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THE EDUCATIONAL RECORD

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JANUARY-MARCH 1963



THE CHILDREN'S LIBRARY IN THE ADMINISTRATION BUILDING
PROTESTANT SCHOOL BOARD OF GREATER MONTREAL
MISS J. McNIVEN, LIBRARY CONSULTANT
WITH TEACHERS EXAMINING BOOKS

Our young people constitute the greatest resource our country has—and books are the nourishment essential to their intellectual growth into thoughtful and informed citizens.

In the last few years we have seen enormous efforts made in community after community to expand library services, to increase the number and variety of books available, and to offer reading guidance to young and old alike. These efforts have been of great importance, but there are still too many people who have little access to libraries, and too many schools with poor or inadequate selections of books for their students.

John F. Kennedy

*American Library Association Bulletin : January, 1963,
taken from
1962 National Library Week report*

THE EDUCATIONAL RECORD

January - March, 1963.

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THE EDUCATIONAL RECORD

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

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Vol. LXXIX

QUEBEC, JANUARY-MARCH, 1963.

No. 1

ANNOUNCEMENTS

MEMORANDUM TO ALL HIGH SCHOOL PRINCIPALS AND SUPERVISORS

RE: Teacher Recruitment

The Protestant Committee has expressed grave concern about Protestant Quebec's failure to train the number of teachers required for our schools.

In spite of a steadily increasing number of high school graduates each year, the enrolment in first year courses at the Institute of Education was lower in 1962 than in 1961. We should be able to produce enough teachers but, as you are well aware, we do not even nearly reach the total required each September. Without the employment of teachers from the other Canadian provinces, from overseas, from the United States, and the reluctant but necessary engagement of untrained or uncertificated persons, the Protestant schools of Quebec could now be seriously understaffed.

The Recruitment Sub-Committee of the Protestant Committee, which is working on this problem, solicits your support and your suggestions.

In particular, may I draw your attention to certain facts of which our Grade XI and Grade XII pupils do not appear to have been sufficiently well informed in the past. My primary purpose in doing this is to enlist your assistance in advising the pupils under your jurisdiction at the present time. I hope that, as a result, additional young people will be encouraged to enter the profession.

A. Application forms for teacher training, and details concerning academic admission requirements, may be obtained by writing to Mr. G. A. Rockwell, Secretary, Protestant Central Board of Examiners, Department of Education, Parliament Buildings, Quebec City, P. Q.

B. The application forms must be in the hands of the Secretary of the Protestant Central Board of Examiners on or before June 30th, in order that the necessary preparations for the following year may be completed. In other words, all prospective applicants are obliged to submit application forms before the results of the June Examinations are known.

C. An outline of the bursaries, loans and scholarships available appears in our circular entitled "Preparing for Teaching," a copy of which is included with each application form that is sent. Specifically, I should like to point out that candidates for Class II diplomas or Temporary Permits who find it impossible to enter teacher training without assistance, and do not reside on the Island of Montreal, may apply to the Department of Education for bursaries, and such applications should be made on special forms no later than July 20th. Application forms for these bursaries will be mailed on request.

H. S. BILLINGS

Director of Protestant Education

January 7, 1963

**AMENDMENTS TO THE REGULATIONS OF
THE PROTESTANT COMMITTEE**

The last sentence in Regulation 84(d) of the Protestant Committee ("The incident shall be reported immediately to the Department of Education for review.") has been replaced by the following: "The incident shall be reported immediately, for review, to the Department of Education, which may refer the matter to the High School Leaving Board. The Board shall have authority, after hearing a candidate in person, to disallow the results of the entire set of examination papers written by that candidate."

The words "the 20th of July" in Regulation 131(a) have been altered to read "the 30th of June."

MACDONALD COLLEGE SUMMER SCHOOL 1963

The 1963 Summer School of the Institute of Education will provide a greater variety of programmes than has been the case in previous years. A brief description for the course offerings is given below:

(1) *Professional Summer School.*

A full range of professional courses will be available to teachers who wish to meet the Departmental requirements for permanent certification. In addition, these courses may be taken by teachers who are interested in refresher training or by extra-provincial candidates for Quebec certification.

(2) *Academic Summer School.*

These courses are primarily of interest to teachers who wish to upgrade their certificates from Class III to Class II—First-year Courses available in 1963 are English, Biology, French, Mathematics, Geography, and Fine Arts. Second year English is also offered.

(3) *Master of Arts programme.*

Courses leading to the degree of Master of Arts in Education will be given for teachers possessing qualifications acceptable to the School of Graduate Studies of McGill University. In addition to the regular courses which have been offered in previous summer sessions, two new courses in guidance will be available.

(4) *Course for teachers of educable-mentally-retarded children.*

During the past few years, the Institute of Education provided a four-week summer course designed for teachers working with educable mentally-retarded children. This programme has now been expanded to include three Summer School sessions, each of five weeks' duration. At the end of the course, successful candidates will receive a specialist diploma in teaching the educable mentally retarded. Teachers who have already attended one Summer School in which they took the training for special-class work, may qualify for the specialist diploma by attending two summer sessions.

The course will include instruction in the psychology of the slow learner, testing and diagnosis, special psychological problems of the slow learner, methods of teaching, and the retarded child in home and community. A course in handicrafts will also be provided. In addition to the above, students attending the course will have an opportunity to do observation and practice teaching with a class of slow-learning children.

Anyone familiar with current educational trends is aware of the fact that increasing emphasis is being put upon the necessity for more adequate educational opportunities for exceptional children. There is a great need for teachers having special competence and training in this field and it is hoped that this summer school programme might help to meet this need.

(5) *Course for teacher-librarians.*

An entirely new field is being opened up with the introduction of the two-summer course leading to a specialist diploma as teacher-librarian. Because this is an entirely new venture, it was felt desirable to outline the course in considerable detail. Thus, a separate article describing the teacher-librarian course appears elsewhere in this issue of the journal.

Conclusion

With the exception of the professional summer school which runs from July 2nd to July 27th, all the courses outlined above are of five weeks' duration — July 2nd to August 6th. Teachers interested in applying for admission to any of these Summer School programmes should request a copy of the Summer School calendar from the Director of Summer School, Institute of Education, Macdonald College, P.Q.

The deadline for application for admission to the Professional Summer School is June 15; for the M.A. programme, May 1; and for all other programmes, May 15. Teachers are encouraged to apply early as enrolment in certain courses is limited.

FRENCH SUMMER SCHOOL, MACDONALD COLLEGE

The 1963 French Summer School will be in session from July 2 to July 27, inclusive.

While the chief aim of this Summer School is to prepare qualified Quebec Protestant teachers as French Specialists, it welcomes teachers who wish to improve their command of French and to increase their proficiency in teaching this subject. The time required to complete the work of this School usually varies from one to three years. Candidates for the Diploma in French will be classified according to competence upon entrance. All instruction, activities, etc., are conducted in French.

The cost of registration, board, and social activities is now \$100.00 for the session. Tuition is free. Financial assistance is given to candidates for the French Diploma upon the successful completion of Summer School requirements.

Inquiries concerning admission or other matters should be addressed to Dr. S. C. M. Hawkins, Director of French Summer School, Box 156, Macdonald College, Quebec. The deadline for acceptance of applications is June 15, 1963.

SUMMER SCHOOL, BISHOP'S UNIVERSITY

During the summer of 1963, the session will begin on Monday, July 1, and end on Saturday, August 10. Examinations will be held on August 9 and 10. Lectures take place from Monday to Friday and are given in the mornings only.

Mr. G. A. McArthur, M. A., Principal of the Shawinigan Falls High School, will give the course on Education in Quebec for extra-provincial candidates for Quebec certification; also School Organization, a course in general school administration. Dr. Kathleen Harper, Principal of Sunnyside High School, Stanstead, will lecture on Teaching Language and Composition in senior elementary and high school grades. Dr. G. W. Bancroft of Forest Hill Collegiate Institute, Toronto, will conduct courses in Educational Research, and Educational Sociology. Dr. J. D. Jefferis, Department of Education, Bishop's University, who is in charge of the Summer School, will give a course on Current Philosophies of Education.

Requests for copies of the Announcement and other inquiries should be addressed to Professor J. D. Jefferis, Department of Education, Bishop's University, Lennoxville, Quebec.

**MCGILL GEOGRAPHY SUMMER SCHOOL
STANSTEAD COLLEGE**

The McGill Geography Summer School at Stanstead College has gained international recognition during its ten years of existence. The eleventh Summer School

will begin on July 2 with course registration which will continue on July 3. Lectures will commence on July 4 and will end August 12. Examinations for those desiring credit will be conducted on August 13 and 14.

Seven courses will be offered including those of general interest as well as others of more specialized character. Course offerings include a School Geography Workshop, Introduction to Geography (Physical and Human), Physical Geography, World Resources and Industries, Canada, Quantitative Methods in Geography, and Polar Lands. Seminars led by visiting lecturers, film shows, travel talks, field trips, etc., will be offered in addition to the regular courses. Special attention is given to the interests of teachers of Geography.

