is to attempt to bring the mountain to Mohammed. The viewpoint of a man at work is no different from the viewpoint of that man at home or in society.

Finally, many ideas aren't communicated because they're no good in the first place. This philosophy is best illustrated by the anecdote of the Englishman who returned home after years of residence in Africa. An old friend met him at the boat and they began to drive through London. En route, the homecoming Briton carried a bag of white powder on his lap which he sprinkled in handfuls from time to time on the sidewalks of old London.

"What's that powder you're throwing on the pavement?" his host asked.

"Why, that's lion powder. Keeps the lions off, you know."

"But this is England. There aren't any lions here," his alarmed friend pointed out.

"There aren't?" the visitor queried with some evidence of relief. "I'm jolly glad to know it, because the bloomin' powder's no good."

There are many reasons why the boss doesn't "get across." His timing may be wrong; the worker may be indisposed; or, perhaps, the idea itself is just lion powder.

CHARTREUSE DAHLIAS AND JOVIAL SAXOPHONES

A Glance at the Influence of Proper Names upon English Etymology

William M. Munroe, M.A., Regional Inspector

Most of us have some subconscious desire to achieve a lasting earthly memorial — whether it be the inscription of our name on a school's honour roll, an autographed presidential portrait on the wall of the curling club's lounge, or even a scribbled signature or lipstick initials in some historic place. A browse through the etymological dictionary reveals that many people have found their niche in the square brackets which explain the derivation of our common words.

The very famous, of course, hardly need the lexicographer's hand-up into their niche. We know at a glance whence have come such words as *pasteurize*, *watt*, *caesarian*, and *platonian*. There are other words in common use, however, with a derivation, not so easily recognized, from the name of some relatively obscure scientist, inventor, politician, or nobleman.

It is natural that we should turn to scientists first, as their discoveries have often necessitated the coining of new words based, by themselves or others, upon their own names. Botanists Dahl, Gloxin, and Fuchs christened new flowers by adding the suffix *-ia* to their names; chemist Galvani, who experimented with the chemical and physiological effects of an electric current, left us the verb *galvanize*, which has broadened greatly from its original technical meaning; and physicists Ampère, Volta, Ohm, and Joule have electrical units named for them. We might note in passing that Herr Ohm is assured of a double mention in the etymological brackets, though the second is a rather backward one — the unit of electrical conductance, the reciprocal or reverse of resistance, is called a *mho*! (Current slang and the recently-alleged adolescent contempt for theoretical science may move the punster to wonder if the plural of *mho* is *smho*.)

Inventors in other fields have given us *macadamize*, *daguerreotype*, *zeppelin*, and *guillotine*. John Philip Sousa, the famous American composer and bandmaster designed the *sousaphone*, a bass tuba coiled circularly so that its weight rests on the player's shoulder. The modern tuba, incidentally, is a descendant of the bass *saxhorn*, deepest of a family of brass instruments invented in 1842 by a Belgian, Adolphe Sax. Two years earlier, Sax had invented another family of instruments which also bears his name — the *saxophones*. R. J. Gatling and Samuel Colt are two of the many gunsmiths whose inventions bore their names.

It is possible that a traveller, carrying a *gladstone* and wearing a *derby* and a *raglan-cut mackintosh*, might go for miles without realizing that he was perpetuating the memory of four distinguished Englishmen.

English nobility have certainly not confined their philological legacy to clothes and travelling bags. The Earl of Sandwich, who was so fond of horse-racing that he could not bear to take time out for lunch, devised the now commonplace expedient of putting a slice of meat between two pieces of bread. The Duke of Clarence (later William IV) had a style of carriage named in his honour. The Earl of Chesterfield popularized a new style of living-room couch.

While our list, to this point, is entirely male, it must be noted that the ladies have also made a contribution. Madame Curie, for instance, has had a unit of radiation named after her; and the Spanish, Countess of Chinchon first introduced to Europe *cinchona* bark, from which quinine is extracted.

Note must also be made of the activities of Dr. Thomas Bowdler and Captain Boycott. The former, a pious physician, published an expurgated edition of Shakespeare in 1818. He would certainly be sadly disillusioned to learn that he is now known, not for the ten-volume masterpiece which he proudly prefaced, "in which nothing is added to the original text; but those words and expressions are omitted which cannot with propriety be read aloud in a family," but rather for the scornful verb *bowdlerize*. Boycott's harsh treatment of his Irish tenants, about the year 1880, led to an organized movement to hold no dealings with him or his family. As the English language had no word to indicate this particular type of economic ostracism, the term *boycott* was coined.

There are others who seem ensured of lexicographic notoriety rather than fame. Quisling, Norway's pro-Nazi traitor in World War II, has as his legacy a common noun of particularly perfidious connotation; Xanthippe, Socrates' wife, has given us a synonym — needed, alas, as much today as 2,500 years ago — for a nagging, garrulous wife; and Machiavelli, minion of the Medici, leaves an adjective that implies the ultimate in unscrupulous duplicity.

The encouraging thing about this whole matter of etymological fame is that one need not have lived at all to get into the dictionary. Mythological characters have given us a number of our most vigorous and useful words — with meanings usually related, directly or indirectly, to their most notable traits: *herculean*, *jovial*, *atlas*, *martial*, *mercurial*, *mercury*, *narcissism*, *bacchanalian*, *saturnine*, *vulcanize*, *volcano*, *plutonic*, *tantalize*, and *protean*. Mercury's Greek counterpart, Hermes, who among other things was the god of science, sees his name appearing in the word *hermetically*; and, with Aphrodite, in *hermaphrodite*.

Then there are characters from literature whose names have been turned into common nouns: *malapropism*, from Mrs. Malaprop, the muddled misuser of words and phrases in Sheridan's play, *The Rivals*; *tam*, from the hero of Robert Burns' poem, *Tam o' Shanter*; and *euphuism*, from *Euphues*, written in the sixteenth century by John Lyly in an absurdly artificial and affected style. Two opprobrious nouns from the great classics of English literature are *scrooge* and *shylock*. Foreign masterpieces have contributed *gargantuan*, from Rabelais' *Gargantua*, and *quixotic*, from Cervantes' *Don Quixote*.

The adjectives *utopian* and *lilliputian*, also derived from proper nouns in English literature, might be mentioned here, as the remaining paragraphs will be concerned with the influence of place names upon the formation of English words. Sir Thomas More wrote *Utopia* in 1516, coining the term to denote an island with ideal social institutions; Dean Jonathan Swift described Lilliput in his *Gulliver's Travels* as a land of little people.

There are many actual place names which have forfeited their capital letter in return for guaranteed steady usage in common English speech. First to mind, of course, are the names of certain countries: *china* (pottery), *turkey* (fowl), *guinea* (gold coin), and *japan* (lacquer). What is more logical than that a city or country should give its name to the product for which it is best known?

Consider textiles, for instance: we have *calico* from Calcutta, *damask* from Damascus (which also gave us the *damson* plum), *lisle* from Lille, *shalloon* from *Châlons*, *tulle* from Tulle, and — to keep this article right up to date — *jeans* from Genoa.

Some apparent derivations, upon investigation, turn out to be false. Tweed, for example, is not derived from the Scottish river near which it is made, but rather from the Scottish word "tweel." However, the name of the river probably influenced its evolution.

Other places have given us a wide variety of words, each with a significant and informative story behind it. Sardinia has named the *sardine*; Magnesia, in Greece, must have been loathingly noted by generations of youngsters who lived before the era of the candy-coated purgative; the name of the Island of Jersey has been transferred to sweaters; Magenta in Italy, Chartres (*chartreuse*) in France, and Cambodia (*gamboge*) have contributed three of our most attractive colour shades; Italy itself has styled *italic* type; Telemark and Christiania (now Oslo) are undoubtedly better known, at least to North Americans, as skiing terms than as Norwegian place names.

When in an epicurean mood, we generally think of Mediterranean wines, Dutch and Swiss cheeses, and German sausage. Note how these place names have passed into the restaurateur's jargon: *champagne*, *moselle*, *port* (Oporto), and *sherry* (Xeres); *edam* and *gruyère*; *frankfurter*, *hamburger*, and *wiener*. The last named is often misspelled by people who overlook its derivation from Wien, and the fact that the two vowels keep the same order in the anglicized version (Vienna) of this famous Austrian city's name.

Lest anyone conclude that the countries mentioned have a monopoly on cheese and sausage, *stilton*, *cheddar*, and *bologna* should be added to the list.

The word *gypsy* is a corruption of Egypt — although relatively few of these colourful nomads came from that part of the eastern Mediterranean area. Gypsies themselves prefer to be called *romanies* — a reference to the fact that a few centuries ago they were found throughout what was then the eastern part of the Holy Roman Empire. Our words *romance* and *romantic* can also be traced back, rather deviously, to Rome.

There is a subtle connotation of rather snide racial superiority in some of these borrowings of place and national names. "French leave" and "Indian giver" do not come within the scope of this discussion, as they still retain the capital letter; but *vandal*, *turk*, *street arab*, *apache*, *tartar*, and *dutch treat* are etymologically acceptable, although some may be objected to as being mildly *chauvinistic*. (Here is a word we missed when speaking of people whose earthly monument now consists only of a rather unflattering reference in the philologist's square brackets: Nicolas Chauvin's fanatic worship of Napoleon I is commemorated in our synonym for the worst type of narrow, bellicose jingoism.)

There are slang expressions of the same sort as those listed in the preceding paragraph which have never been promoted to the accepted usage of educated people — possibly because of an instinctive aversion to stigmatizing other ethnic groups. "He's too scotch," "To jew down," "A chinaman's chance," and "Don't get your irish up" are examples.

Today, few of our high school pupils study Latin, and virtually none struggle with the mysteries of Greek. For this reason, possibly, even the best of our students of senior English lack a true understanding of their language's historical perspective — of its venerable youthfulness; of its versatility and universality; of the unequalled richness of its heritage; of its capacity for infinitely subtle shades of meaning; and of the fascinating story which can be found behind the evolution, over the centuries, of many of our commonest words.

Good students, properly guided, will welcome a chance to adventure through the pages of a good etymological dictionary (such as the little *Highroads* or the larger *Concise Oxford*), absorbing something of the English language's spirit and vitality. If this article suggests to some teachers of senior English a few of the many possible themes for individual research and class discussion, it will have amply served its purpose.

The teacher who is bombarded with suggestions for guiding children's reading may, in her concern and enthusiasm, forget the essential nature of the materials she is using. It is important to realize that the best of children's books are, first and foremost, literature and should be treated as such. They are not prescribed for children because of the "lessons" they teach or the information they impart.

The best of children's fiction is written because the author has a good story to tell. It is emotional and creative as well as intellectual in origin, and its appeal must be first of all through the emotions of the reader. The essence of all artistic endeavour is this creation of an emotional oneness between the artist and the reader. All good literature does have a "message," but it emerges subtly and artistically integrated through the story. In using such literature with children the teacher dare not interrupt the process of communication between the artist and the child reader.

All who attempt to guide children's reading must exercise careful judgment with respect to how they use books with children. A teacher needs to summon up all her resources of professional judgment, common sense, and imagination in order to make children's independent reading a lively, thought-provoking, and, perhaps most of all, an enjoyable experience. Over-zealous "guidance" might easily degenerate into stereotyped, didactic procedures that could spoil books and reading for children. Perhaps the only antidote for such a possibility is the cultivation of a "change of pace" point of view. Some books are meant to be enjoyed for their own sakes alone. Others make their points without any further discussion or elaboration of any kind. Still others may lead into searching discussions about problems of real concern to children. Sensitivity to occasion and mood also must be considered in making decisions about what to do at any given point.

Evelyn Wenzel,
The Reading Teacher, Vol. 9, No. 3.

JUNIOR ENGLISH THROUGH DRAMA

—
Mariel Jenkins, Toronto
 —

Children are the world's best imitators. In play they are constantly enacting the activities they see around them. The uninhibited conversation thus invoked can be directed with profit toward the teaching of English. Dramatization of a story with interesting incidents and lively conversation will provide an opportunity and stimulus for progressive development.

As an example I have chosen "Mrs. Santa," from *The Children's Hour*, by Carolyn Sherwin Bailey. A synopsis of the story follows:

It is Christmas Eve. Santa is about to begin his annual trip to distribute toys to the children. He is somewhat concerned, for Blitzen, a reindeer, is lame and Santa fears the trip is too long for him.

The elves pack Santa's bag and see him on his way.

After Santa's departure, Mrs. Santa indulges in a brief nap before starting to tidy the workshop. Awakening, she proceeds with her task, and to her dismay, finds a forgotten doll. Fortunately, the tag gives the name and address of the little girl for whom it was made. No child must be disappointed on Christmas Day, so Mrs. Santa, after consultation with Blitzen, decides they will try to overtake Santa.

They arrive at the home of the little girl just as Santa discovers his mistake.

LESSON 1

After the children had heard the story, discussion followed.

Teacher: Who are the important people in our story?