The tuition fee for this Summer School is \$145. Board and residence for on campus students is \$160. Applications may be made by letter, or on a special application form, and should be accompanied by a registration fee of \$35 covering the use of the College recreational facilities. Applications, enquiries, etc., should be addressed to The Director, Geography Summer School, McGill University, Montreal 2, Canada.

APRIL 6 - APRIL 13 SELECTED AS CANADIAN LIBRARY WEEK 1963

Toronto, October April 6 - April 13 has been selected as the official date of Canadian Library Week, 1963, fifth anniversary of this national project. Slogan for the 1962-63 programme continues to be "READING IS THE KEY."

The national observance in April is the annual focal point of a year-round reading promotion programme sponsored by the Canadian Library Association, Canadian publishers and booksellers across Canada.

At a recent meeting in Ottawa, the Executive Council of Canadian Library Week headed by the Honourable Justice D. C. Abbott initiated a five-year plan strengthening Canadian Library Week on a long term basis and announced the appointment for the first time, of two major committees, French language and English language located in Montreal and Toronto respectively to work on the 1963 campaign.

At the meeting, the Honourable Justice Abbott confirmed the appointment of Mrs. Solange Chaput-Rolland as publicist for the French language area and Miss Mary Jolliffe as National Director and English publicist. Mrs. Rolland, prominent Canadian writer, journalist, lecturer, TV panelist and radio commentator is the wife of Mr. Andre Rolland of the Rolland Paper Company. Miss Jolliffe was former publicity director at the Stratford Festival and press representative for O'Keefe Centre in Toronto.

E R R A T A

The Queen Elizabeth High School of Seven Islands was listed by error as an intermediate school in the Directory appearing in the October-December number of *The Educational Record*. This school was granted high school status by the Protestant Committee, effective July 1, 1962.

The list of "Directors Responsible for More than One School" on page 179 of the same number should have included the following :

DUPLESSIS: Supervising-Principal,
Seven Islands Protestant School Board,
Mr. P. Doddridge,
95 Père Divet,
Sept Iles, Quebec.

It is important, too, that the children should early recognize the thrill, the variety, the satisfaction they can get from books alone. Children usually enjoy telling about books which they have liked to read. Nothing is so contagious as enthusiasm. For the most part we have made very good provision for basic text books in subject areas but particularly in our elementary schools we are still lacking in adequate library facilities. Many of our children, even in large cities, are too remote from public libraries to attend them very frequently. Moreover, attendance at the public library largely depends, at least in the first instance, upon the parents, and many modern parents appear to have little interest in taking their children to libraries largely because they do not go there themselves.

It is much more common in our schools to provide libraries at junior and senior high school level. While not denying the need for them here, it is still, I think, true that unless a child has experienced real enjoyment and has had constant satisfaction from reading BEFORE he leaves grade six, it becomes increasingly difficult to interest him after this level. The years between 9 and 12 are the years in which we should encourage, almost inculcate our children into becoming avid readers. Later, it is too late. This desire to read can never be taught; it can only be caught. And it is for this reason that we should provide within the school as many opportunities as possible for allowing this fire to ignite. It would appear, then, imperative that we should make full library provision for many books which deal with all the interests of children at all levels. Never in the history of publishing have so many excellent books been published at every level designed to appeal to children and written at his reading level. So I make this plea for the abundance of books. New devices must not brush books from our schools, nor should technological innovation dazzle our educational sights and blind us to the heritage of knowledge which is to be found in books alone.

Marion D. Jenkinson, University of Alberta,
*Address, 1962, Canadian Association of
School Superintendents and Inspectors.*

NEW COURSE FOR TEACHER LIBRARIANS

J. E. M. Young, Ph.D.,

Director, Summer School of Education, Institute of Education,
Macdonald College, P.Q.

The Department of Education and the Institute of Education are cooperating in preparing a two-summer course leading to a diploma as teacher-librarian. The purpose of the programme is to give interested and qualified teachers an opportunity to learn something about library techniques so they might act as teacher-librarians in their own schools. This training would be especially valuable for teachers in smaller schools where it is not possible to employ a full-time librarian but where a teacher might be freed from some classroom responsibilities in order to permit part-time work in the school library. The proposed course is not to be considered as a substitute for the professional training in library science offered at universities and leading to the Bachelor of Library Science degree. As stated above, it is designed to fill a need in schools where a fully-qualified professional librarian is not employed.

The requirements for admission to the course are simple: the possession of a permanent teaching diploma valid in the Protestant Schools of Quebec, and an interest in books, libraries, and children's literature. The course will be of five weeks' duration each summer and in 1963 will extend from July 2nd to August 6th. As is traditional at Macdonald College, classes are held on Saturday mornings. Regular class periods are normally scheduled during the morning, but laboratory sessions may be held in the afternoons (no Saturday afternoon classes!). Board and room at Macdonald College will cost \$22.00 per week. It is hoped that interested teachers might receive financial assistance to attend the course by receiving bursaries from their school board or from other sources. Since a good deal of individual work is involved, the number admitted to the course will be limited.

Two basic courses will be offered each summer. During the first summer, students will take a course in children's literature. This course will include a study of the history of children's literature with emphasis upon outstanding children's books. Current children's literature will also be studied. Techniques of story telling and of presenting books to children will be considered. The second course to be offered during the first summer is entitled *Technical Processes in School Libraries*. This includes cataloguing and classification, processing, circulation work, orders, binding, repairs, etc. This phase of the programme will be conducted by Mr. W. G. Hodge, Librarian of the Macdonald Protestant Central School Board library system. The Macdonald Protestant Central School Board is co-operating with this venture by making the school library available for use by members of

the teacher-librarian course. Additional books for the library are being supplied by a grant from the Department of Education. Since Mr. Hodge will be using his "own" library for observation and demonstration, and since the library is in use during the summer by school children, students of the course will have an excellent opportunity to acquire their training under life-like conditions. Those familiar with the geographical lay-out of Macdonald College will recall that the High School is located on the College campus, so all facilities — board and room, classrooms, school and college libraries etc. — are within a stone's throw of each other.

The courses planned for the second phase of the programme will not be offered during the Summer School for 1963, but will be available in 1964. Basically, the courses will involve an extension of the work begun during the first summer. One course will be concerned with the reading interests of children and young people, and the second course will deal with reference sources and methods including instruction in the use of the library.

Obviously, since this is an entirely new course, it is impossible to encourage teachers to embark on the programme by quoting past performance. It is believed, however, that it will help to fill an obvious gap in many school systems and that teachers taking the course will have an interesting and worthwhile experience. Those interested in applying should request a copy of the Summer School calendar from the Director of Summer School, Institute of Education, Macdonald College, P.Q.

United States: School Libraries

In secondary schools with school libraries, the average number of books per pupil was 5.3. There are nearly 29,500 school librarians, i.e. one for every 1,147 pupils. Schools without their own libraries frequently receive classroom collections or loans from public libraries, while book mobiles visit rural areas to provide supplementary reading material.

The 2,000 or so institutions of higher education in the United States spend more than 110 million dollars a year to provide library services for about 3.6 million students. Library costs account for 3% of total expenditure for educational purposes. In the last two years expenditure on libraries has increased by over 25%. Higher education libraries are staffed by more than 9,000 professionally trained librarians. Their combined collections amount to an estimated 175 million volumes, and this figure increases by about 4% per annum.

International Yearbook of Education,
Vol. XXIII, 1961, International
Bureau of Education, Geneva.

FOR THE LOVE OF BOOKS

Catherine Fraser, Librarian, Westmount Public Library

The drama and excitement, the courage and devotion, the vision and the sacrifice that lie behind the establishment and growth of public libraries cannot be described in the scope of a short article such as this. If there is criticism that there are not enough libraries to serve the public, this is good. It is evidence of interest, and interest precedes support. There is other, and more concrete evidence, existing in the established buildings and library centers. They are the result of someone's belief, someone's support, someone's work.

The Montreal Civic Library, with its nine branches, serves the widespread district of the metropolis.

The Fraser-Hickson Institute, for adults and children, and the Notre Dame de Grace Boys and Girls Library in the Community Hall are used by the readers of this section of the city.

The Montreal Children's Library has six branches: the Head Branch in Strathearn School, McKay Street, Montreal West, Park Extension, Point St. Charles, and in Maple Hill School in Montreal North. For thirty years, determined and energetic volunteers have worked under trained librarians in order to bring books to young people in the heart of Montreal. Without this library, thousands of children would never have had the stimulation and joy of reading. The work is paying dividends, for in 1962 the total circulation was 198,260, and there were 1,153 *more* members.

And then there is the Westmount Public Library. Public Library! What goes on inside it — this place that the community supports? It is a collection of books, of course. It is a staff of people with a special knowledge of books, and the people who read them. It is a staff devoted to the service of finding the right material for the seeker of knowledge, of encouraging the love of good books, of satisfying the person who has heard that here is a way to spend pleasant hours of recreation.

Many of our devotees have come to us through our Children's and Young People's Divisions. When we think of the place the Public Library holds in the community, boys and girls come first to mind. The importance of the library is great only as it reaches out to individuals. The public librarian can watch them grow in wisdom and in taste. Her knowledge of their reading is gained from taking time to discuss literature with them. She then suggests books, the old favourites which their parents loved, and the new classics which are a discovery and a delight for the whole family.

There is a vast increase in the publication of children's materials, and the great number of new authors creates problems of selection even for the well-read parent. It is significant that parents are much more interested in using the library and in consulting the librarian about their children's reading than ever before. Books at home are one answer to awakening an interest in reading, but publication prices have risen. Many parents, anxious to select wisely, ask the librarian for help. She is only too happy to make lists for the individual boy or girl.

Responsible authors have turned to the field of children's literature fully aware that a writer need not, indeed, must not, condescend to a young mind. Fine artists illustrate books for the young in such a way that picture and text contribute vividly to growth and understanding. The combination of talents provides an exciting way to develop good taste in both literature and art.

We have found that different trends develop each year. The new books of fantasy have become popular, and no wonder, when there are such lovely things as Mary Norton's *The Borrowers*, and George Selden's *Cricket at Times Square*. The child of today has an open door to wonder and imagination.

In one decade the quality of non-fiction has improved so much that many of these works, such as the biography of Dr. Osler, *The Man Who Dared* by Iris Noble, and *The Small Woman* by Alan Burgess, become guides for living for young people.

For sheer beauty of design, the well-known travel books by Sasek about famous cities, such as New York, London, Venice, etc., are vivid with colour and originality.

There is scarcely any subject that has not its specialist well-qualified to write with authority. Lancelot Hogben's *Wonderful World of Energy* and Julian Huxley's *Wonderful World of Life* give the young reader a good introduction to science. Barbara Leonie Picard has made mythology popular, combining scholarship with beauty in folklore such as *Tales of the Norse Gods and Heroes*. Leonard Cottrell, author of *Land of the Pharaohs*, is another writer of fine books. One could trace the outstanding books in every field from Art to Zoology, but these few examples remind us that this is a very exciting time in the development of children's literature.

Parents, teachers, and librarians, working together, have unusual opportunity to bring great books to youth. All three, who are trying to meet the challenge of the cheap and the valueless, must feel that an opportunity to handle many books with beautiful illustrations and delightful quality of format is a great incentive to the child to read.

There is a definite link between the school and the public library. In Westmount we work in close harmony. We have an opportunity to meet the teachers. Throughout the year classes from Protestant, Catholic, and private schools visit

us. Therefore the children turn naturally to us. We encourage them to use the reference materials and the encyclopedias which they need in their school work.

We do have problems with research assignments which demand the use of pictures. Actually, this is a difficult form of assignment for the child whose parent does not subscribe to an illustrated magazine, or who does not know that the *Periodical Guide* gives help in tracing information in articles in magazines. Travel bureaus have been generous, but one must be considerate with requests. Their folders are part of the costs of operation which can mount rapidly when outside demands are heavy. The picture file of the library is on a loan basis and can only be copied. Tracing from a book is a bad practice. Perhaps if the search for pictures were modified, fresh ideas might develop from reading and using reference material.

The numbers of ways of reaching children seem obvious in a community where schools and social agencies, such as the Y.M.C.A., are so close. Through organizations such as Scouts and Guides from whom come requests for judges for badges, or the Home and School Associations which ask for speakers, the librarian tries to keep pace.

Special events during Young Canada's Book Week always bring young readers who are reached by television or other programmes. Because we are given exhibit space, we extend invitations through the local press to all children who would like to display their hobbies. The shy child finds an outlet for his talent in this venture which is always successful. Newcomers to the community are drawn to the library by such means.

The library programme of storytelling every Friday afternoon, when approximately thirty pre-school children gather to hear stories, gives the small child a friendly introduction to the library. These young listeners hear fairy and folk tales which have been carefully selected.

For special times and holidays we have a small puppet play. Mrs. Elliott, who writes suitable plays for our collection of hand puppets, has given us a Puppet Theatre. We have to limit our puppet shows to our regular audience, as space and staff would be needed for a more ambitious programme.

To encourage the teen-ager who is ready to transfer to more mature reading, the library has a separate section of "young adult" books, and a staff member to help during this period of transition which can be so bewildering. This department is popular, and is an excellent introduction to adult materials which can be used whenever they are wanted.

And so the work of the library progresses like a strong ocean current—not readily apparent, unless one looks for evidence of its influence. In all libraries there are figures showing steadily increasing circulation. An increase in the establishment of rural libraries will be the direct result of the pioneer work of the McLennan Travelling Librarians with their Bookmobiles who, like true adventurers, have gone out into the byways mastering all kinds of difficulties, to search for,

and to find, fertile places which will themselves sponsor growth. Their librarians deserve to have great satisfaction in the knowledge that the books, and the service they give, are more and more appreciated.

We have authors and artists working for us. Our concern is to get and to keep the readers. As long as parents, teachers, and librarians continue to prove that they believe in the power and the beauty of words, libraries will meet the challenges of the future.

Books recommended in this article, and others:

- Norton, Mary: *The Borrowers*, Harcourt Brace.
 Selden, George: *The Cricket in Times Square*, N. Y. Farrar, 1960.
 Noble, Iris: *The Doctor Who Dared*, Tor. Copp, 1959.
 Burgess, Alan: *The Small Woman*, Lond. Evans, 1959.
 Sasek, Miroslav: *This Is London*, Macmillan, 1959.
 This Is Paris, Macmillan, 1959.
 This Is Rome, Macmillan, 1960.
 This Is Venice, Macmillan, 1961.
 Hogben, Lancelot: *Wonderful World of Energy*, N.Y. Garden City, 1957.
 Huxley, Julian: *Wonderful World of Life*, N. Y. Garden City, 1958.
 Picard, Barbara: *Tales of the Norse Gods and Heroes*, Lond. Oxford.
 Cottrell, L.: *The Land of the Pharaohs*, N. Y. World, 1960.
 Moore, Anne C.: *My Roads to Childhood*, Boston, Horn Book, 1961.
 Larrick, Nancy: *A Parent's Guide to Children's Reading*, N. Y. Doubleday, 1958.
 (also pocket edition)
 Fryatt, Norma: *A Horn Book Sampler*, Boston, Horn Book, 1959.
 Fisher, Margery: *Intent upon Reading*, Brockhampton Press, 1961.
 Walsh, Frances: *That Eager Zest*, Lippincott, 1961.

Ceylon: School Libraries

As last year, a sum of 750,000 rupees was provided for the development of school libraries. In addition, 56,000 books for use in English teaching were presented to the schools by the British Council.

International Yearbook of Education,
 Vol. XXIII, 1961, International
 Bureau of Education, Geneva.

Greece: Adult Education

Six hundred mobile libraries provide books which may be borrowed.

International Yearbook of Education,
 Vol. XXIII, 1961, International
 Bureau of Education, Geneva.

BOOKS ON WHEELS

Kathleen Clynes, Librarian, McLennan Travelling Libraries

The McLennan Travelling Libraries of McGill University have been operating since 1901 when the children of Hugh McLennan, a Montreal businessman, gave a sum of money to McGill in honour of their father's memory to start the first Travelling Library in Canada. For some years books were sent by rail across Canada to groups of people who were interested in reading. Ten per cent of these books were for children, but unfortunately we have no records showing how much these children's books were read. To-day's picture is quite different as we know the effect our Library is having, not only on children, but on adult groups as well. Our Library quarters at Macdonald College serve schools and adult groups in the Province of Quebec in four ways :

1. The Library is open to the general public five days a week,
2. We still have the rail service whereby thousands of books in boxes of fifty are sent out to distant places in the Province,
3. The mail service for private individuals who receive four books at a time, and
4. The Bookmobile service from which last year approximately 120,000 books were distributed.

A great part of our work is with children. Teachers write in to the Library asking for a box, or boxes, of books to be sent to their school, usually for classroom libraries. These books are selected by our librarians who choose them with some knowledge of what is being taught in the school, and we can also help by supplying books listed in the supplementary reading lists. Many small schools in isolated areas have no library facilities, either in the school, or in the nearest town, so that the supply of books from our library is the one source for children and teachers alike. We are constantly made aware of this by letters from such schools.

The Bookmobile, which is the only one of its kind in the Province supplying Protestant Schools off the Island of Montreal, covers 1,500 square miles south of the St. Lawrence River, and almost 500 square miles north of the river. It is staffed by two librarians, both of whom can drive it. It carries 1,700 volumes on the shelves, of which 1,000 are children's books arranged in grade reading levels. For many areas we often carry extra books in boxes on the floor.

The Bookmobile is out every week — often for five days at a stretch. It stops at schools where children and teachers come out to borrow books for classroom libraries, school libraries, and as private members. It also visits town and

village centres, and, in some cases, private homes where members gather to exchange their books. We encourage the children themselves to come into the Bookmobile as much as possible to choose their books, either for their classroom libraries or for their own use, because we feel that this exposure to a quantity of books is one way to foster an interest in reading. We cater to all tastes, and the children quickly discover a new and exciting responsibility. Some children have been introduced to the Bookmobile before they go to school as their parents bring them into the vehicle to start choosing books at an early age, but the great majority of our readers need the interest and encouragement of their teacher to make full use of the Bookmobile service. For example, many Grade I teachers bring two or more children out to the Bookmobile to help choose books for their class. This is all the children need, because the second or third time around they know how to choose the books themselves and are eager to do so. This method is used throughout some schools and, to our joy, many of our private members stay with us until they leave school. The results of this programme have far exceeded our expectations, as our circulation figures go up by thousands every year.