Child: Santa and Mrs. Santa.

Teacher: We call a man who does a brave deed a hero.

A woman who is brave is called a heroine.

(Write new words on blackboard.)

Who is the heroine in our story? Why?

Child: Mrs. Santa is the heroine because.....

The teacher continued helping the children develop the story lead by asking and receiving responses to the following questions:

When did Mr. and Mrs. Santa make the journey? Where were Mr. and Mrs. Santa when the story began? Where were they when the story ended? What was the most exciting thing that happened in the story?

This was the end of the first lesson. The teacher had established the story lead in the minds of the children. She had stimulated worthwhile conversation and had added two new words to their vocabulary.

LESSON 2

The story was reread, and the story lead and the vocabulary were reviewed. At this point the children were encouraged to add a description of the workshop. The reply to the question, "Who helped Santa make the toys?" was followed by an opportunity for a number of the children to dramatize the activity of the

elves. Each elf was asked to name the toy which he had made. The responses were as follows:

"I made a boat."

"I made a doll."

"I made an airplane."

The teacher accepted a number of these statements and then asked the elves to repeat their stories, telling what each toy could do. The extended replies included:

"I made a boat. It can sail."

"I made a doll. It can talk."

"I made an airplane. It can fly."

It was now suggested that each elf give in one sentence the name of his toy and what it could do.

"My boat can sail."

"My doll can talk."

"My airplane can fly."

The next step was to repeat the sentence adding a word to describe the toy made. The replies were such as these:

"My blue boat can sail."

"My pretty doll can talk."

"My big airplane can fly."

As a final step the teacher suggested that it was tiresome to have each story start with the same word. Stories should be told again, but each must begin differently. Such sentences as these were given:

"Come and sail in my blue boat."

"Can you hear my pretty doll talk?"

"See how high my big airplane can fly."

The teacher now remarked, "I find your sentences interesting, because you have made them all different. Most sentences simply tell us something, but Jane's sentence asked a question." Several children were led to ask a question about their toy, and the response was eager.

Then the teacher commented, "Tom's sentence ordered you to do something. Can you give an order about your toy?" Replies came slowly. The teacher suggested that a second child hold the toy belonging to the child giving the command. This brought the required response.

The exclamatory sentence was hardest of all. The teacher said, "Let us pretend that you let your doll fall. What would you say?" Replies such as these were given:

"Oh, dear me!"

"My goodness!"

"Pretend your boat wins a race," the teacher suggested, "then what would you say?" The replies were:

"Hurrah!"

"Look, look!"

In conclusion the teacher stated, "A story is more interesting if you use different kinds of sentences in telling it."

LESSON 3 (Review)

Different kinds of sentences were reviewed. The children were reminded that such sentences made their conversation more interesting.

Each child, speaking as an elf, commented on his toy. This time the sentences were greatly improved.

At the end of the lesson, a verse was composed as an introduction to the play. Rhyming words were given by the pupils. The teacher wrote a line on the blackboard and asked the children to add a rhyming line. Several were given orally. The best couplet was written on the blackboard:

Santa's elves are we
As busy as can be.

To the question, "What do you do to help Santa?" the reply came: "We make the toys." A rhyme was required for toys. "Toys — boys" was the response. "For whom do you and Santa make the toys?" they were asked, and the reply was, "For girls and boys." "I should like a line to rhyme with "me" and "be" to help us finish the verse," the teacher observed. Several rhyming lines were given, but none were satisfactory. The teacher suggested, "Perhaps the noise your hammers make would finish it nicely. Try that." At once the children gave the line, "Tap, tap, tee." The completed verse now read:

Santa's elves are we
As busy as can be,
We make the toys
For girls and boys,
Tap, tap, tee.

LESSON 4

Lessons from now on stressed the building of the drama. This gave continuous opportunity for oral English, which was guided carefully, but as unobtrusively as possible.

The conversation began with a discussion to determine what Santa had been doing while the elves were completing the toys and packing the bag.

It was decided that Santa had been in the stable getting the reindeer ready for the long trip. When Santa returned to the workshop he reported the lame reindeer, praised the elves for their work, and, slinging his bag on his back, bade them all goodbye.

The children provided animated dialogue for each character. At first this dialogue changed daily but, as best efforts were praised, it settled into a more or less static pattern.

Two episodes in Scene 1 had now been worked out: the activity in the workshop, and the departure of Santa. To conclude the lesson these episodes were reviewed.

LESSON 5

The children were asked to recall the two episodes already arranged. (Here was the opportunity for oral composition.) Further discussion determined what happened in the workshop after Santa's departure. It was decided that when tired Mrs. Santa fell asleep the mischievous elves began to dance. (A folk dance learned in Physical Training class was used.)

Mrs. Santa awoke refreshed. She began to tidy the shop and found a doll which had been left behind. The name on the tag told Mrs. Santa where the doll belonged. She decided Blitzen must take her there.

The children provided conversation for this episode, and the building of Scene 1 was finished.

LESSON 6

This lesson was a rehearsal of the completed Scene 1.

LESSON 7

The story was briefly retold, and the children were led to realize that the final part of the story took place in the home of the little girl who was to receive the forgotten doll.

It was then decided that the little girl should have two brothers and a sister. These children would be in their night clothes making ready to hang their stockings. Kindergarten chairs were used to make four beds.

The children provided conversation about the toys they expected Santa to bring.

The true meaning of Christmas was discussed, and something of this was incorporated in the dialogue. A Christmas carol was sung, then the children slipped under the covers and went to sleep.

Soon afterwards, Santa entered to fill the stockings. As he worked he chattered gaily to himself. Just as he discovered that a doll was missing, Blitzen's bells were heard off stage, and Mrs. Santa entered. A happy conversation followed.

LESSON 8

This lesson was a rehearsal of the completed Scene 2.

In the rehearsals of the completed play, different children were given the opportunity to try out different parts. The undetermined number of elves allowed every child to take part. It was eventually agreed that certain children were best suited for certain parts. The play was rehearsed with the selected characters several times and presented to an audience invited from another Grade I class.

Throughout the entire project the spoken parts remained fluid. There had been no memorizing of speeches. Each rehearsal had provided an opportunity for oral composition. Vocabulary had been increased, sentence structure had been improved, and the ability to think and speak coherently and clearly had been developed.

MRS. SANTA HELPS

SCENE 1 *Santa's Workshop.*
(*The elves are busy making toys and Mrs. Santa is tying ribbons on the dolls.*)

Chorus: Santa's elves are we
As busy as can be,

- We make the toys
For girls and boys,
Tap, tap, tee.
- First Elf: Here is a bouncing ball,
Second Elf: Here is a baby doll,
Third Elf: A wind-up train,
Fourth Elf: An airplane,
All: A gift for each and all.
(The other elves talk freely about their toys.)
- Elf: My toy is finished!
Elf: And mine!
Elf: Watch my airplane fly! Whee!
Elf: Do you like the pretty dress I made for my doll?
(Music is heard and the elves skip around happily, displaying their finished toys.)
- Mrs. Santa: Little elves, come back to your work. We must hurry. Get the toys all packed, because Santa will soon be in for them.
(The elves hand toys to Mrs. Santa, who puts them in Santa's big bag. Sleigh bells are heard off stage.)
- Mrs. Santa: Oh, that must be Santa now! *(Santa enters.)*
Mrs. Santa: What kept you so long? It is time you got away on your trip.
Santa: Blitzen has a lame leg. I had to doctor him a bit.
Mrs. Santa: Will you be able to take him on your trip?
Santa: No, I am afraid I must leave him at home. He could not stand such a long journey.
- Mrs. Santa: That's too bad! I hope the other reindeer can pull your heavy load.
- Santa: I think they can manage. *(He turns to the elves.)* Now, what have my elves been doing? *(He inspects some of the toys.)* You have done a fine job, little elves. Every child should be happy on Christmas Day. But it is time we were off. Are you ready to help me pack my sleigh?
- Elves: Yes, Santa. *(They go out with the toys, while Santa lingers behind to speak to Mrs. Santa.)*
- Santa: Is there anything that I can bring you from the city, Mother?
Mrs. Santa: I need a new pair of glasses. All this sewing hurts my eyes.
Santa: I'll try to get them for you. Goodbye, Mother.
Mrs. Santa: Goodbye Santa. Safe journey. *(The elves come trooping back.)*
One Elf: Now that our work is finished, let's have some fun.
Other Elves: *(In chorus)* A dance, a dance! Let's have a dance! Come along Mother Santa.
- Mrs. Santa: Oh, I'm too tired. I'll just sit here and watch you.
Elves: *(Murmur)* Too bad. Sorry.
One Elf: *(Loud voice)* Choose your partners for a dance! *(All join in a folk dance. During the dance Mrs. Santa falls asleep. The dance over, the elves sink down exhausted, and soon they are all asleep.)*

The stillness wakens Mrs. Santa. She jumps up and hastily begins to set the shop to rights.

Mrs. Santa: *(Holding up the doll.)* Oh, my goodness! Here is a doll. *(She reads the label.)* I wonder if Blitzen can help me get there before Santa.

CURTAIN

SCENE 2 *A bedroom containing four little beds. (Four children enter carrying empty stockings, which they hang on the bedposts.)*

First Child: What do you want Santa to bring you?

Second Child: I want a doll's house with little windows that have curtains on them.

First Child: Doll houses are for girls. I want a bomber that can really fly.

Third Child: I want a bed for the dolly Santa brought me last year. I want a new doll, too. One that can walk and talk.

Fourth Child: I want a good ball mitt. I really need one. My ball is hard.

Children: *(They skip, hands joined in a circle, and sing.)*

Tomorrow will be Christmas Day

And that's what I want for Christmas.

First Child: Let's sing a real Christmas song about the Baby Jesus. It's His birthday, you know. *(They sit on their beds and sing a Christmas carol. The clock strikes seven.)*

Second Child: Oh, it is time we were in bed. Santa will soon be here. *(They slip under the covers. Santa enters.)*

Santa: Bless my heart! All sound asleep! I hope I can remember what they wanted. Ah, yes! This is..... He wanted a bomber. I think I have just the one for him. *(Santa takes a bomber from his bag.)* He'll like this. It flies like a bird. This is She wanted a doll's house. I asked the elves to make it specially nice, and Mother put curtains on the windows. *(Searches bag.)* Here is a baseball mit for..... Now, where is the doll for.....? I remember Mother Santa dressed one for her. It was such a pretty doll. Mother was very proud of it. *(He is much disturbed for he cannot find the doll. Bells are heard off stage.)*

Santa: What is that? It sounds like Blitzen's bells. *(Mrs. Santa enters.)*

Santa: Why Mother! What brings you here?

Mrs. Santa: I found this. *(She unwraps doll.)* I could not bear to think that would be without her doll on Christmas Day.

Santa: 's doll! Good old Mother Santa! will have her doll after all. *(They go together to put the doll in 's stocking. The little girl stirs.)*

Mrs. Santa: Sh! We had better go. She may waken and see us. *(Mr. and Mrs. Santa prepare to leave.)*

Mr. and Mrs.

Santa: *(Quietly)* Merry Christmas, children! Merry Christmas!

CURTAIN

SCHOOL GRADUATES OF 1956

Robert A. Speirs, M.A., Headmaster, Selwyn House School, Montreal

Another group of senior students is restively readying itself to join the graduate ranks in our province. Let us take a quick look at them before they leave us. What is their outlook on life and what do they stand for?

Even in our most frustrated moments we teachers have had a tremendous admiration for the young folk who pass through our hands. It is true that they often baffle us by their contradictions -- of behaviour, of ideas, of taste, and even of dress. It is true that they sometimes bewilder us with their strange enthusiasms, their fads, and their fancies. It is true that occasionally they exasperate us with their know-it-all cocksureness, their condescension of approach to their elders, and their homespun panaceas for the evils of our world. It is also true that a somewhat superior smile sometimes curls upon our lips as we watch their antics of sheer animal *joie de vivre* or listen to their indiscriminating talk about a myriad matters that don't seem to have the slightest relevance to the needs of the moment. But, behind all our occasional impatience with them, our misunderstanding of them, and our anxiety over them, there still lurks in our hearts a very real pride in them and a very genuine faith in their future.

The critics and the cynics, of course, like the poor, are forever with us. They feel that our young folk are not what they used to be. (I frankly don't think they ever were!) There are too many youngsters, they affirm gloomily, who cheerfully expect the rich treasures of life to be handed to them upon a silver platter, who think the world owes them a handsome living and all the comforts of this luxurious age, and who feel they ought to start up the ladder of success with the manager's salary and at least half the perquisites of the president himself. The critics charge that we have spoilt youth, that they have not been conditioned by discipline to take the bumps and spills of life's rough-and-tumble battle, that they are selfish and demanding, and that they are continually seeking for a good time with a minimum of effort, with an over-riding emphasis upon shorter hours, less work, and easy living. As a teacher, I do not feel that I stand alone when I say that twenty years and more of fruitful experience with young people in our schools, both public and private, have shown me a mere handful of students who could even faintly approximate to the picture of the cynics. Indeed, despite the innumerable changes that the past two decades have brought to our way of life in Canada, the same three things impress me today as impressed me about the first teenagers I taught, and encourage me to feel that they are the glad possession of most wholesome, normal youngsters. And what are these things? They are (1) a lilting spirit of adventure, (2) an ambition to hold their sights high and a desire to make something abundantly worthwhile of their lives, and (3) a glowing light of faith in themselves, in their future, and in their God.