While we have developed an enormous interest in reading among the younger generation in most of the Provincial schools using our services, this interest is not limited to the children, but extends to the adult membership as well. We are now in the process of buying a second and larger Bookmobile in an attempt to meet the ever-increasing demand.

In order to indicate how interest may be aroused and how the possibilities of the library may be explored we are now preparing some book displays (based on the curriculum) for school and classroom libraries. These will be sent on demand to any school, free of charge, and will consist of books, posters, and pamphlets with a particular subject emphasized. These displays, we hope, will encourage students and teachers to a greater interest in the non-fiction section of the children's library.

As can be seen from the photograph, the display is self-contained. The lid of the bookshelf box provides magnet board versatility to our handmade poster materials. The dangling display telescopes to fit into the case and serves as protective packing at the same time. The photographed box is protected in transit by one of the cases that we normally use in freighting books. This box has been designed and constructed so that it might, in response to some future request, be used to carry and display *objets d'art*, mineral, or other collections.

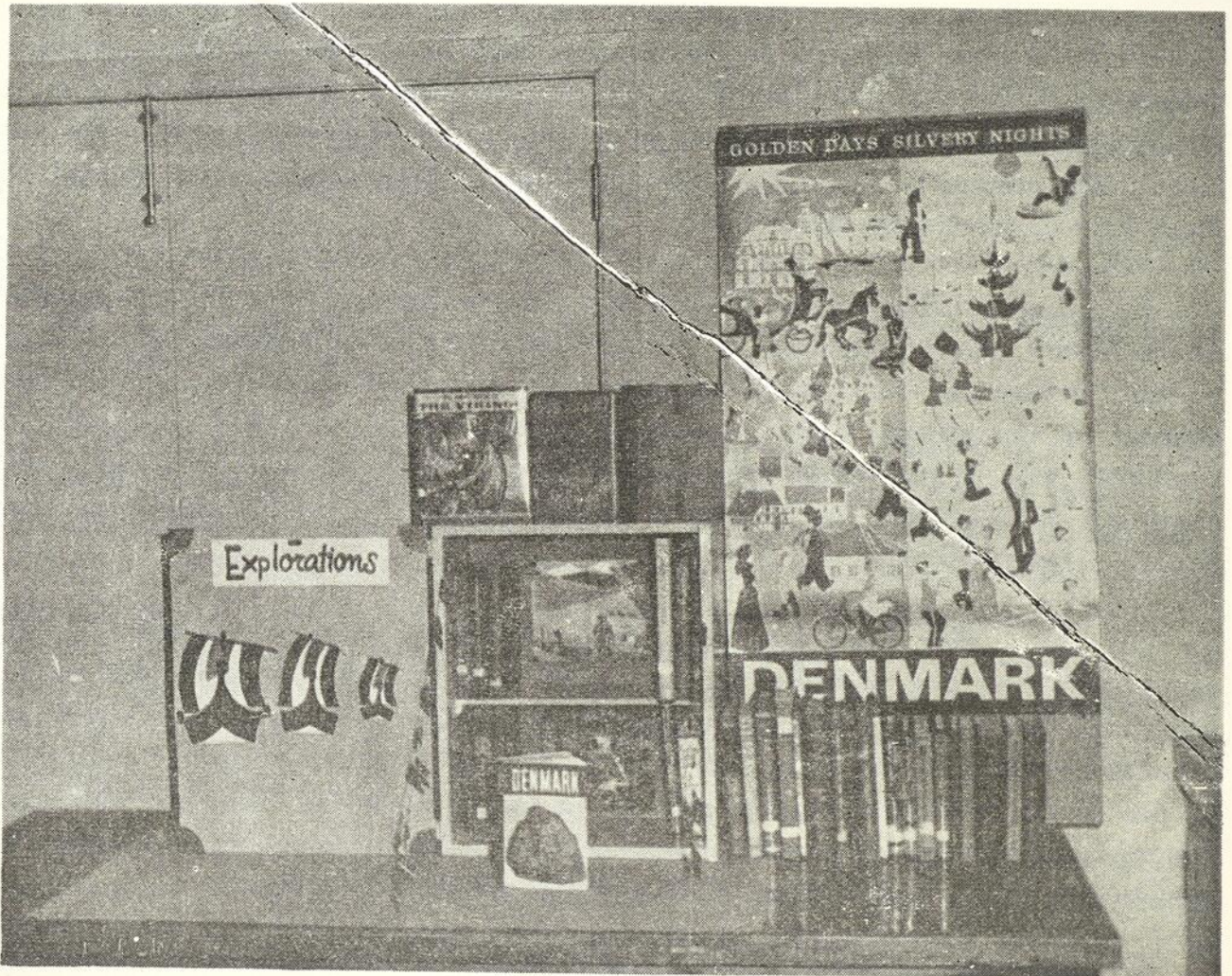
We have prepared a set of directions whereby the attractiveness of the library can be maintained over a three month loan period. The posters and the view of the collection can be changed in a few minutes.

A broader service is not new to the McLennan Travelling Library. Sixty years ago, when the Library was founded and the very attractive libraries of to-day were still musty and overpowering places, the McLennan Travelling Library offered

the subscribers from British Columbia to Labrador, and at sea, framed grand master prints, stereoscopic views of the world, lantern slides and lecture notes for group showings, as well as the lecturer's notes and reading materials whereby the most isolated Canadian pioneers could study university courses in the new psychology, as well as in divinity subjects.

We are willing to display our Bookmobile and to explain our services to anyone in the area which it covers. The Bookmobile service extends as far as is possible, and after that the rail service of the Library is available to any teacher wishing to take advantage of it.

It is very evident from our experience that a teacher who is conscious of the value of the Library can make the students become interested and enthusiastic readers. The books are there — why not use them?



Sample Loan Display for Schools — McLennan Travelling Libraries

SILVER BELLS AND COCKLE SHELLS . . .

**Catharine MacKenzie, Librarian,
Sir Winston Churchill High School**

**Edith Drummond, Librarian,
Westmount High School**

The first glimpse of a new library, its shelves bare, gives a librarian a sense of exhilaration. Here is an opportunity to build a perfect collection of books so that the library will be filled with students, used by teachers, and be an invaluable part of the school. The prospect is a little frightening, but exciting. Each step is planned with care, taken with caution. Each proof of success seems a minor triumph; each failure, a lesson learned.

Before any purchase is considered, the trained librarian studies the school and the community. Every school library is unique. It must serve a special group of people.

First, consideration is given to the availability of books from other sources. A public library means greater resources. The school budget may be stretched by avoiding expensive duplications. Homes, where reading is encouraged, breed children of more discriminating tastes. This influences the buying of books for the school. The general interests of the community are important, too. People in urban or industrial centers do not read the same books as those in agricultural and rural areas, although both demand good books. Consolidated high schools may need books for children of widely different tastes. Thus book money must be spent carefully in order to make it cover as many needs as possible.

The school and its staff influence the book selection. The course of study guides a librarian in the choice of many non-fiction books. She will scan syllabi from all departments for suggestions. Teachers are asked to submit requests. As the library grows, they will be invited to evaluate new books. An experienced person can look over any school library and tell which departments have exceptional teachers. Indifference cannot be covered.

The new librarian must study professional standards. These help her to set an objective for the number of books needed for her school, and the number she will be able to purchase with the budget allowed. It is wise to break the budget down roughly, allotting a share to each department, allowing sufficient for general reference, and recognizing the importance of fiction for recreational reading. The contribution of fiction to social development is difficult to measure, but those experienced in library work with young people have no doubts concerning its importance.

The spade work done, one of the most exciting aspects of library work is at hand — selecting individual books to build the library. Of all those available, how

can one choose the best? Mistakes are a luxury that one cannot afford. Much help in selecting books can be found in the lists prepared by professional groups. There are lists compiled by committees for national organizations, state and provincial library associations, and by librarians who are specialists at one level or another of library work. Groups in different subject fields, like the National Council of Teachers of English, or in science, or in social studies, publish book lists. Lists from reputable sources are prepared by committees of experienced librarians and teachers who read, evaluate, and discuss new books. Trained personnel use these lists constantly. Untrained personnel should restrict their buying to such guidance except where expert advice may be sought.

Evaluating books requires wide knowledge of young people's literature, deep understanding of youth, and discriminating taste. There are general areas of reading in which children of a given age group have similar tastes. Almost all teen-age girls like horses and horse stories. No one knows why, but it seems true the world over. It is easier to understand their preoccupation with light romances. This is a natural part of growing up. There is expert guidance to be found in books written by authors who know children and books and the ways in which one can use or develop these interests. For anyone who wants to know what criteria to use in judging books, these can be very helpful.

Non-fiction is easier to evaluate than fiction because it can be weighed for concrete values: accuracy, up-to-date information, good maps, diagrams, index, etc. Fiction is judged, as it would be for adults, on content, style, plot structure and development, literary value and interest.

It is essential to remember that the book must appeal to young people, or all other values will be lost because they will not read it. Therefore, a book which seems dull to an adult should not be purchased on the grounds that younger readers will not be so discriminating. The truth is, they are even more critical.

There are certain mistakes the untrained and inexperienced make in choosing books for young people. Most adults seem to have a desire to re-enjoy, through children, things that made them happy when they were young. They insist on buying books that were popular in their day, on the assumption that a good yarn doesn't change. This may be true. But children change. And tastes in literature change too.

One must always remember that great improvements have been made in producing books. More and more good books are being written *for* young people. What seemed good when there was little available will not stand comparison with the wealth of material in libraries today. Of course, there are many classics which are still as popular as ever they were, but it is for their own appeal, not because adults choose them. They are stories that can be fitted into the pattern of life at any time.

Another problem is presented by the adult classics of Victorian days. So many grown-ups feel that young people should experience these. It is hard to

understand why. Which adults have read and enjoyed the Victorians lately? Did familiarity with classics represent cultural aristocracy in their time? Perhaps these are the works which were studied in college. Perhaps little reading has been done since. Standard classics should be included in any library, but no book should be forced. Such an approach will not be a guarantee that the new reader will like the book, and it may well injure his newly formed habit of reading for pleasure.

Conversely, there is the problem of what children should not read. This causes nearly as much discussion and can create as much havoc as telling them what they should read. High school students, if they are allowed, will read widely, but their perception usually does not go much beyond their own experience. We shiver when we see them with some modern novels, forgetting that the very classics we want them to read are as torrid as any modern best seller. But if one listens to their reviews, most of the passages we feared have escaped them. Young people normally do not enjoy sophisticated books. Being seen with them, however, is a mark of maturity with one's fellows. It is wise to remind ourselves that many lessons of adolescence can be absorbed painlessly, with a minimum of embarrassment, through books.

Maintaining a good book collection means not only buying new books, but discarding regularly those which have worn out or which have become outdated. Regular weeding is necessary in a really good library. Worn books are a compliment to the librarian or teacher who selected them. A library in which books do not wear out is not fulfilling its proper function in the school. Dirty and maimed books should be discarded quickly. Keeping books in which children have scribbled will lead to more scribbling. Dirty books are distasteful to the young. Their presence will undo much of the progress made by a good reading programme.

A simple device for keeping track of fiction is to put a coloured line under the last name on the charging card at the end of the school year. It is then easy to see how many times each year the book is out of the library. If it has been borrowed only three or four times, it should be reread and revalued. A book that does not move over a period of three years should be discarded.

It is more difficult to weed non-fiction. Reference books are not borrowed as often, and last longer than fiction. Nevertheless, they should be checked regularly to assure that information is not outdated, that they are clean, etc. When better and newer information is available, the old can be discarded. Histories, mythology, and like material may remain for many years, but sciences change fairly often.

If the library is the heart of the school, as it should be, the budget will never supply all that can be used. With developing interests, more and more books will be needed. More and more young people will watch eagerly for the introduction of these new materials to the library.

Many groups of parents take an interest in the school library. They realize its importance to their children, and they want to help it grow. Librarians discourage casual donations because the books in a school library must meet rigid standards.

Extra money is always welcome. In many ways parents may have a share in selecting books from proper sources.

One of the most popular programmes of the last few years has been the Book Fair. A book fair may be held by the Home and School group, large or small. It requires little work on the part of the parents, and is usually appreciated by those who attend. A reliable book store or agent arranges a display of books from lists approved for school libraries. A school library consultant, supervisor, or an outside librarian may be asked to speak on the reading tastes of children, or any related subject. Later, parents browse through the books, buying some for their own youngsters. If the fair can be held before Christmas, a larger number of books may be sold, but the fairs seem to be successful at any time. Many parents have their first introduction to modern books for young people at a school book fair. The company providing the books will allow a pre-arranged percentage of the total sales to the school library for the purchase of new library books. In some cases, parents like to stipulate the type of books for which the fair money is to be spent.

Of all the skills a young person learns in school, he will use reading most. There is little in life that can be learned without some reading, and even less that cannot be learned by one who reads well and widely. The ability to read well, to absorb what is read, and to enjoy reading makes every year in school and college easier. It gives one an advantage all through life. Books have been with us for so long now that we tend to forget what an easy means they are to so much knowledge — our only direct contact with great minds of the past.

This century has produced, at approximate intervals of twenty years, miracles of communication — motion pictures, radio, television, Telestar. All of these are subject to limitations of space, distance, time, and temperature. Books have no such limitations. To pass on to the young the excitement of opening a new book, the anticipation of the enchantment to be found therein, is a great opportunity. A good school library collection is free to all children. It is one of the finest means to full appreciation of the magic of books.

Some books from which we have taken ideas and suggestions, and which might be useful to others:

American Association of School Librarians: *Standards for School Library Programs:*

American Library Association: 1960

West, Dorothy, ed.: *Standard Catalog for High School Libraries:* Wilson: 1962

American Library Association: *Basic Book Collection for High Schools:* American Library Association: 1957

American Library Association: *A Basic Book Collection for Junior High Schools:* American Library Association: 1960

Subscription Books Bulletin Reviews, 1956-1960: American Library Association: 1961

West, Dorothy, ed.: *Children's Catalog:* Wilson: 1961

Shores, Louis: *Basic Reference Sources:* American Library Association: 1954

Strang, Ruth: *Gateways to Readable Books:* Wilson: 1958

Walker, Elinor: *Book Bait:* American Library Association: 1957

- Winchell, Constance, ed.: *Guide to Reference Books*: American Library Association: 7th edition, 1951, supplements to 1958
- Deason, Hilary: *AAAS Science Book List*: American Association for the Advancement of Science and the National Science Foundation: 1959
- Logasa, Hannah: *Historical Fiction*: McKinley: 1960
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- American Library Association, Young Adults Services Division: *Richer by Asia*: American Library Association: 1959
- Committee on College Reading: *Good Reading*: Bowker: 1960
- Stefferd, Alfred: *Wonderful World of Books*: Houghton: 1953
- National Council of Teachers of English: *Books for You*: The Council: 1959
- Department of English, United States Air Force Academy: *Good Books*: National Council of Teachers of English: 1960
- Iowa English Yearbook: *World Literature in the English Classroom*: National Council of Teachers of English: 1960
- Illinois English Bulletin: *Books We Like*: Illinois Association of Teachers of English: 1955
- Larrick, Nancy: *Parent's Guide to Children's Reading*: Doubleday: 1958
- Bulletin of the Center for Children's Books*: University of Chicago, Graduate Library School
- School Libraries*: magazine published by American Association of School Libraries
- Top of the News*: magazine published by the Children's Services Division and the Young Adult Services Division of the American Library Association
- NEA Journal*: magazine of the National Education Association
- The English Journal*: magazine of the National Council of Teachers of English
- The Mathematics Teacher*: magazine of the National Council of Teachers of Mathematics
- Saturday Review*
- Times Literary Supplement*
- Times Educational Supplement*



SCHOOL LIBRARY SERVICES

Elizabeth Bunting, Librarian, Lachine High School

The services which the library programme offers to the pupils and teachers in a school, and the degree to which these are used, measure the success of the programme. Essential services which the library should offer to its borrowers are reference, instruction in the use of the library, and reading guidance.

Reference work is probably the most important service which the school librarian offers. With so many duties which are also the librarian's responsibility, there is often not time for a really good job for every student. Consequently, the pupils must be taught how to do simple reference for themselves. Student assistants can help other pupils locate encyclopedias, general reference books, and guide them in their use.

Good reference work is possible only where there is an adequate collection of reference materials with which to work. The backbone, of course, would be encyclopedias chosen for their accuracy, authoritativeness, and up-to-date information. In addition, there should be an unabridged dictionary for senior high school, and a number of abridged dictionaries for ordinary information, as well as a language dictionary for each foreign language taught. There must be almanacs, yearbooks, handbooks, to answer questions of current interest, and dictionaries of the *Who's Who* type, and *Current Biography* to find information about people.

Questions may be asked on which there is very little material. It will pay to keep a record of these, and notes on the resources of the library in these areas. They can be kept on cards in a filing drawer, or on a pad at the desk. As the question is asked, it should be jotted down, with the date. Then, as it is answered, a check mark should be made, or a note beside it, indicating the adequacy of the answer. In this way, gaps in the reference collection will stand out.

Good reference service means that pupils must be able to find their own way around the library, asking for help when they have exhausted the reference collection and the card catalogue. Even pupils not preparing for college must be taught how to use all the resources at hand. This is knowledge which will serve for a lifetime, for all libraries are essentially alike in fundamental arrangements and classifications.