Life for most of them is still a great adventure; not for them may be the thrill of Cartier and Champlain opening the way to lands and riches yet undreamed of; not for them may be the sagas of Hudson and Mackenzie or the

exploits of fur-traders and pioneers that brighten the storied pages of Canada's history with acts of heroism and endurance. But, let no one say that our boys and girls, at the very portals of opportunity, are anxious only for the rewards that come with victory in the battle and are unwilling to fight for these. Our young people are clear-sighted about their opportunities and are impatient to get into the fray. They see on today's horizons possibilities undreamed of by treasure hunters of days gone by. They look out upon an industrial potential that is amazing, upon a mid-century of outstanding developments from the subterranean storehouses of the Labrador East to the liquid gold of the oil-rich West. Physical frontiers of the past have been exchanged for frontiers of engineering, science, and commerce that are a challenge to every adventurous youth. Nor are they neglectful of the phenomenal possibilities for the future in the fields of cultural advancement that make such a glittering prospect for young Canadians. Well might they cry with the poet Wordsworth:

"Bliss was it in that dawn to be alive,
But to be young was very Heaven!"

I would not, however, minimize the insidious temptation, in certain youngsters, of demanding all the privileges of our democratic society without accepting the responsibilities that go with them. The gospel of hard work and discipline is just as essential today as it was a generation or two ago. Wishful thinking, passivity of outlook, over-dependence upon others, the drone mentality, the "Let George do it" attitude — all these are painful deterrents to real success in our age as in any other.

As adults, it is our responsibility to help our young people towards maturity. Through our encouraging, respectful attitude we should help them develop faith in themselves — a realization of their ability to triumph over defeat in spite of initial failures. We should help them to abhor and reject the unscrupulous tricksters in the world around them, and lead them to follow or emulate those whose lives are dedicated to the upright service of community and country. We should make them aware of their significant purpose in life in fulfilling their respective tasks nobly and honestly.

To complete these tasks, our young people need confidence: to reinforce that confidence, they need courage. Courage to stand on their own feet, to make their own decisions, to stand by their guns, and to fight against the demons of distrust, diffidence, and defeat; courage to press on to the goal. Sometimes to them the goal seems far away. Mists of weariness and frustration will, no doubt, blur their vision; will o' the wisps of ease and security, of complacency and compromise will wink enticingly to lure them from the solid highway. Our main business of every day is not to concentrate upon what lies dimly at a distance, but to do with courage and with constancy what lies clearly at hand. Instead of pleading, as the weaklings do, for tasks more suited for our strength, we should pray for strength more than equal to the challenge of each hour. For therein lies the essence of true success.

Give our young people confidence and courage: but, above all, give them conviction. In their hearts young people know that it is the man of conviction who will move the world. Obstacles may bestride their pathway and barbed

arrows of criticism, sarcasm, or ridicule may be wantonly winged against them, but, if they are girt with the armour of conviction, its flaming sword will cleave a path to the shining goal.

These young graduates of 1956 wear no rose-coloured glasses. They see the dark menacing clouds on the horizon. They realize that one never knows what a day may bring forth in this troubled and chaotic world of ours, and that the frightening spectre of global war, with all its attendant evils, is no morbid nightmare of a twisted mind. Such conditions make them feel helpless and ineffectual, like pawns in a great game. In moments of depression they may cry, "What's the use of my individual effort anyhow? What difference can I make?" But, youth is nothing, if not ebullient: the slough of despond will not hold them in its miry grasp for long. Soon, we find them back in the battle, eager to show the mettle of which they are made, eager for the mastery.

As Canada grows fast to maturity, it is pleasant to feel that our youngsters have convictions that are national as well as individual; that they are bound together by ties of basic belief, not only in the great moral truths of religion but, also, in the mighty concepts of political and social life that have been hammered out on the anvil of our country's history. Towering above all the things that strive to separate us are the things that unite us — a common heritage of freedom and a common ultimate purpose.

In the Zeinesjoch Pass in the Austrian Tyrol, a tiny stream runs through the centre of a mountain meadow, cupped between two ridges. Where the meadow begins to slope, the rivulet forks, and a mountain sign reads, "The right branch of this stream flows into the Danube and the left into the Rhine." Here is the modest source of two great European rivers — one bound for the valleys of Austria and Hungary, for Roumania and Bulgaria, with a final emptying into the Black Sea; the other destined to flow through Germany and the Netherlands, at last to be embraced by the Atlantic Ocean. A common source in the mountains, a common ultimate purpose to find the sea, and yet how varied — how infinitely varied — are the courses followed.

Is there a parable here for our young people as they prepare to leave school? With a common birthright of democratic freedom and a common purpose of striving to enrich their day and generation, they go forth on their devious ways to accept the challenge and fulfil the duties of maturing citizenship.

As we, who have witnessed their successes and their failures, their laughter and their tears, and have played a not unimportant role in their development, stand with them in the archway looking out on their untravelled world, let us wish them god-speed upon their way and the happiness of true success.

The world started going to smash about the time it abandoned the hand-cranked ice-cream freezer, the finest device ever invented for teaching youth that work had its rewards.

A WISE NATION PRESERVES***Progress and Principles in the Field of Historic Preservation**

H. Gilbert Ferrabee, M.A., High School of Montreal and McGill University Museums

It is summer. The air is clear, and the sun is reflected in a myriad glints from the wavelets of Lake Ontario where the St. Lawrence begins. On this Saturday morning the traffic is light as we drive slowly past the memorial arch over the roadway leading into the Royal Military College.

Suddenly, the breeze brings the sound of fife and drum to our ears, seemingly from the direction of Kingston. A glance in the rear mirror reveals the source of the sound. Led by a mascot — a silken-haired white goat — a body of red-coated soldiers is marching smartly, if a trifle woodenly, along the highway behind us. We pull off the road to let them pass.

The detachment moves past our car; the shrill fifes, the tall, black-peaked caps, the scarlet tunics, the pipe-clayed white belts, the long, tight, blue trousers and the unusual slope of the muskets seem oddly out of place. But a few minutes later, as we follow slowly on the side road up the hill, the pattern falls into shape. Ahead, its limestone walls crowning the prominence, stands old Fort Henry. And now, crossing the bridge, which spans the dry moat, is the Fort Henry Guard.

This is our past, in three dimensions, sound, and colour. It's a "live" show. We shall, a little later, watch the civilian "soldiers" go through a gun drill, again to the tune of fife and drum and with much stamping of heavy boots. We shall observe the loading and traversing. We shall wait, in pleasant suspense, while the sergeant sights an "enemy ship" through his telescope and is deafened by the boom of its cannon, and we shall see the crew enveloped in the thick smoke of black powder. This is historic preservation for the people of today.

All across North America, on both sides of the Canada-United States border, pageantry, venerable piles of stone, brick, and adobe, or cunningly reconstructed log stockades, blockhouses, and dwellings are the objects of pilgrimages or points of passing interest to vast numbers of visitors. In the United States, regional and national organizations have devoted significant effort to the preservation of historic shrines. Here in Canada, we are becoming aware of our rapidly diminishing heritage of historical buildings, and attention is being directed towards their care.

It is over a century since Joseph Howe became a member of the first Cabinet of Nova Scotia. We have passed the hundred-year mark, too, since Responsible Government was confirmed in British North America, and we are nearing the centenary of Confederation. It was at about the same relative place in the growth of the United States that the movement to make museums agencies of

* "A wise nation preserves its records — gathers up its monuments — decorates the tombs of its illustrious dead — repairs its great public structures and fosters national pride and love of country by perpetual reference to the sacrifices and glories of the past...."

—JOSEPH HOWE.

popular culture began. Today that movement is as much an accepted part of American life as is universal education. Canada might do worse than follow suit.

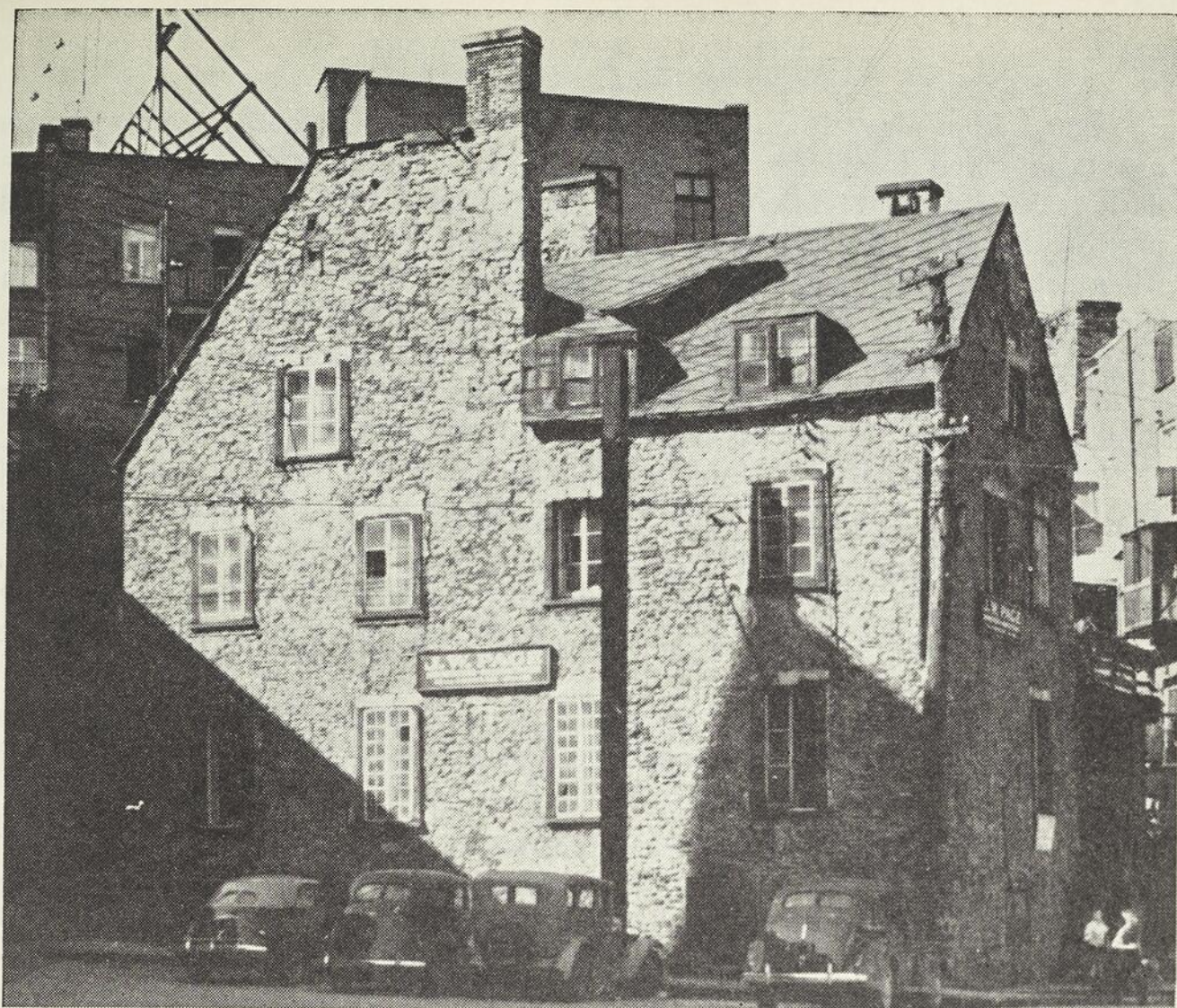
Canada, as it moves into the second half of the twentieth century, is under a variety of pressures. An expanding economy, with the need for huge expenditure of capital, presents the problem of control of Canadian industry. An increasing population emphasizes the need to acquaint new citizens, both children and adults, with the sources of Canadian life. An ever-growing number of graduates of schools and universities, having fairly begun their education, find themselves in a society where popular recreation requires little more of them than the attitude and intellectual effort of a sitting duck. Those of us who are engaged in educational work, at any level, wonder sometimes if we have helped to awaken and develop the intellectual curiosity which will provide its possessors with a desire for continuous education. Many educators who are engaged in adult cultural activities outside the classroom come in contact with people whose education did not stop at graduation.

There are encouraging evidences in this province, whose motto is *Je me souviens*, and which is fortunate to have the foundations of two cultures well represented by historic structures, that agencies are striving to preserve the tangible links with our past. Recent developments testify to the active interest of the three sources generally responsible for historic preservation: government, institution, and private citizen.

Last year, two hundred and fifty years after its construction, the Château De Ramezay of Montreal underwent extensive repairs. To celebrate the anniversary, its owners, The Antiquarian and Numismatic Society of Montreal, published a small book, *Les Ramezay et leur château*, written by Dr. Victor Morin, the Society's President, which included an English version, *De Ramezay Family and Château*, by Mr. John D. King, Vice-President. In the Foreword of this book, the Château is officially classed as a relic of national importance and interest by the Historic Monuments and Sites Commission of the Province of Quebec. Dr. Morin adds that it is "one of the four structures erected in Montreal during the French régime which now remains intact on the island."

The repairs to the Château De Ramezay included a new roof, repairs to the framework under it, and renewal of the dormer windows. These improvements were made possible by a grant from the Federal Government on the recommendations of the Royal Commission on National Development in the Arts, Letters and Sciences. At the same time, through the agency of the Historic Monuments and Sites Commission of the Province of Quebec, funds were made available to give the old building a face-lifting to reveal the original stone of its walls. Inside, redecorating and some reorganization of material has made a tour through the many galleries and vaults a much brighter and pleasanter experience.

The Château De Ramezay is a memorial, not only to the vicissitudes of its original builders, but, also, to the indefatigable efforts of generations of enlightened Montrealers who have worked for its preservation. Under the Society which became the Château's owner in 1929, by deed from the City of Montreal, and under wise curatorship, the Governor's Mansion may look towards a new lease of useful life.



Hôtel Jean Baptiste Chevalier, Québec



Maison Hurtubise, Westmount

Some miles away from the Château of Claude de Ramezay another house has been saved from the devastation of pick, shovel, and bulldozer. Predating the more pretentious De Ramezay home, the Hurtubise House was possibly a year or two old on that night of August 4, 1689 (*L'année du massacre*), when some fifteen hundred Iroquois descended on Lachine. As one stands in the earth-floored cellar looking at the loop-holes in the front wall, one cannot help speculating on the feelings of the Hurtubise household on that terrible night. Did they know of the attack? Could they see the light of flaming dwellings in which the hapless settlers were burned, alive or dead?

The Hurtubise House, situated on the corner of Côte St. Antoine Road and Victoria Avenue, has been bought privately, with a view to its preservation and eventual restoration as a period house or museum. Thus, a pioneer farmhouse, which remained in the hands of its builders, a family brought to Villemarie by Maisonneuve, for over two and a half centuries, will carry its message from the past to the future.

Turning to the capital of the Province, it is noteworthy that the Prime Minister of Quebec recently exhorted Quebeckers to retain the evidences of their French culture in the signs and street names of the old city.

Possibly the most satisfactory planning for preservation is conducted by the group associated historically with these storied monuments. It was, therefore, peculiarly gratifying to read a press notice that the House of Jesuits at Sillery, in recent years a museum under private ownership, has now been purchased by the Jesuit Order, and will be continued as a museum under their control. Dating from 1637, La Vieille Maison des Jésuites is claimed to be the oldest house in Canada.

There are a number of methods of designating, maintaining, and interpreting historic places. Old Fort Henry, referred to earlier in this article, was restored by the Federal Government, and then turned over to the Department of Highways of the Province of Ontario which now operates it. In nearby New York state, the State Education Department has jurisdiction over historic sites and markers. Direction is by the State Historian, and there is a Supervisor of Historic Sites. Some twenty sites are in the care of this governmental body. It is obvious that state or institutional custodianship is necessary if permanent preservation is to be ensured.

Legislative authority is required if the body charged with classification of historic sites is to be able to prevent their demolition. An example of such power is seen in the action reported in the *Montreal Star* of March 27. In this news item it was stated that three houses, the Hôtel Jean Baptiste Chevalier, the Hôtel Joseph Pagé and the Hôtel Bertrand Chenaye de la Garègne, built in 1752, 1720, and 1730, respectively, were to be preserved. These stone buildings, located in Lower Town, Quebec, are to be repaired and used as museums for Quebec crafts and other objects from the Provincial Museum. The Historic Monuments and Sites Commission of the Province of Quebec obtained legislation at the last session of the Provincial Legislature to classify the buildings as historical monuments. Negotiations are now under way to purchase the three houses.

One further evidence of private concern over the problem of historic preservation should be mentioned. Last summer, among other projects intended to stimulate interest in our historic heritage, the Lake St. Louis Historical Society opened a blockhouse museum on St. Helen's Island. This year there will be a military museum on the island, under the same sponsorship.

So much, then, for the recent developments in the field of historic preservation which encourage one to feel that the fundamental requirement of educational interpretation — sites to interpret — is receiving serious and constructive attention. The balance of this article will be concerned with a problem which is common to all educational materials: utilization.

Last fall, the first short course in Historic House Keeping was offered jointly by the National Trust for Historic Preservation and the New York State Historical Association. The setting was Cooperstown, New York, the village which is off the beaten track but to which tens of thousands beat a track every year to visit the Farmers' Museum, Fenimore House (American art and folk art), and the Baseball Hall of Fame Museum. The purpose of the course was to help its participants solve their specific problems, to help them think through a master plan, to meet technical and public relations problems, and, perhaps, most important of all, to help them interpret to our generation the landmarks in their care. The faculty and speakers included twenty-four authorities, many of international reputation. The course was of six days' duration, and thirty sessions were held.

Two representatives from Montreal attended this course in Historic House Keeping. The University of Montreal sent Professor Michel Brunet of the Institute of History. The writer represented the Education Division of McGill University Museums. There was one other Canadian in the enrolment of sixty.

On the principles of historic preservation there is general agreement, judging by the lectures of the experts at Cooperstown. The criteria for selecting a site or building for preservation are: historical significance of the building or its associations; suitability, from the viewpoints of original remains still extant, surroundings, adaptability to public use, integrity of building, recognition by national, state (provincial), or regional authorities, and of proper preservation with reasonable access; adequacy of administering agency, legally, financially, and professionally. These standards have been set up by the National Trust for Historic Preservation in the United States.

Given a historic site or building which meets the above criteria, the following principles have been formulated by Kenneth Chorley, President of Colonial Williamsburg:

1. Provide adequate research before beginning work. Avoid presenting to the public the "oldest house," if it isn't, the "house in which" if it didn't, the "period furnishings," if they aren't;
2. Have clear aims. Understand the purpose, limitations, interpretation, and possibilities within the available budget;
3. Make quality of presentation and interpretation the criterion of value. Emphasize human, not merely physical, associations to present a vivid picture of the men and women who lived in the period. Interpreters are more important than buildings or exhibits.

The broad aims of historic preservation, as outlined by Frederick L. Rath, Jr., Director of the National Trust for Historic Preservation, are two-fold: (1) to serve the public which today has more leisure time, and (2) to teach history by a more dynamic method than is possible in the classroom. This involves a dual responsibility. For the public, there is the obligation to provide "remembering places" for "all the people." For the local community, there are a multiplicity of fields to be covered, from the service to school children to the attraction which brings visitors and business to local merchants. A distinction should be made between the historic or period house, which serves to turn back the pages of history, and the history museum, which may be in the same building.

A sentence which has become a slogan for historic preservation runs: "Generally speaking, it is better to preserve than repair, better to repair than restore, better to restore than reconstruct." We might add to this, "and better to reconstruct than place a marker." While there are some exceptions to the sequence of preferable courses — for example, the splendid reconstruction of the Habitation at Port Royal — this saying is amply justified by examples of sites or buildings badly restored or poorly reconstructed. Good taste and good sense are the best aids. "Less is more," says Frederick Nichols, Professor of Architecture, University of Virginia; "don't over-restore." Preserve what is found, don't improve on it; don't limit to one period. Above all, preserve the integrity of the house.

A historic house is a bridge into the past. It is also the number one exhibit and should be used to tell as much of the story as it can. The most significant features of its architecture should be made clear, and, if it is not restored to one set period, the visitor should be assisted in visualizing its earlier form. A house built in primitive pioneer days need not apologize for Victorian mantelpieces: change is part of human life. But no visitor should be given the impression that the original builder sipped his tea and warmed himself before a gas grate.

In the preservation of the Manoir Lachine the many problems of custodianship have been successfully handled through the enlightened efforts of a local society. Let us use this as a typical project and outline the steps which are open to its governing body, the Lachine Society of Regional History.

The house is understood to have been built, in 1671 or 1672, by the fur traders Jacques LeBer and Charles LeMoyné on land formerly part of La Salle's seigneurie. Although the house and another building nearby still give evidence of early stone construction, they have been so modified by alterations and additions that a "period" restoration is impractical.

Since 1948, the house has been under the care of the Lachine Society of Regional History, founded by Anatole Carignan, who until his death was the moving spirit in promoting interest in Lachine's history. Among other things, it houses Mayor Carignan's Collection. The Society is now coming to grips with the problem of how to make the house and its contents tell something of Lachine's story.

In October, 1953, the Society published a brief history of Lachine. This was necessary in order to plan the "lesson" or "lessons" to be taught. The Society may elect to present a chronological story of the region from its earliest

foundations to the present. In the setting of a dwelling, divided into rooms, the sequence would have to be interrupted. Probably, it would be simpler to prepare one orientation exhibit to give the visitor the chief events in the Lachine story, and then deal with notable figures from the past, important institutions, and the life of the farmer and the farmer's wife.

Those who are educationally minded — and this includes many people who are not professional teachers — recognize that, in interpreting history to children and to the general public, people are more important than things and the story is more important than the objects illustrating it. Given a good historical environment and a well-founded site, the task can be done, and done very effectively. It is not vital to possess hair, said to have come from the tail of the horse ridden by Wellington at Waterloo, in order to link the British general with nineteenth-century Canada. In fact, relics, personal or otherwise, may be more of a hindrance than a help.

Historic sites are extremely effective aids to teaching. In a wider sense they are the evidences of our roots, and can evoke feelings of kinship with our forbears and identification with the whole saga of human endeavour, without which neither individual nor nation can achieve maturity.

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Unesco is at present considering the possibility of setting up an International Centre for the Study of the Preservation and Restoration of Cultural Property (museum objects in general, works of art, historical monuments, ancient books and documents, etc.). The duties of the Centre would be: (a) to collect, study and disseminate information on the scientific and technical problems of preservation and restoration; (b) to co-ordinate, stimulate or initiate research in these fields by means of missions entrusted to organizations or experts, international meetings, publications, exchanges of specialists; (c) to give advice and formulate recommendations on general or practical questions; (c) to assist in training research workers and technicians and improving the standard of restoration.

THE SINS OF THE RISING GENERATION *

Sam Pollock, British Broadcasting Service

Let me begin by being my age today, and turn to the favourite topic of those who are not as young as they used to be; namely, the sins of the rising generation. A woman speaker at a conference in London recently handed our press a ready-made headline when she told her audience: "Television is making my son a moron." And since then, newspaper readers all over the country have been hastening to add their mite of condemnation, defence, or advice on a subject which, with the coming of commercial television to Britain, has gained fresh topicality. Leaving aside those who ask the old question, "Isn't this lady's television set fitted with a switch?" — opinion seems to be equally divided between those who believe television to be the invention of Satan, and destructive of all morality, learning, and good manners in its addicts; and those who believe it to be the greatest potential force for good since the invention of printing. Myself, I would incline — and I have no personal interest in the matter, being almost exclusively tied up with old-fashioned broadcasting — I would incline to support the latter school of thought, with heavy emphasis on "potential" force for good. One thing I do notice about my younger acquaintances who are incorrigible viewers — something which reminds me of that old story about F. E. Smith, the brilliant lawyer who became Lord Birkenhead. Smith was a struggling young barrister when his address to a County Court was interrupted by a judge. "Mr. Smith," said the judge, "I have been listening to your statement of this case for a full half-hour now, and I'm still no wiser." "No wiser, your Honour," said F.E., "but better informed." Well, I would say that, on the whole, television has had the same effect on youngsters. They may be no wiser than their elders were at the same age, but they are better informed, as I found out to my sorrow the other day, when I rashly was drawn into an argument with a ten-year-old on the activities of one of the United Nations special agencies, and he was able to floor me with some facts he had gathered from a programme about it "on the telly."

Still, it's being said, our modern youngsters never seem to read a book; there they sit goggling at the screen like a lot of cod fish—I'm quoting from one of the letters to the press — and they're completely losing the habit of reading. They're all growing up illiterate. Well you know, I sometimes wonder if we couldn't be mistaken in assuming that knowledge, education, and learning could not exist without reading. Not that I think our youngsters have given up reading — after all, according to their elders, when they're not being demoralized by television they're being corrupted by reading Horror Comics. And there's more reading matter being published for, and presumably bought by, youngsters in Britain today than ever before. Our public libraries tell the same story. But could it not be that those with no taste for reading — and they existed before ever the cinema or radio or television were heard of — could it not be that television is offering them opportunities of education which they've

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never had before, or which, in the old form, they weren't willing to accept? It's notorious that hearing a language spoken is better training than reading the best of textbooks on grammar and syntax. It may be my imagination, but I'm beginning to notice the youngsters acquiring a wider vocabulary and wider ideas than I had at their age, and I think television is largely responsible. Most of them would never have read a book, or even listened to a radio talk, about the United Nations Children's Fund. But sitting goggling at the screen, they take everything offered them. And on the whole I think it's doing them good.