When instruction in the library is considered, the first question is: "Who is to teach?" The teacher knows the pupils, but is not acquainted with the library tools. The librarian knows the tools, but is further removed from classroom procedure. If a class is being taught in the library, the materials are not readily available to the other pupils while the course is in progress. A programme will have to be worked out between the librarian and the faculty that will suit each individual school, giving each student basic skills, but not overloading him with

detailed instruction in references which he will seldom use. Perhaps the librarian should give an orientation programme. This could consist of one to three lessons, depending on time available, on the basic uses of the library, the arrangement of materials, the type of resources contained in the library, the classification system, and the card catalogue. Then instruction in specific areas, such as how to use encyclopedias, the *Reader's Guide*, or the preparation of bibliographies for term papers, can be taught as the need arises, either in the classroom or the library.

Certainly when instruction is given, the pupils' comprehension should be checked. In our library, students are given a floor plan of the library and are asked to fill it in showing the location of essential materials. The card catalogue and the Dewey Decimal Classification are explained with the aid of a filmstrip: **USE YOUR LIBRARY: FOR BETTER GRADES AND FUN TOO!** As a follow-up, one or more of the following drills may be used to give practice in using the library, serving also as a check on how well the pupils understood the instruction.

1. Pupils are given sample catalogue cards to file in the catalogue.
2. Questions are prepared, the answers to which are found in the catalogue. These are usually made on cards, one question to each, so that a pupil may be given a number at a time, or take another as he finishes each one.
3. Questions are prepared (again on cards) to which the answers must be found by using both the card catalogue and the shelves.
4. Quiz sheets are made. They may consist of lists of author, title, and subject which must be put in alphabetical order; or of Dewey classification numbers to be put in proper order; or requests for information to be given about the different encyclopedias.

Instruction in special tools is taught by the librarian, or the subject teacher, as the need arises. In actual practice this means that as classes and teachers vary, and as time is limited, not all pupils are given instruction in every tool.

Reading guidance needs to be done on an individual basis. It is difficult to outline any routine for a programme, but there are certain things that the librarian can do to improve reading throughout the school.

Most important, there must be a well-rounded collection of books for all reading abilities, for varied interests, and many levels of maturity. The collection must be kept up-to-date, and weeded constantly for "dead wood." The librarian must know, of course, what the books contain, and just how they may be used.

Book talks should be given to classes, and to special groups. Sometimes a very few books are reviewed in detail; or a large number may be used, held up one at a time as an interesting detail or fact is told about each. The latter method is most useful, as it is easy to know something about each book and so publicize a large number of books in one talk.

Publicity is important. Displays of book jackets on the bulletin boards; lists of books on bookmarks; lists of books suggested by an individual reader, or a class; book reviews, particularly if written by pupils, put in the school newspaper; short book reviews illustrated and mounted on construction paper to be displayed in the library or classrooms — all these are means that can be used to show off the wares of the library.

Pupils should be encouraged to request books for purchase. Pupil assistants can read the new books and offer suggestions as to what to read to the other pupils. As bait for a reluctant reader, a new book can be offered for review, or to be read to see if it is worth having in the library. Recently this worked very well with a class in our school. The teacher took some new books to pupils who seldom read voluntarily. They were asked if they would read the books to see if they were worth purchasing. Most of the pupils responded. The problem now is to keep them supplied with enough new books.

It is helpful to keep a file about individual pupils — any special reading interests or difficulties. This can be done on filing cards, kept at the desk, and pertinent information noted as it comes to the attention of the librarian.

Pupils can make individual cards for books which they have read. These would give author, title of the book, a brief statement of what the book is about, and the reader's opinion of it. If these are kept on file, other pupils can check the cards for suggestions of what to read.

The librarian must try to provide opportunities in the library for pupils to share book experiences by discussing books with them individually, by making it possible for them to share books with one another in small discussion groups, by helping one another choose books, or by organizing reading clubs.

No one person can hope to organize all the services that an efficient library should offer, but if the library is a pleasant place to enter, and the librarian friendly and interested in each pupil, then the library should be a hive of activity with the scene set for service.

Republic of South Africa: School Libraries

Improvements in the educational library services of the Department now include the appointment of three itinerant advisers, vacation courses in several rural centres and a general increase in the purchase of new books and the rebinding of used ones. These facilities enable rural teachers and pupils to enjoy the same privileges as those in city schools.

International Yearbook of Education,
Vol. XXIII, 1961, International
Bureau of Education, Geneva.

THE INFORMATION FILE IN A SCHOOL LIBRARY

Anne M. Lindsay, Librarian, Outremont High School

In these days of high book prices a comparatively inexpensive but important supplement to the book collection is the Information File. It never can replace books, but if properly organized and maintained, it can supply the answer to many reference questions — answers which may never appear in book form.

What is an Information File? What materials would be found in it? Where would you, the teacher or librarian, obtain these materials? What is the best method of organizing them?

An Information File is a collection of pamphlets, leaflets, brochures, newspaper and magazine clippings, maps, and pictures of many shapes and sizes and on many different topics, arranged in such an order that they may be located readily and used easily by teachers and pupils. It may be filed in a metal, wooden, or cardboard drawer or box.

This material must be selected with the greatest care. "It must be recent, brief, authoritative yet readable" and must deal with some topic which conceivably might be in the range of interests of its prospective readers. It is wasteful of time, labour, and space to file away a pamphlet on such a subject as Marketing Research, even though it may be attractive in appearance and useful in a business library. A detailed knowledge of the curriculum in each grade would be helpful in making a selection. The interests of the various clubs and activities in the school should be kept in mind also.

In elementary school libraries emphasis will be placed on illustrated booklets, such as travel circulars, geographical materials of all kinds, pamphlets on such topics as tea, cotton, pets, the weather, hobbies, etc., and pictures of almost anything connected with the pupils' work and hobbies.

In high school libraries pamphlets on Current Affairs, such as *The Oxford Social Studies* series, the *Behind the Headlines* series, selected United Nations publications, selected government publications, and Vocational Guidance materials will form the nucleus of the pamphlet file. These are published periodically or in series and are quite inexpensive. A great amount of unsolicited material comes into the school; much of it is worthless for the file, but all of it should be examined. If it is mostly advertising, or is out of date, or obvious propaganda, discard it immediately, saving only good illustrations. Always remove good pictures and useful magazine articles before discarding old issues.

In addition to this haphazard method, librarians and teachers should have a more systematic acquisition policy. A post card sent to the Public Relations Departments of large business and manufacturing firms, such as General Motors, Oshawa, Ontario, The Bell Telephone Company, Montreal, will ensure the placement

of your library on their mailing lists. Provincial and State Tourist Bureaus, Chambers of Commerce of many cities, Airlines and Travel Agencies will flood your desk with very attractive publications if you write your request on official school letterhead paper. Many magazines list free pamphlets and brochures which are available for the asking. Be constantly on the watch, and write promptly.

The chief source of pictures is magazines. Much historical as well as current material can be found in such publications as *Pictorial Education*, *Canadian Geographical Journal*, *Beaver*, *Life*, *National Geographic Magazine*. Pictures of natural life may be found in *Canadian Audubon*, *Beaver*, and *Natural History*. I repeat — do not discard *any* magazine without salvaging pictures which could be useful.

The equipment necessary for the preparation of an Information File is: a box or filing drawer in which pamphlets can stand upright (the 14" legal size drawer is preferable), manila folders of the same width as the drawer, typing paper, mounting paper, a rubber date stamp, a 15-inch ruler, scissors, large manila envelopes, and paste.

It is not necessary to use an elaborate classification and filing system. This file is going to be used by pupils as well as teachers so should be kept as simple as possible.

The simplest method of preparing *pamphlets* for filing is as follows:

1. Select a suitable simple subject heading from an approved list, or by considering the use to which the pamphlet will be put.
2. Print this heading in pencil on the upper left hand corner of the front cover.
3. Stamp the date of filing below this heading.
4. Place all material on one subject vertically in two rows, side by side, in a manila folder which also has been lettered with the subject heading selected. Large items may be laid horizontally.
5. File folders alphabetically. Alphabetic guide cards may be added to separate the letters.
6. For future reference keep an alphabetical card file of subject headings used.

Another method is to classify the pamphlets in the same manner as you do the books and to place a coloured subject card for each one in the card catalogue. In such a system pamphlets would be filed by class number.

Magazine articles which are worth saving should be cut from the issue and the pages should be stapled together. Treat these as you would pamphlets, adding the title and date of the magazine from which the article was clipped.

Pictures of lasting value should be mounted on display paper of suitable colour, lettered with a subject heading and filed in manila envelopes or folders. Care should be taken in mounting to leave the widest margin at the bottom. Paste down only the four corners. Pictures which will not be used very much do not need to be mounted. If possible, file pictures in folders which do not contain heavy pamphlets which can damage them.

Newspaper clippings should be trimmed, mounted on typing paper, lettered with their subject, source, and date.

Pamphlets and pictures should circulate among teachers and pupils. One method requires a card with the heading PAMPHLETS on which the borrower's name, the title or subject of the pamphlet, and the date when borrowed can be entered. This card would be kept at the desk. A similar card could be made for pictures, or a book pocket could be pasted on the back of the brown envelope in which the picture would circulate.

The value of a picture and pamphlet file depends in great measure on the up-to-dateness of its contents. In a surprisingly short time some of the items will have become out of date, or will have been superseded by something better. This means that discarding or "weeding" should be done fairly often — at least once a year. The stamped filing date will be of great help here, but each item should still be considered on its own merit.