Admittedly this is no answer to the employer who complains -- as many of them do -- that in these days it's hard to find an office junior, boy or girl, who can spell correctly or do the simplest sum, and for this situation they jointly blame the lure of television and, what they call, our new-fangled ideas of education. But there again I think we're suffering from delusions about what the situation was before. For example, a wave of horror spread over the country a few years ago, when it was discovered that large numbers of our young National Servicemen were practically illiterate. Here we are, we said -- eighty years of free, compulsory and universal education costing hundreds of millions of pounds, and this is what we get for it. The fact is that National Service has given us an opportunity to check up on the education of our teenagers which we never had before. Ask any officer who had the job of censoring the troops' letters during World War I if he thinks that illiteracy is something new. As for those office juniors, we need millions more office workers now -- in industry and government -- than ever we did before; and the result is we're having to make do with the services of boys and girls of a type who even twenty years ago wouldn't have dreamt of applying for an office job -- they'd have gone to work in a mill or factory -- if there was work for them. If I may speak in parables, defects will come to light in a car moving at a hundred miles an hour which are never suspected while it's travelling at thirty, or standing still in a garage. I think our youngsters, on the whole, are better educated in every respect than they ever were before; but with our economy at full stretch -- with what the economists are calling over-full employment -- the uneducated stand out more than they used to.

PERSPECTIVE

A psychologist tells of a youngster who was given a telescope for his birthday. Shortly afterwards, his father found him looking out of the window at another youngster, slightly larger than he, playing in a neighbouring yard. Then his father noticed that the telescope was reversed. "What's the idea of looking through the wrong end, son?" he asked.

The boy looked sheepish. "Well, I like to look at Johnny this way because he looks so small. He's bigger than me and he's always pushing me around. After I've looked at him this way long enough and see how small he is I'm going to lick the daylights out of him."

We don't know how this experiment worked out, but many times problems are solved by getting a new perspective on them.

OUR QUEBEC JUNIORS

E. Lorraine How, B.A., Director, Junior Red Cross

Red Cross is a symbol known the world over. Its millions of workers give freely of time, talents, and energy to further the cause of humanity. As adult ranks diminish, there are those who may wonder how such necessary and worthwhile services are to be continued. Let no one forget the vigour that lies back of Junior Red Cross with a membership of forty-four million children in sixty-one countries!

In this world-wide organization, our Quebec Juniors total over eighty-nine thousand members. The basis of membership is to be found in the Declaration of Service: "We believe in service for others, for our country, our community and our school; in health of mind and body to fit us for greater service, and for better human relations throughout the world. We have joined the Junior Red Cross to help achieve its aims by working together with members everywhere in our own and other lands." The programme, oriented to serve all children from Kindergarten to Grade XII, has vast and far-reaching effects in schools.

The Department of Protestant Education grants permission to all schools to adopt the Junior Red Cross programme as a means of helping the child to understand his relationship to humanity. At the beginning of each year all classes are invited to enrol pupils as Junior Red Cross members. Through classroom meetings, inter-high school councils, rallies and training centres — regional, national, and international — conducted by JRCers in true business-like fashion, Junior Red Cross works towards the united goal for Health, Service to Others, and International Friendship.

Following World War I, the idea developed that children should take on a personal responsibility for their own health: Junior Red Cross took up the torch. Health posters, supplied to each elementary classroom with individual health stamps, and membership badges are used to advantage as incentives for discussions, inspections, campaigns, and for the preparation of charts and booklets to record rules for healthful living. From Kindergarten up, the value of rest, cleanliness, posture, proper food, safety, and outdoor play takes on a real meaning. As our Juniors grow older they look beyond personal health to that of their fellow-members. They will learn about less fortunate children, not only in their own school and community, but also in hospitals or distant lands. In "doing for others" they make simple festive favours, collect Christmas gifts, collect worn clothing for isolated young Quebeckers, and distribute sales slips to be redeemed for toys, health, or school supplies. They recognize that such service provides happiness — so necessary for health.

Service activities become more extensive and varied with increasing age. Members are encouraged to look around their community to find if cheer is needed for any shut-ins. Reports of visits, cards, gifts, "Sunshine Baskets," and carolling tell of local efforts. Veterans are entertained and assistance is given at clinics and hospitals by teenagers. As soon as the girls are able to knit, washcloths and afghan squares are completed. Gradually they work up to producing all types of knitted and sewn garments, including babies' layettes. This work may be done in assigned periods during meetings, at the noon hour,



Therapeutic toys made by the Juniors of Arvida High School.



Elizabeth Ballantyne Juniors package gifts for Quebec Labrador Schools

in Household Science classes, Home and Industry classes, or as an extra-curricular activity. Even the boys in Home and Industry classes make net stockings for Christmas gifts as they develop skill at a sewing machine. Each year, our Junior girls, often with some help from the boys, turn out thousands of garments, in addition to layettes and afghans, for the relief of people in devastated countries. Last year all such comfort went in provincial shipments to Korea, Greece, and Lebanon.

As a counter activity to the girls' handwork there is the boys' work in metal and wood. The sale of a fretsaw to an isolated Junior will not only develop new skills but will fulfil a desire to show and give to others the result of his handwork. Hundreds of sturdy wooden toys, many of therapeutic value, reach Junior Red Cross Headquarters each year and are distributed to hospital wards and clinics throughout Quebec and to the less fortunate at festive seasons. Several years ago, new developments in the treatment of cerebral palsied victims called for much specialized equipment, unobtainable in stores. With the co-operation of School Boards and under the supervision of Industrial Arts teachers, the efforts of our teen-aged boys are now meeting this demand. Along with the acquisition of wood and metal skills, there develops a personal interest, satisfaction, and pride in meeting the needs of the handicapped. Last year, 351 articles — standing tables and mirrors, backrests, high-backed, adjustable, and Laurentian chairs on platforms, large stringing blocks, tricycle pedal foot holders, and stools — were completed and distributed to ten hospital and clinic centres and to The School for Crippled Children. Individual pieces may be borrowed from the Junior Red Cross Loan Cupboard by parents whose child would benefit from their use at home. Many other articles, skis with and without poles, houses with four locks, metal bookrests, and dressing aids, are being produced this year. In order that similar programmes may be developed, patterns have been sent all across Canada, to the United States, Australia, England, Western Germany, and Austria. An exhibit of sample articles has toured high schools in Prince Edward Island and New Brunswick; another twenty-two pieces have been sent for display to Western Germany and for later shipment to the International Red Cross at Geneva.

Through Red Cross channels information will come from disaster-stricken countries of the needs of refugees, orphans, and sick children. The enthusiasm of our Juniors knows no bounds when they realize that faraway youngsters need toilet articles to help them develop or maintain good health habits. Collections of soap, towels, washcloths, combs, and hankies have been sent to the Middle and Far East. In Korea, toilet bags now hang on the beds of tubercular patients in sanatoria, and, to others, are coveted awards to encourage cleanliness. An appeal for school supplies was responded to with equal enthusiasm when it was known that three million Korean children go eagerly to school under the most difficult conditions. There has been a steady flow of pencils, practice books, rulers, erasers, and crayons to Quebec Headquarters for shipment to distant Red Cross sections and distribution to poorly equipped schools.

What about Junior members with physical defects for whom the family cannot provide? Correspondence with classroom branches of Junior Red Cross and school nurses invites all to report such cases. Thanks to the wholehearted

support given to our programme, Junior Red Cross is able to provide valuable assistance in establishing services for the restoration of good health. In 1955 alone, exclusive of dental, speech, or physiotherapy services, medical treatment was arranged for 372 needy children; of these, 159 received care from Junior Red Cross; the remaining cases were financed by the Provincial Government, Shriners' Hospital, Blue Cross, etc. Many are long-term cases: some are still Juniors-to-be. Ex-polios of St. Augustine, Saguenay County, have received continuous care, and a few have returned during each of five succeeding summers for operations, physiotherapy, braces, or boots to aid their crippled limbs. Devon, of the Eastern Townships, received plastic surgery on her lip and palate and, now, five years of age and with no eyes, she is attending the Montreal School for the Blind and awaiting further surgery. Due to polio, Chesley, of Brome County, had never walked. Consent for her operation was finally obtained and last year she was able to take herself to school. Following hospitalization last spring and a session at The School for Crippled Children, Garry, of Bonaventure County, in special boots and brace, now regularly attends his local school. Ken, of Verdun, walks well on his artificial leg. Barry, of Gaspé County, has just received a hearing aid and is learning new words to get ready for school. Wilkinson, of Lake of Two Mountains County, will soon have an artificial eye. Many are the children whose health and work benefit from the provision of glasses or tonsil operations. The handling of each case requires extensive arrangements with doctors, hospitals, artificial appliance firms, and railways. Junior Red Cross is continually grateful to doctors who give their services, and to all institutions and firms which offer reduced rates.

A decade ago, in answer to appeals from schools and educational authorities, Junior Red Cross undertook to help meet the need for better nutrition. Consolidation of schools, necessitating daily bus trips by Juniors, called for improved nutrition at lunch. Through financial assistance offered by Junior Red Cross the seed to establish school lunchrooms was planted. A total of over \$25,000 has already been donated for lunchroom equipment in twenty schools, three in the Montreal area and seventeen elsewhere in Quebec. Owing to a redistribution of pupils some lunchrooms are temporarily closed, but seventeen now serve a daily average of 50 to 235 hot meals during the school year. The Red Cross grant does not cover the cost of all equipment and is given only where adequate nutritional standards are maintained, and where voluntary help by the community and Juniors keep operating costs at a minimum. A yearly check is made on lunchrooms where there is Junior Red Cross interest, and suggestions are continually being offered to these schools, as well as to others who may wish to adopt similar projects. Lunchroom benefits are revealed in better physical and mental health and in improved social habits. In all schools, some free meals are provided daily, for those in need, through contributions received from school funds, local welfare organizations, or kind friends. Coaticook High School is the most recent to receive a grant of one thousand dollars towards equipment. Presently under consideration are the appeals from the School Boards of Magog, Shawville, Sutton, and Beebe. As funds become available, and a sound lunchroom policy is developed, these and other schools will receive assistance.

The appalling need for dental services for children has existed for many years. In the Greater Montreal area, Junior Red Cross has operated dental clinics under the supervision of the Children's Dental Committee for twenty-two years. In various centres, staffed by dentists and assistants, Juniors, unable to attend a private dentist, are referred by principals, teachers, and school nurses for free treatment. At present sixteen clinics are held each week in four centres at schools and at a settlement. A healthy mouth, free from caries, has thus been given to thousands of children. Until fairly recently, no dental services were available to children in many outlying areas. The results of a dental survey, conducted by our members in Bury, showed the urgent need for Junior Red Cross to pioneer in such health services. This year will mark the ninth anniversary of the dental clinic set up in Bury by Junior Red Cross. Other clinic centres have operated in the high schools of Cookshire, Scotstown, Sawyerville, and Magog. A clinic, sponsored by the School Municipality of La Pesche, will be operated in Wakefield this year. Such valuable treatment services could never be set up without the full co-operation of School Boards, Home and School Associations, Women's Institutes, local dental committees, and teachers who give so generously of their time and effort in organizing the clinics and in raising a considerable part of the necessary expenses. The assistance given by McGill University in finding qualified dentists, the voluntary aid of ladies in the local communities, and the generosity of the Department of National Defence, hospitals and dental supply firms in lending equipment have provided opportunities whereby thousands of children have received necessary preventive care.

Speech clinic services for those youngsters who are unable to speak properly have been provided for many years at the Out Patients' Department of the Montreal Children's Hospital. The present staff of five part-time speech therapists gives daily care to post-operative cleft palate, hard of hearing, stuttering, and poor articulation cases. To provide speech services for the out-of-town child, a speech camp of six weeks' duration has been held for several years. Here, children, aged 8-15 years, can receive daily concentrated care from fully qualified speech therapists. For the complete and free medical examination of all children referred to Junior Red Cross and the selection of those who could benefit from concentrated speech therapy, thanks go to the Montreal Children's Hospital. The camp site at Lake Chapleau is provided by the Old Brewery Mission. The provision of daily speech therapy and reduced camp costs, in necessitous cases, is made possible by the Junior Red Cross. Last year, fourteen children from Quebec and four from other provinces, where no such benefits are available, all showed some speech improvement at the end of camp. The National Film Board has recently produced a short film showing this camp in action.

Today, adequate physiotherapy services rank high in the rehabilitation of young patients, particularly those affected by orthopaedic troubles. Since the last major polio outbreak in this province, Junior Red Cross has maintained the services of an additional physiotherapist at the Montreal Children's Hospital.

In raising funds for the services described, teacher-directors must guide the activities of their Juniors carefully, never permitting them to be the chief

part of the programme. Sales, concerts, talent shows, parents' teas, birthday boxes, and travelling aprons are staged to produce funds. Such united efforts, carried through to a common goal, have significant educational value. Encouragement is first given to meet the local needs of school or community — a first-aid kit, hot lunch supplement, gift for a sick Junior, or food and clothing for a burnt-out family. In bigger schools there will be those who are in need of free milk or a daily hot lunch; there may be a desire to establish a local dental clinic, or to assist in caring for a fellow-member who receives medical treatment through Junior Red Cross. Such thoughts and efforts develop an awareness of the many needs in local or distant areas. Amongst our teenagers efforts may assume vast proportions; this year, appeals came for a station wagon, a dental X-ray unit, and special equipment for two hospitals and The School for Crippled Children. Apart from the money raised for local projects — hot lunches, dental clinics, and school improvements — and for toys, health and school supplies for disaster areas, the efforts of Quebec's Juniors in 1955 raised a total of \$38,027.50.

Service projects to provide help for children in other lands will stimulate a desire to learn more about the lives of these youngsters. Through the group efforts of a Junior Branch, a correspondence album combining the best pupil efforts in Social Studies, Language, Art, and Health Education may be prepared. Red Cross undertakes to forward this album to a class of similar age in a country chosen by the pupils. Subsequently, an answering album will be prepared and dispatched. Original art pieces, handwork, and disc or tape recordings of folk songs are further means whereby our youngsters can make contact with those in other lands, and so come to a new understanding and appreciation of their varied customs and cultures.

With active projects as its keynote, Junior Red Cross operates best when correlated with school subjects. The discerning teacher can use this programme to motivate and supplement the school curriculum. Through Red Cross activities, pupils will acquire new skills and knowledge and develop wholesome attitudes towards the responsibilities of citizenship. Then, too, the programme is a truly democratic resource in that it offers sound educational opportunities for children of varying ages, abilities, and backgrounds. Members are enabled to move step by step from the circle of immediate personal concern to a sphere as large as the whole wide world, all the while recognizing and appreciating their own social, cultural and personal development.

Fifteen years ago, Junior Red Cross functioned only in our elementary schools; today, high school membership is 19,700. For the past few summers Junior Red Cross has sponsored Training Centres for high school JRCers in Canada, the United States, and Europe. With a thorough understanding of the philosophy and programme of Junior Red Cross, these delegates later become leaders of active branches in their respective schools. This coming summer, from August 21 to 30, Quebec Division will be host to eighty delegates, from this province, New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland, at the Collège Militaire Royal, St. Jean. Next year, in their own high schools, these teenagers will inspire others to accept the challenge and opportunities offered through this wide-spread humanitarian programme. Thus, in the years to come, our young people will be fully trained and ready to assume the responsibilities of worthy citizenship.

TAKE TIME*

TAKE TIME to be ready to teach. Allow yourself enough time each morning so that you will not have to hurry in getting yourself ready. Allow a few minutes for conversation with a friend you may meet or for a minor accident which may happen. Come to school early enough so that you may spend a few minutes with your fellow teachers, check and arrange your room attractively, and sit down at your desk a few minutes to contemplate the day's activities.

TAKE TIME to plan your work. A teacher without plans is like an architect without blueprints.

TAKE TIME to make an assignment that can be understood and followed by every student in your class.

TAKE TIME to check the work of your students. The student has a right to know the mistakes he has made in his outside-the-classroom work and your evaluation of that work. He should be kept posted as to how well he is doing in your class at other times than when he gets his report card. If he fails, let him know why, and devise some means of helping him to improve.

TAKE TIME to review the work of the hour at the end of the period. Be sure that this is a vital part of the recitation.

TAKE TIME to stay in your room at the end of the school day to allow students to come to you and talk over their problems.

TAKE TIME to come to see your principal or supervisor whenever you have problems. Perhaps you can solve the problems together.

TAKE TIME to know your students from your own standpoint and not on the basis of another teacher's opinion. Don't enter a classroom with a prejudice against a class or an individual boy or girl. Treat all fairly and give all a chance to make good.

TAKE TIME to keep your records in good order and up to date.

TAKE TIME to be healthy, good-humored, and wide-awake, eager for the activities of the day. You know your own limitations best. Get enough sleep, fresh air, exercise, and food to keep you in top form. Maintain a regular daily schedule which does not include time for worrying. If you have difficulties, face them, solve them, and forget them.

TAKE TIME to do a little studying each day. Spend at least an hour reading a first-class newspaper, magazine, or up-to-date book. Devote time to reading and studying professional literature.

TAKE TIME to attend professional meetings. You should know the people who are active in your field and be acquainted with their beliefs and practices.

TAKE TIME to be on time for every scheduled school activity. To be on time you must be ahead of time.

TAKE TIME to do thoroughly everything required of your position. Teaching is a full-time profession that requires consecrated effort and all the intelligence and resourcefulness of the most brilliant, the best-trained, and the most devoted men and women in every community.

If you will take time to do all these things you will not have time for any pettiness, and you will be a bigger person and a better teacher.

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**SENIOR HIGH SCHOOL LEAVING EXAMINATIONS (Grade XII),
JUNE, 1955**

The following are summaries of Examiners' reports on the June, 1955 Senior High School Leaving Examination.

Of 154 candidates who wrote the complete examination 113 qualified for certificates.

The failure percentages in the fourteen papers of the examination ranged from 9.2 to 29.6 with an average of 18 per cent in all papers. Students received certificates if they obtained 50 per cent in English Literature and Composition and in at least three other subjects.

ENGLISH COMPOSITION*Assistant Examiner* — Mr. R. F. Callan

The general standard of work was good. Candidates arranged their answers neatly and handwriting was in all cases legible. Ordinary words, however, were frequently misspelled; future (spelled futur); to, too; their, there; independent; perform; lose, loose; privilege; it, it's.

Overworked words and colloquialisms: The most overworked word was "usually." Some candidates wrote it half a dozen times on a single page. "Above mentioned" was frequently used in writing the concluding paragraphs of essays. Other undesirable expressions included: "I figure," "We humans," "in back of," "thrown in a pail," "on his own," "is definitely a must," "a sure bet," "put across," "big shots," "amount of mistakes," "due to the fact," "liable" — meaning "likely."

Sentences were correctly punctuated but the exclamation point was hardly ever used. Run-on sentences were the exception.

Question 1. The most popular essay topic was "Who should go to college?" (41 candidates). "Keeping up with the Joneses" was selected by 32; "Are Canadians too modest?" by 21; "Is rural life changing for the better?" by 18; "What is the real business of government?" by 16; "The more I see of men, the more I like dogs" by 11; "The social value of athletics" by 9; "How to judge a work of art (or a musical performance or composition)" by 8 and "A scientific hobby (e.g., botany, meteorology)" by 7.

It was apparent that candidates considered scholarship as the primary qualification for college entrance and that they had little use for institutions which admitted students on the basis of "a well-adjusted personality" or "a high degree of social integration."

"Keeping up with the Joneses" indicated that these senior pupils are fully aware of this aspect of modern society. Many wrote with a keen sense of humour.

"Are Canadians too modest?" produced several different points of view, yet all who wrote answered the question in the affirmative. "Our neighbours to the south" was used repeatedly. Apparently a certain degree of apprehension was felt by the young Canadian who wrote: "The bold eagle is stretching his talons up into our Dominion."

Several who wrote on "What is the real business of government?" merely gave a description of the machinery of government, federal and provincial. The great majority had no use for "the welfare state."

Question 2. The completion of the unfinished fable was the more popular choice and the razor's conduct produced a set of principles all pointing to the undesirability of a "life in tranquil ease." Candidates who wrote on the fable and the short story showed, in most cases, an adequate knowledge of these forms.

Question 3. On the whole, this was poorly answered. Section C brought out the fact that few pupils had studied formal grammar. Section D furnished opportunity for interpretation and argument, and conclusions varied. Section A presented little difficulty to the majority, although it was startling to read that transitory meant "transparent;" tumulus, "a noisy area" and itinerary, "a knowledge of the fact of life."

ENGLISH LITERATURE

Examiner — Dr. E. Owen

Section A (Poetry). Many of the answers on Spenser and Milton were well organized and effectively supported by quotations. The Chaucer question was a popular choice but often poorly answered. Out of the innumerable references in the *Prologue* to the dress and personal appearance of the pilgrims many candidates could remember no more than four or five specific details and some answers were entirely irrelevant. The few who wrote on *The Nun's Priest's Tale* seemed to miss the point of the question. Question 3 was answered by very few, and Question 4 by hardly any. Both questions called for original thought rather than a display of information and may have been avoided for that reason.

Section B (Drama). The attempts to analyze the character of a Shakespearean hero or heroine showed no great subtlety and gave no evidence of familiarity with recent studies in this field. There were some competent answers on *Dr. Faustus*, but the efforts to account for the effectiveness of *Everyman* were not convincing. Few were able to do justice to Sheridan's wit. Most of those who answered Question 7 wrote on either *Pygmalion* or *The Fall of the City* without always, however, showing that they understood the nature of the conflict.

Section C (The Novel). *The Vicar of Wakefield* and *The Spectator* look like easy reading but can be profitably studied only when it is realized how deceptive this appearance of simplicity can be. The other options in Question 8 were more adequately dealt with. The mere bulk of a novel as compared with a play sometimes obscures its underlying purpose, and the answers to Question 9 tended to be discursive rather than illuminating.

Section D (Prose other than the Novel). The questions in this section were least successfully answered. "Free Reading" needs more guidance than it seems to receive in most schools. The answers on periodicals and "non-fiction" prose contained far too many vague or obvious statements that reflected no serious thinking.

NORTH AMERICAN LITERATURE

Examiner — Dr. E. Owen

The paper was written by only eight candidates, most of whom received a second class mark. Compared with the Grade XII course in English Literature this course requires very little reading, so that candidates who aim at a high mark can fairly be expected to show a very thorough knowledge of the texts that they select.

FRENCH

Examiner — Mr. C. T. Teakle

There were this year, as usual, some excellent papers. With regard to the failures, which were fewer in number this year than last, it should be noted that lack of success was due not to ignorance of the texts but to inability of the candidates concerned to write French correctly.

The following comments may prove useful:

Question 1. The words that were not known or that gave difficulty were:

(a) "had not fallen in love," "in time to," "widow," "not old either," "knowing," "for that reason," "to marry," "did not wait," "faithful," "servant."

(b) "recruit," "these people," "outside world," "sometimes," "long," "short," "interesting," "afternoon," "impatiently," "waited for their husbands to get home," "people often say," "husbands," "on these occasions."

Questions 2, 3 and 6. Only the best candidates made any attempt to organize their material as an answer to the question asked. Most candidates contented themselves with giving a summary of the part or parts of the story involved.

Generally speaking, when candidates had the vocabulary required to answer the composition questions adequately, they were uncertain about the use of:

(a) *à cause de, car, parce que*; (b) *entendre, entendre dire, entendre parler de*; (c) *aller, venir*; (d) *prendre, porter, apporter, emporter, conduire (mener), amener, emmener*; (e) *battre, se battre*; (f) *arrêter, retarder*; (g) *un peu, une partie*; (h) *amant, amoureux*; (i) *prétendre, faire semblant*.

While there was a very definite improvement this year in the use of sentences beginning *C'est* (*C'est lui qui a, C'était lui qui avait*) many candidates did not realize that it is the verb used in the relative clause that determines the tense of *être*, and not vice versa.

HISTORY

Examiner — Mr. C. F. Henderson

Not one paper was worth a first division mark. Some candidates did very well and missed first division narrowly by answering one question badly or by omitting important points in several questions.

Some candidates wrote very long papers without committing themselves to statements which could be evaluated. One wrote two full pages on the sources of revenue of the Federal government and accounted for only one source of revenue, the income tax. One began the answer to Question 4 on the wave of immigration to Canada which began in the late nineteenth century with the words, "In Champlain's time," and in over three pages failed to reach the late nineteenth, while several others wrote at length on the coming of the Loyalists. One group of rather peculiar Russian immigrants whose name I will never again be able to spell was given space out of all proportion to their importance.

A reasonably high standard of ability to express oneself in English is expected too from twelfth year students. Such statements as the following, which are exact quotations, are certainly below the standard:

"They did little if nothing at all to progress these cultures."

"The Federal Government collects vast incalculable sums of money this way per annum."

"After 1640 in Canada the Indians were extremely warfaring."

"The Iroquois were always a funny bunch of Indians. They were always undecidable."

CHEMISTRY

Examiner — Mr. B. S. Schaffelburg

Almost half of the candidates writing the paper succeeded in gaining a mark of 65 per cent or better — an indication that good work is being done in this subject.

Apparently the candidates like a straightforward mathematical question. Question 1 was widely attempted and generally well done except for the definition of the word *formula*. It was surprising how many failed to define this Grade X fundamental satisfactorily.