To sum up: an Information File is an important, even a necessary aid in a school library. The smaller the library, the more important it becomes, because of its inexpensiveness and its variety of material.

The following lists of free or inexpensive material would be of use to the teacher or librarian who is beginning to build up an Information File:

Teaching Aids Available from Departments of the Government in Ottawa prepared and published by The Canadian Citizenship Council, 268 First Avenue, Ottawa 1, Ontario. Price, postage paid, \$.50 per copy. (16p.)

Free and Inexpensive Learning Materials, 10th edition, published by Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 5, Tennessee, 1960. \$1.50 per copy. (252p.)

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| Ireland, N. : | <i>The Pamphlet File in School, College and Public Libraries</i> | Boston, F. W. Maxon Company, 1937 |
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| Ball, Miriam : | <i>Subject Headings for the Information File</i> | The H. W. Wilson Company, 1956 |

PAMPHLET SERIES REFERRED TO ABOVE :

Behind the Headlines Series published six times a year by Canadian Institute of International Affairs, 230 Bloor St. West, Toronto (20 cents each or six for \$1.00).

Oxford Social Studies Pamphlets published by Oxford Book Company, 71 Fifth Avenue, New York.

LIBRARY MONITORS

Mrs. Frew, Librarian, Mount Royal High School

Most high school libraries in the Montreal district have one full time librarian and an average enrolment of over 1000 pupils. Using student volunteers will not only help the librarian by relieving her of routine duties, but also give the pupil a chance to learn library procedures and perhaps choose library work as a future career.

An effective way of using monitors has worked in one high school for several years. Five leaders are found, preferably those who have worked at least one year in the library and are familiar with the routine. They are given large, distinctive badges, which both boys and girls wear with pride. Each of these leaders is responsible for one day of the week. Under him work anywhere from two to four assistants, and he is responsible for checking their work. Monitors are expected to appear in the library four times a day, before school, recess, lunch hour and for an hour after school — a total of five points per day is awarded if this work is done. After a few weeks each assistant must pass a simple test, given by the leader, on the Dewey system and school library procedure. He is then awarded a badge similar to the athletic badges. Meanwhile the leader keeps track of the points gained and a larger, more impressive badge is awarded when the monitor has amassed 180 points. Extra points may be gained by coming to the library to work other days than the one assigned.

The work consists of

1. Circulation of books
2. Shelving books
3. Pasting, stamping, covering new books
4. Simple mending
5. Care of periodicals
6. Care of shelves. Each leader is responsible for one section of the library, and at the end of the day each monitor tidies and checks these shelves.
7. Typing. The value of this work varies from year to year. A librarian is fortunate who finds an eager, competent typist to help to catalogue cards.

As might be expected the popularity of these jobs varies. Number 1, that dignified position at the desk is most prized and must be fairly rotated, and the least popular is shelving books. If the librarian is lucky enough to have *two* outstanding leaders who have initiative, staying power and the ability to give clear orders without offending, then the monitor programme will be successful. There may be a big turnover in library assistants, the enthusiastic beginner may give up by Christmas time, but a leader, even if not the ideal monitor, is generally proud of his position and anxious to work till the end of the year.

A good group spirit and better cooperation will be achieved if the librarian plans occasional meetings outside the library, perhaps a tea, a picnic or a visit to another library.

READING, LEARNING, AND LIBRARIES*

Mrs. Donald McCabe, Inspector of Secondary Schools, English

In T. H. White's witty Arthurian fantasy, *The Witch and the Wood*, Merlin, the Prince of Magicians, and his most deadly enemy, an enchantress, fight a duel to the death. The weapons are knowledge: for him, all the knowledge of the future back to the time of the action: for her, all the knowledge of the past up to the moment of the duel.

Fighting for his life, Merlin had to be unchivalrous and defeat the lady. The moral? Knowledge is power, but — of what use is past knowledge if it cannot be used to make a break-through into the future?

Today almost all the knowledge of the past is available in printed matter. It is not necessary to start from the beginning to discover the initial steps preparatory to a break-through into the future. But, just as this saves repetition of the same effort successfully concluded elsewhere, it also imposes the responsibility of critical and informed analysis of such material so that whatever is used will provide an accurate foundation for creative thought. In matters for which a person has no background, he may have opinions, but since these are subjective, he is a "guesspert" rather than an "expert." It is a mark of maturity to be willing to read challenging materials with insight in an attempt to understand oneself and the world. The question is: How can the school train youth to reach that point?

The preparation of a child for reading begins long before he enters school. The school, of course, has no control over these factors which are: parents with a love of reading, a home filled with the joys of reading, time for nursery rhymes and fairy tales, time for answering the billion "Why's?" of a child's curiosity. Suffice it to say that when a child enters Grade I, he is as different from his fellows in this respect as he is in every other point of his development.

Expert teachers in the profession look upon the challenge of Grade I as the greatest there is. These children must be sorted out, their needs recognized and met in this very first year, or the seeds of failure are surely planted and nourished. Ninety-nine per cent of the joyous beginners dwindles to a mere four per cent who reach university with the same joy. Why?

Somewhere along the way the differences noted upon a child's entrance to school become wider — the good get better; the poor who are not provided with opportune help become troubled, frustrated, or just plain "fed-up."

In the first three grades the emphasis is on recognition in reading, although comprehension and interpretation are there as well. But the child's job is to translate those black squiggles on white paper into sounds, words, phrases, and sentences

*Paper delivered at Inspectors' Conference, 1962.

like those which first he heard, then imitated, then created for himself as his thoughts found expression with an expanding vocabulary, and an expanding experience. His greatest source of ideas at this stage comes from listening, which is one argument for the books to be read to the child in the literature course. One hopes that he will be stimulated to think, and that he can communicate his thoughts to us in speech, and later, more maturely, in writing. If he listens, and we all know only too well the child who has learned not to, his learning will be limited to those whom he can hear. He has no selectivity. He has only the luck of coming in contact with those worth listening to.

Only in books can the child or adult *choose* his teachers. He begins to do this when he has some independence in reading, when he begins to be fluent in the reading skills. This stage develops on the Grade IV to VII levels. So the next turning point is at the Grade IV level where the mechanics of reading (phonics, if you will) should have been so thoroughly mastered that attention can be given more and more fully to the comprehension skills of reading. Now the child should be able to understand what the author is saying to him. Most children will willingly read within the background of their experience. This probably explains the popularity of "series" stories. As long as the pattern of the story is the same, and the style does not change, such children will read without question. And that is the point. They *do* read without question, unless they have access to more stimulating materials.

It takes a librarian, familiar with the world of children's books, with all the levels of interest and difficulty to find "The Right Book for the Right Child." Teachers, too, can learn to do this and to help a child to "reach for a star" with the fuel that will get him there. The very great need for extension reading under unobtrusive guidance at this period of a child's life becomes vitally important. If he does not become a "reader" now, the chances that he will discover reading as a very satisfying life experience are slim.

The Grade IV teacher, therefore, is also a person who should be a master in his profession.

The Grade VII teacher has the responsibility of weaning boys and girls to independence of thought. The Grade VIII teacher should be able to bridge the gap from any remaining dependence on the group, and this at a time when being a teenager demands, socially at least, group conformity. The high school, and thenceforward, is the time for training in interpretation of what is read — critical reading. This is, of course, the ideal state.

On the high school level are students — a few — who are still struggling with recognition. Some of these must be potentially bright young people, for they are learning almost entirely by ear, and using everything they have learned by almost total recall.

There are those who comprehend. Give them notes, tell them to learn such and such material, ask them appropriate questions, push a button, and out comes

the answer. How long it will be remembered, and whether or not it will ever be interpreted is another matter.

Then there is the student who is ready to think. Who, in fact, has been practising thinking for all his days.

They are all in every class, no matter how homogeneously the administration tries to group them. Every teacher has this problem and needs all the help he can get both by way of encouragement if he is trying to solve the problem, and by way of equipment to help him do so.

He is fortunate if his principal recognizes the problem and is willing to support his efforts. He is fortunate if the school board does not quibble over using taxes for books and supplies, instead of later allowing taxes to support those who cannot make the grade due to inadequate schooling. He is fortunate if there is a specialist teacher in his school to take the most difficult cases out of his classroom where time is not available to give the special and necessary help to severe reading disabilities. However, he can still do much within his own four walls. The teacher is the key to the entire situation, the only item which is indispensable.

Good teachers evaluate their pupils early in the year so that they can help the child where he is. Please note : *where he is*. If the child is in high school, reading on an elementary school level, there is no textbook which he can read independently. He will have trouble with recognition. This will confuse his comprehension. How is he going to interpret what he reads? He can only interpret what the teacher says. Perhaps this may explain part of the problem of getting homework done, or even getting it done in a reasonable time. Any child, reading maturely, needs the stimulation of a wide variety of materials, in other words, much more than his textbook. Such evaluation, of tests, of workbook and class assignments, will give a picture of the needs of the pupils — different every year. With the needs in mind, group and individual instruction may be planned. When numbers are known, materials may be selected.