Question 2 was popular and well answered except for part (e). Very few people attempted to explain why two volumes and not three volumes of gas were obtained.

Question 3 was not widely attempted. Although the explanation for the common ion was fairly satisfactory, the demonstration of it was not. The idea that aluminum hydroxide is amphoteric seemed to be a new one.

In spite of the fact that the metallurgy of iron is introduced in detail in Grade XI, students avoided this question. Writing equations is not popular. The candidates generally did not know how to prepare calcium carbide and carbon tetrachloride.

Question 5, a very popular choice, gave everyone a chance to write, and they did. The same was true of Question 6.

Not too many candidates knew the names and formulas of the oxygen acids of chlorine. The choice of sodium chloride as the alkali metal compound puzzled the examiner since the question asked for a discussion of the preparation.

The question concerning brief explanatory notes was almost one hundred per cent popular. Once again it was the life saver for the borderline cases.

In some cases the signatures on the answer papers were not legible and it would be a great help to the examiner if the candidate's number, as well as the name, were given when the laboratory marks are submitted.

BIOLOGY

Examiner — Dr. E. O. Callen

The paper this year did not appear to present any great difficulties, and most candidates made a creditable showing.

Question 7 was undoubtedly the most popular choice (85 per cent) with Question 6 as a close second (75 per cent). Questions 4 and 5 were also popular. Questions 2 and 8 were attempted by only 2 and 5 candidates respectively.

There still appears to be a need to instruct candidates on how to answer an examination paper — to read the instructions at the head of the paper and to answer just what is asked for in each question. All candidates drew many (and often excellent) diagrams, but failed to give sufficient explanation of them. This was particularly so in the questions on the *Hydra* or *Obelia* (Question 7) and in Question 4 on the life history of the flowering plant. A happy medium would be desirable.

LATIN

Examiner — Mr. J. D. Lawley

Seventeen candidates wrote the Latin examinations in Grade XII. In the Latin Authors examination the translations with few exceptions showed careful

preparation but the grammatical notes were rather poorly answered. Five students were successful in obtaining more than 80 marks while two students failed to score 50 marks.

In the Latin Composition and Sight Translation examination the sentences asked were not of an idiomatic nature and the vocabulary was composed of words of frequent occurrence in the authors studied. Most students seemed to have a good grasp of the essentials of Latin grammar. Both sight passages were on the easy side hence the examiner desired a high standard of comprehension. In this paper two students received more than 80 marks and four failed to gain 50 marks.

MATHEMATICS (COURSE II)

Examiner — Prof. Herbert Tate

Analytical Geometry. The results of the examination were normal; approximately 25 per cent of the candidates failed and 20 per cent were in the first class.

A few comments on the answers may be of interest:

Question 1. In answering the question, "Are the angles acute or obtuse?" practically every candidate gave the correct answer but either gave no reason or an incorrect one. It is not true that all isosceles triangles must be acute-angled.

Question 2. A large number of candidates could not solve correctly the equations $y - x = 8$ and $x + 8y = 7$.

Question 3. Most candidates thought that the equation $(x - 2)^2 - (y - 3)^2 = 0$ represented a circle instead of the lines $(x - 2) = \pm (y - 3)$.

Question 4. Most candidates found the coordinates of the centre in part (b) but did not then complete the equation.

Question 5. Very few candidates could prove analytically this simple question.

Question 6. Was well done.

The remaining questions were well done — when they were attempted.

Trigonometry (Course I). The answers were quite good although the arithmetic was poor. The comments made on the answers for Grade XI apply equally well to the candidates for Grade XII.

Trigonometry (Course II). The results were much the same as usual and call for no general comment. The candidates were, usually, well taught.

In Question 4 very few seemed to know what is meant by the general solution of an equation.

In Question 6 (b) most candidates wrote $(a + b + c - a)$ instead of $(a + b + c - a - b)$.

In Question 8 (b) most candidates were uncertain whether their answer was in feet or in miles.

Algebra

Assistant Examiner — Mr. W. A. Steeves

The comments made on the Intermediate Algebra paper for Grade XI apply equally well to the candidates in Grade XII.

BOOK REVIEWS

English Language Teaching, October-December issue, contains four articles: The Teaching of English Literature, Verb-Adverb Combinations, Reading with Understanding, Using the Group in Oral Work. Twelve pages are devoted to correspondence, "The Question Box," and Book Reviews.

"The Teaching of English Literature," a lengthy article, stresses the importance of English as a basis for international understanding. Methods of teaching appreciation are discussed in detail. Plays, for example, should be read straight through at first by the pupils themselves, important parts being assigned to readers with some histrionic ability. The second reading will involve a discussion of the theme, clarification of textual difficulties, and some appreciation of the author's style. The third reading, like the first, should be uninterrupted so that the class may have the impression of "an integrated dramatic unity." A similar procedure of three readings is advocated in the study of poetry. Good poems should be memorized for, with enriched experience, pupils will learn to measure and treasure the value of poems learnt in youth. In the study of prose fiction the teacher should read and discuss the first two or three chapters to establish the theme, setting and characters, to arouse interest, and to give the class some indication of the tone and mood of the story. Helpful suggestions for further study are found in E. M. Foster's *Aspects of the Novel*. The teaching of literature should always be a "living thing, springing freely and happily from the creative contact of differing human minds."

While few teachers have sufficient time to follow in detail the methods outlined in this article, all will agree that the suggestions given are valid and of practical value.

A summary of the article "Verb-Adverb Combinations" gives precise rules for the placing of the adverb before or after the verb. Should we say, "Take your hat off," "Take off your hat," or "Would the lady mind taking her hat off, please?" The writer may have overlooked the fact that the position of the adverb sometimes depends more on the mood of the speaker than on his knowledge of the subtleties of syntax.

"Reading with Understanding" discusses extensive and intensive reading with a preference for the latter. The teacher selects an interesting passage and reads it aloud while the pupils follow the text. In the discussion which follows, all difficulties of meaning and interpretation are explained and the pupils are encouraged to comment on the story, the characters, the point of view expressed, and the skill of the writer. By arousing interest, developing understanding, and by skilful questioning, the teacher can reveal the author's wealth of meaning and depth of thought, qualities which most pupils fail to notice if the extract were read extensively. This article contains sound advice regarding the development of reading skills in intermediate and high school grades.

"English Language Teaching" is a valuable commentary on the teaching of English in schools in Great Britain. The articles are stimulating and full of practical suggestions for all engaged in teaching English, "the main instrument of civilized living." Published quarterly by The British Council, 44 pages, annual subscription four shillings.

White Gold in the Cassiar by William G. Crisp. An adventure story for boys which is set in the Canadian Northwest. The plot moves briskly to the climactic discovery of asbestos by the hero, Scott Haliburton. Characterization is not the author's greatest strong point, but he packs his story with action which, in part, compensates for this deficiency. The novel won the Boy's Life — Dodd Mead Prize Competition. Published by Dent, 214 pages, \$3.00.

Winged Canoes at Nootka by Pamela Stephen. A collection of stories about the exploration and settlement of British Columbia. The book, from its anecdotal style and content, makes pleasant and easy reading. The writer is not a fine literary stylist, and one remembers the character or the event rather than the phrase; but the story of *The Stolen Church*, or of *The Outlaw Who Gave Himself Up*, does not suffer because of this. This record of pioneer life speaks for itself. Through these stories, Canadian history takes on a fresh and personal hue. Miss Stephen's book is a welcome addition to the growing list of Canadiana. Published by Dent, 227 pages, \$3.00.

You and TV by Robert Stollberg. This booklet is intended to give the high school student some scientific understanding of the way a television set operates. The material is attractively presented both from the standpoint of style and format. Published by Science Research Associates, 56 pages, 60 cents.

Understanding the Other Sex by Lester A. Kirkendal and Ruth Farnham Osborne. The result of a survey of three thousand American teenagers who were asked to submit papers on this topic. The summary of the statements of these boys and girls gives each some insight into the other's problems. The authors hope that this increased understanding will help to overcome some of the difficulties in the social adjustment of adolescents. Published by Science Research Associates, 48 pages, 50 cents.

Learning About Tests by Joseph C. Heston. Particularly helpful for Grades VIII and IX, and useful, to a lesser extent, in the senior grades, this booklet gives practical advice on how to prepare for and write various kinds of tests. The material is not new, but it is sound, concise and arranged to catch the attention and interest of young people. Published by Science Research Associates, 40 pages, 50 cents.

Homemaking for Young Canadians by Ruth Binne, Anna Campbell, and Mary Davidson is the first Home Economics book written for the junior high school grades by Canadian authors. In the book, materials are given for a two-year course in Foods, Home Management and Sewing. The authors have tried to include subject matter common to Home Economics at approximately the Grade VII and VIII levels in all Canadian provinces but the result is little different from the American texts. The main difference seems to be the amount of space devoted to hand sewing.

At the beginning of the book, and occasionally throughout, there is a tendency to "talk down to" the students. Today students at the Grade VII and VIII levels consider themselves young ladies and this tone may well be resented.

With every topic there are suggestions for home projects or other work. There are also examples of simple score cards based on one hundred per cent. As there is no description of variations of the levels of desired characteristics the students would need guidance here.

The book contains a great deal of helpful information and should, as the authors hoped, save time in note-taking. Published by Dent, 260 pages, \$2.25.

The University of Toronto Quarterly, Vol. XXV, No. 2, January 1956, contains a 76 page Supplement on Education, which though chiefly concerned with the universities, has an article by Dr. J. G. Althouse on Significant Trends in Ontario and another by Dean N. V. Scarfe on Matter and Method in Education. Dr. Althouse gives a clear account of what is now demanded of the schools, what they are doing to meet the demand, and how they can profit by intelligent criticism. Dean Scarfe believes that education should be "teacher-centred" and that the good teacher is both conservative and progressive, concerned no less with what he teaches than with how he teaches it. Dr. Sidney Smith's article on the Future of Canadian Universities suggests how the universities may react to the probable increase in their enrolment during the next ten years. He recommends a better procedure for the selection of students without specifying what the procedure should be. It is evident, however, that changes in college entrance requirements may have important implications for the schools. The whole Supplement, unlike much that is written on pedagogical subjects, is extremely readable.

Public Secondary Education in Canada by C. E. Phillips is the seventh in the series of Quance Lectures in Canadian Education that have been given annually at the University of Saskatchewan since 1949. With special reference to Ontario, Dr. Phillips considers the development of the Canadian high school and shows how the social exclusiveness of the early 19th century changed into an academic exclusiveness, which has now in turn been modified, though not altogether abandoned, in the attempt to provide secondary education for all. Our problem today, according to Dr. Phillips, is a matter of maintaining a balance between the past and the present. Published by W. J. Gage, 87 pages, \$1.50.

School Business Administration, edited by Henry H. Linn, Professor of Education, Teachers College, Columbia University, is the first attempt in twenty years to cover the entire field of school business affairs in one volume. The various basic areas of school business administration are identified, underlying principles are stressed, and accounts are given of good practices and procedures. The authors have recognized their inability to exhaust each topic within the confines of a single volume. They have been equally careful to avoid a dogmatic approach which would reduce the book to a technician's manual. They have concerned themselves with "why" each broad activity is carried on so that practitioners will be reminded constantly that school business administration must contribute to the improvement of instruction to justify its existence. Associated with Professor Linn are twelve recognized authorities in their respective areas. These include Chris. A. De Young of the Illinois State Normal School whose extensive study of "The School Budget" has gained him wide acclaim, as well as Frank W. Cyr of Teachers College who is considered an authority on school transportation problems. The book provides a valuable up-to-date reference for anyone engaged in administering school business. Published by The Ronald Press, 564 pages, \$7.50.

New Found World by Harold Lamb, tells the story of the discovery of North America, bringing the narrative up to the year 1600. Mr. Lamb has a picturesque style and makes much use of quaint or vivid quotations to achieve the appropriate atmosphere. In attempting to cover so much ground he has concentrated on the kind of detail that will hold the general reader's attention, and this book should make stimulating reading for pupils in the senior high school grades. The adventures of the great voyagers — Spanish, English and French — form one of the most exciting chapters in the history of human enterprise, and Mr. Lamb's presentation is both lively and authentic. Published by Doubleday, 336 pages, \$6.50.

September Gale, A Study of Arthur Lismer, by John A. B. McLeish, presents the story of Arthur Lismer, the man who revolutionized the teaching of Art in Canada. Dr. McLeish's adulation, unfortunately, sometimes clouds the very brilliancy of the artist himself. The chapters about Lismer's work with children are well done and might well serve as a guidebook for all who teach Art. There are several excellent coloured plates of Lismer's work throughout the book. Published by Dent, 208 pages, \$3.95.

**SCHOLARSHIPS FOR
PROSPECTIVE SECONDARY SCHOOL SCIENCE TEACHERS
AND SECONDARY SCHOOL SCIENCE TEACHERS**

This scholarship programme is designed (1) to help attract competent science students into the teaching profession and (2) to encourage science teachers in secondary schools to improve their competency.

Du Pont of Canada offers 15 grants of \$1,700 each to the department or faculty of teacher training in selected Canadian universities and colleges, to be used at the option of those institutions in one of three ways:

1. The department or faculty may award a \$1,500 scholarship to a graduate or undergraduate in an honours course in science or in a course in which science has been a major subject and who agrees to enrol for the following academic year for training as a secondary school science teacher; \$200 is awarded to the department or faculty for administration costs; the scholarship is increased by \$600 if the student is a married man;
2. The department or faculty may award three summer scholarships of \$500 each to secondary school teachers for additional training in science; a total of \$200 is awarded to the department or faculty for administration costs; it is recognized that the department or faculty administering the grants may not now conduct summer courses in science — accordingly, it is intended that the recipients of this grant should be free to select any university or college conducting appropriate summer science programmes;
3. The department or faculty may award a \$1,500 scholarship to a science specialist already teaching in secondary school and whose ability to teach science would be improved by a year's postgraduate work in this field; \$200 is awarded to the department or faculty for administration costs; the scholarship is increased by \$600 if the teacher is a married man.

These scholarships are tenable, for the summer of 1956 and the academic year 1956-1957, through the following institutions:

Dalhousie University, Halifax, N.S.
University of New Brunswick, Fredericton, N.B.
Université Laval, Québec, P.Q.
McGill University, Montreal, P.Q.
Université de Montréal, Montréal, P.Q.
University of Toronto, Toronto, Ont.
University of Manitoba, Winnipeg, Man.
University of Saskatchewan, Saskatoon, Sask.
University of Alberta, Edmonton, Alta.
University of British Columbia, Vancouver, B.C.

Detailed information and application forms are available from the head of the department or faculty of teacher training of any of the above universities.

**MINUTES OF THE NOVEMBER 1955 MEETING
OF THE PROTESTANT COMMITTEE**

Quebec High School, Quebec, Que., November 29, 1955

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

PRESENT: Mr. John P. Rowat, in the Chair, Mr. Leslie N. Buzzell, Mr. A. K. Cameron, Mr. George Y. Deacon, Mr. Harry W. Jones, Mr. J. R. Latter, Dr. R. H. Stevenson, Dr. W. Q. Stobo, Mr. T. C. Urquhart, Dr. J. S. Astbury, Mr. T. M. Dick, Professor D. C. Munroe, Mr. K. H. Oxley, Mrs. A. Stalker, Mrs. Roswell Thomson, and the Secretary.

Apologies for absence were received from Dr. C. L. Brown, Hon. W. M. Cottingham, Brig. J. A. de Lalanne, Rt. Rev. John Dixon, Hon. G. B. Foster, Senator C. B. Howard, Dr. F. Cyril James, Dr. S. E. McDowell, Mr. Howard Murray, Mrs. T. P. Ross, Dr. A. R. Jewitt and the Superintendent of Education.

The minutes of the previous meeting were approved on the motion of Mr. A. K. Cameron, seconded by Dr. R. H. Stevenson.

On the motion of Mr. H. W. Jones, seconded by Professor D. C. Munroe, it was resolved that a letter of sympathy be forwarded to the family of the late Mr. W. E. Dunton, whose suggestions and recommendations were of inestimable value in guiding the decisions of the Committee, who devoted a great deal of his talents, time and energy to the duties of his office, who continuously sought to initiate long-term reform programmes and whose great interest in the teaching profession was clearly demonstrated both in this Committee and in the Teacher Training Committee of the Macdonald School for Teachers.

On the motion of Professor D. C. Munroe, seconded by Mr. K. H. Oxley, the Committee moved into Committee of the Whole.

On the motion of Mrs. Roswell Thomson, seconded by Mr. L. N. Buzzell, it was resolved that the Committee now reassemble in regular session.

Arising from discussion in Committee of the Whole, it was moved by Mr. T. M. Dick, seconded by Mr. T. C. Urquhart, and resolved to proceed with the charges laid against two teachers in accordance with Section 31 of the Education Act, and that the charges be referred to the Legislative Sub-Committee for report to the Whole Committee; Mr. K. H. Oxley to be added to the Legislative Sub-Committee for this purpose. It was further resolved on the motion of Professor D. C. Munroe, seconded by Mrs. A. Stalker, that Dr. J. M. Paton be requested to be present at the meeting(s) of the Legislative Sub-Committee.

The report of the Director of Protestant Education contained the following information: (1) the number of schools in operation last session was 343, a decrease of 12 from the previous session; (2) the enrolment of pupils in 1954-1955 was 93,261, an increase of 6,106 in one year. In ten years the number of pupils has increased 43 per cent; (3) the number of teachers increased by 215 last year to 3,434, four per cent being untrained and eight per cent holding certificates obtained elsewhere; (4) six new schools have been completed or extended since July 1

and nineteen will be completed during the next few months. This does not include schools under the Protestant School Board of Greater Montreal; (5) the present staff of the Department of Education is five men in the interior service of whom two also have districts of inspection. In the outside service there are eight inspectors and supervisors and four helping teachers; (6) a special committee reached agreement on the courses to be offered at the Macdonald Summer School in July, 1956; (7) annual reports of helping teachers and supervisors indicated that effective work had been done in the schools in 1954-1955; (8) a distribution of library books had been made to schools and a second distribution would be made later in the session; (9) the annual reports of nurses show that much had been done in this field during 1954-1955.

The Director of Protestant Education was requested to obtain information concerning the Health facilities which might be available to Protestant School Boards from the Provincial County Health Units.

The report of the Education Sub-Committee contained the following recommendations: (1) that Mr. C. W. Dickson be recommended for appointment as a member of the High School Leaving Board; (2) that, beginning in June, 1956, fifty per cent of the marks for Art (Course B) in the High School Leaving examination should be awarded for the work done during the year; (3) that, beginning in September, 1956, the Grade XII assignment in Latin should be Cycle III of *Latin Prose Selections* and *Latin Poetry Selections*; (4) that *Robinson Crusoe* in the *Bright Story Readers* Series be authorized in Grade V as an alternative to *The Coral Island*, which is out of print; (5) that the Chairman of the P.A.P.T. Curriculum Committee be asked whether his Committee wishes to submit any recommendation regarding the course of study in History in view of the announcement made by the publishers that Volume II of *The Kingsway Histories* is about to be revised; (6) that the fourth edition of *Prose and Poetry of America* remain authorized for the North American Literature courses of Grades X and XI for the session 1956-1957; (7) that Mr. Oxley be asked to ascertain whether any action is called for in connection with the authorized texts in Health Education; (8) that further information be sought from the publishers concerning the revision of the authorized History texts of Grades X and XI; (9) that no recommendation be made for the present to the High School Leaving Board with regard to the standard of grading in the various subjects; (10) that Mrs. Roswell Thomson be asked to present a more detailed statement on the proposal concerning the teaching of the science of Agriculture at Macdonald College; (11) that the manuscript of the revised *Le Français Pratique* be sent to the special French Committee under the chairmanship of Dr. Owen; that if this Committee asks for any changes they will be forwarded to the authors and a report then made to the Education Sub-Committee after the authors have indicated their acceptance or rejection of any alterations. The Education Sub-Committee will have the power to act for the Protestant Committee in authorizing the printing of this text.

The report was received and adopted on the motion of Mr. T. M. Dick, seconded by Mr. A. K. Cameron.

The report of the Summer School at Bishop's University was presented. It was pointed out that the enrolment had decreased and it was suggested that

steps be taken to remedy the situation. On the motion of Mr. T. M. Dick, seconded by Mrs. Roswell Thomson, it was resolved that the matter be referred to the Central Board of Examiners for further study and report.

The Nominating Committee made the following recommendations: (1) that Mr. J. W. Perks and Mr. G. K. Gregg be appointed to fill the vacancies on the Central Board of Examiners in accordance with Section 60 of the Education Act. This was approved on the motion of Mr. T. M. Dick, seconded by Mr. J. R. Latter. The Protestant Committee also approved the recommendation of Professor D. C. Munroe that the next vacancy on the Central Board of Examiners be filled by a practising teacher; (2) that Professor D. C. Munroe be nominated to fill the vacancy on the Board of the Order of Scholastic Merit. This was approved on the motion of Mr. T. M. Dick, seconded by Mrs. Roswell Thomson; (3) that Mr. John P. Rowat and Brig. J. A. de Lalanne be appointed as representatives of the Protestant Committee on the Teacher Training Committee to complete the three-year appointments of Dr. G. G. D. Kilpatrick and the late Mr. W. E. Dunton. This was approved on the motion of Mr. T. M. Dick, seconded by Mr. H. R. Jones.

The reconstitution of the Standing Sub-Committee is as follows:

Education Committee: Dr. F. Cyril James (Convener), Dr. J. S. Astbury, Mr. T. M. Dick, Dr. A. R. Jewitt, Professor D. C. Munroe, Mr. K. H. Oxley, Mrs. A. Stalker, Mr. Thomas C. Urquhart, and Mr. John P. Rowat.

Finance and Grants Committee: Mr. L. N. Buzzell (Convener), Mr. G. Y. Deacon, Mr. Harry W. Jones, Mr. J. R. Latter, Dr. R. H. Stevenson, Mrs. Roswell Thomson, and Mr. John P. Rowat.

Building Committee: Hon. W. M. Cottingham (Convener), Mr. A. K. Cameron, Dr. S. E. McDowell, Mrs. T. P. Ross, Dr. W. Q. Stobo, and Mr. John P. Rowat.

Legislative Committee: Hon. G. B. Foster (Convener), Dr. C. L. Brown, Brig. J. A. de Lalanne, Rt. Rev. John Dixon, Senator C. B. Howard, Mr. Howard Murray, and Mr. John P. Rowat.

For County Central School Board Purposes: Mr. L. N. Buzzell, Mr. George Y. Deacon, Dr. S. E. McDowell, and Mrs. T. P. Ross.

Executive Committee: Mr. John P. Rowat (Convener), Mr. L. N. Buzzell, Hon. W. M. Cottingham, Hon. G. B. Foster, and Dr. F. Cyril James.

It was moved by Professor D. C. Munroe, seconded by Mr. H. R. Jones, and resolved that a request for payment of the grant of \$500 for the McLennan Travelling Libraries of 1953-1954 and 1954-1955 be made; that the grant for 1955-1956 be raised to \$1,000 and that the Director of Protestant Education consult with the official in charge of the McLennan Travelling Libraries regarding the possibility of co-ordinating the services of the Department of Education and the McLennan Travelling Libraries.

On behalf of the Protestant Committee Mrs. Roswell Thomson proffered their congratulations to Mr. John P. Rowat on his recent appointment as Chairman of the Protestant School Board of Greater Montreal.

The Chairman thanked the members of the Protestant Board of School Commissioners of the City of Quebec for the use of the Library.

Dr. E. Owen, Special Officer, outlined his duties in the Department of Education which included much detail in the Course of Study, annual reports of census, and general correspondence of many kinds. The Committee expressed its appreciation of his report and hoped that it would have the opportunity of hearing him again.

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

E. S. GILES,
Secretary.

JOHN P. ROWAT,
Chairman.

HOW SCHOOLS CAN HELP RAISE HEALTH STANDARDS

".....The health problem that exists among our youth will find only partial solution in expanded physical education programmes.... Innumerable studies have indicated that the underlying causes for deficient health are poor health habits, attitudes, and a lack of accurate health knowledge on the part of the individual. The number of people whose health habits, attitudes, and knowledges have their bases in superstitions, folklore, and faddism is unbelievable and truly a disgraceful situation for a supposedly well-educated and enlightened country...."

"I agree... that the development of physical education plays a vital part in the maintenance of the health of the youth of the nation. Evidence shows, however, that the key to the problem lies in the development of health education programmes in the schools, starting from kindergarten and continuing on through college.

"Because there is sometimes confusion in so far as the terms physical education and health education are concerned, allow me to define them in the terms by which they are generally recognized.

"Physical Education — A programme conducted in a gymnasium, consisting primarily of games, gymnastics, and dance.

"Health Education — A programme conducted in a classroom that deals with physical, mental, emotional, and social health."

John S. Sinacore.

A programme which focuses attention only upon the cure, or even upon the cure and prevention, of diseases will waste dollars, hours and energy in 'picking up the pieces' after health accidents that need not have occurred... An over-all programme should be as much concerned with providing effective opportunities for people to exercise and to play as with hospitalization and immunization. We have too often overlooked the role of the physical education teacher and the recreation leader in the promotion of national health.

J. B. Kirkpatrick.

THE MARTHAS

We are the Marthas,
We, the house-bound handmates,
Serving our master, Esau.
Savoury is the pottage that we prepare —
Succulent and sweet,
Homely are the tasks which we perform
By the hearth fire;
Weary and worn are our hands,
Weary with serving.
No time have we to sit and dream,
For they come to us to be clothed and fed —
The men and the Marys,
And we must not fail them.

— Mariel Jenkins



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