Every class is supplied with a set of basic readers at the grade level, and with other partial sets at, above, or below the grade level to meet the varying needs of the pupils and to supply a springboard for instruction.

Nearly all break the lesson down into five parts, the first of which is the introduction of the story and the presentation of new vocabulary, where the teacher prepares the class by discussion, reference if applicable, and pictures if obtainable, of any new concepts to be met in the story. The new vocabulary is presented both for word-attack and meaning so that this will not be a hurdle to be met while reading for comprehension.

The next part of the lesson is called guided silent reading, during which the pupils read the story with questions asked beforehand so that they are reading for a purpose. This device is an important one, for it draws the child's attention to salient points, which, in his inexperience, he might overlook.

Having read for comprehension, he then reads aloud for expression, and in a sense, interpretation. Again he reads in response to questions which should lead him to prove a point, to make an inference, to show cause and effect, to select the main idea and supporting details, etc.

The most important part of the lesson is that which develops new reading skills. It is here that the child must be taught and given guidance by the teacher.

Certainly it should always precede the workbook materials. These exercises are a test of whether or not the child has mastered the skills which he has previously been taught. For that reason, it is not busywork to keep him quiet for a period. For that reason, he should not be helped beyond the instructions given. If he cannot do the work satisfactorily, he may be beyond his depth, or he does not understand the particular skill that he faces. Using each workbook page for diagnosis of a child's needs can be most rewarding. Reteaching of skills which are weak may ward off very great difficulties later on when he tries to do more advanced work of the same type. All of the skills which he learns are useful in other subjects. He should master them so that he can transfer them and use them in the acquisition of knowledge.

Library books are not to be forgotten during these sessions, but the child should be responsible for his reading. A library period is not a period for turning pages and looking solely at pictures. Bad habits can develop in the name of so-called library reading.

Grade I children have little or no independence in uncontrolled vocabulary until the very end of the year. The teacher may certainly read library books to the class and then place them on the shelves for independent perusal, and for taking home so that the story can be read again by the parent.

The Grade II teacher should hunt very carefully for books which the child has a possibility of reading independently. Children are very proud of their ability at this level, and a love of reading may develop here which will be sustained through all the years.

There is much more material for the Grade III child. And at the Grade IV level there is no excuse for not finding suitable books for almost all but the very handicapped pupil.

In Grades V - VII the good and average pupils should certainly have time for reading beyond their basic texts. This reading is better done in library books which have different styles and a more sustained theme. The weak pupils may profit from supplementary readers, or from worksheets which seek to give practice determined by their own special disabilities.

Good and average pupils should be expanding their vocabularies and doing reference work in research-type projects. They should be given further help in study-type skills related to their school work, and they should be aiming for good study habits at the high school level.

Their oral reading may take the form of pool reading, in which small groups under the leadership of a tactful and fluent pupil take turns in reading aloud, thus obtaining much more practice than is ever possible in the ordinary classroom situation.

There is no reading course in the high school, but many feel that the techniques of reading, as such, should be taught even here. After all, the materials which children have to read at this level are more mature. Adults find that they do not have all they need in reading techniques in their business or personal world.

People read advertisements to find good buys; they skim the local newspaper for items of interest; they read metropolitan newspapers or national magazines for current events; popular magazines give enjoyment in terms of articles and stories; year books and encyclopedias answer questions that come up in discussion; books, leaflets, and magazines help the "do-it-yourselfer" to do it. Any need can be met in print if the seeker knows where to look.

The type of reading to be done determines whether the method should be intensive, extensive, or merely skimming. The rate may vary from 150 words per minute to several pages a minute. A fairly easy novel for pleasure should be read in two to three hours. A non-fiction book should be checked for its value before the reader spends time with it.

Reading for the adult, as with the child, should be varied. Not just one part of the newspaper, nor one kind of magazine, nor one type of book will give a balanced diet. But if reading has been limited in this way, it is a difficult matter to move into a new field or a new style. It always is, whether one is a steady reader or not, but he who has read widely knows that this can be a rewarding experience, and he persists until he has opened up another world, hitherto unknown.

Textbooks alone in reading will not bring any person to this point. What, then, will?

Suppose that the school has done a thorough job of training a child to read; that the young adult can now recognize words, comprehend the written message, and even interpret it in the light of his experience. The textbooks have been used wisely; the teaching has been inspired. There is no guarantee that this person is a "reader," and without some hope that this goal can be reached, much energy has been wasted.

No one reads without a reason. Fluent readers read for pleasure and entertainment — but, only those materials which in the past have been accessible and which have entertained: thus, comics in the newspaper, then in tabloid form, then in book form. Or, the slick magazine or pocket book next to the newspaper on the newsstand. These are everywhere. There are some nuggets amongst them, but the selection is the newsdealer's.

The bookstore displays what it can sell. At the present price of books, only the well-off can afford them. There are store owners who gamble on the possible general good taste of the public. They perform a public service in this business of theirs, but they are to be found mostly in large centres of population.

Where, then, can anyone afford to indulge a desire for books worth the time spent in reading them? The public library fulfills such a function. How many communities in our province have such reading for the sake of a few taxes, or public-minded support?

Where, then, can a taste for reading as a rewarding adult activity be developed? Only, at present, in our schools. Hence the importance, enormous in its implications, of the school library. Through the readers who come out of it, the other goals may come.

What are the problems? First, who cares enough about books, or knows enough about them, in any community to fight for the establishment of a good school library, the maintenance of a good library, the functioning of a good school library, so that the space provided for the central library in a school is not the first thing sacrificed when space is needed for the expanding school population?

Space is not enough.

Secondly, how are people without experience of the use, at least, of libraries, to know how to select materials that are worth the money spent? Of the thousands of books coming off the presses each year, which are the most valuable? Fortunately there are many bibliographies of books which have been evaluated for school library purposes, books which are fine in quality of writing, and excellent in content. The Protestant School Board of Greater Montreal has in its Library Consultant, Miss Frances Dumaresq, a person who has done excellent pioneer work for the elementary grades of the province, for her lists, which are compiled with our children in mind, are available to every school. The high school librarians, the children's librarians in the public libraries of Montreal, and the McLennan Travelling Library personnel have, in the past, all offered assistance on the high school level so that reliable help in the selection of books is available.

But books are not enough.

A collection of books as is, is a waste of money. The good reader may stumble through all sorts of things he neither needs nor wants. This provides no satisfaction. The poor reader, if he ever goes near the collection at all, rarely finds anything that he can handle.

Only a well-catalogued library is useful. This entails an enormous amount of work, but it is worth every minute of the time spent for it does a number of things. The least of its functions is to provide a record of the books owned, the shelf list. Author and title cards provide a means of locating specific books, or of showing that the library does not possess them. The useful subject card shows all books on the subject in the school. A school which is thinly supplied in certain areas can easily build up its much-needed references. Certainly material which the school has is not overlooked when it is arranged by a system worked out by librarians and a result of years of experience.

But cataloguing is not enough.

Happy the school which can afford to employ a fully-trained, full-time librarian. She is the most valuable member, bar none, of the entire staff. Through her, teachers can find special books for background and reference in the content subjects. Through her, teachers can find readable books for their problem students, the bright, the dull, and the belligerent. Through her, the books of the school reach everybody. The students can learn to love the place where so many satisfactions are obtained; present entertainment, better achievement scholastically, new interests, further stimulation of old ones. The librarian is the least obtrusive of all the school's personnel. The better she is, the less anyone is aware of how much she serves. If she is the right kind of person she will not only know her books, but she will soon come to know every child and his needs, and every staff member and his needs.

However, not every school can be so fortunate. It is fortunate, though, that in many, many schools there are dedicated teachers who will give the time and energy, because they realize the value and are grateful for the opportunity, to cataloguing the books with the help of students, and with the help of students they increase the circulation of books. If every teacher on the staff would appreciate the work she does and make it a responsibility to assist, even in a small way, such a teacher-librarian could do much to stimulate the love of reading and hence an improvement in the standards.

Having the space, the books, the catalogue, the director, the teacher can now move out from the basic reading text and the prescribed literature, or history, or science, or other course into the collateral reading which is the beginning of an individual's independence of thought. Teachers train with a guide, the text, so that the student has a springboard for self-education — background for, and interpretation of, the communication skills. That is the goal, isn't it, past knowledge to use to make a break-through into the future?

How can such a programme be evaluated? Each school will be different in its achievement. The principal, perhaps, is the keystone. If he is dynamically aware of the value of the reading programme, he will lead his staff and give them guidance so that they may help their pupils. How fast he can move will depend upon the experience and interests of his teachers. He will also need to sell his school board on his programme. In every case he will be responsible for, but not in the forefront of, the planning. Here delegation of authority, so that each staff member becomes personally involved, and therefore proud of progress, is very important. But the principal should know how to patch cracks and seams before destructive fissures develop.

The school board, of course, can make or break a programme. Usually, if it can be shown that proper treatment of pupils cuts down on failures and discipline problems, and that better citizens result, it will take the responsibility of answering to the taxpayers on why their money is being spent in this way. Certainly if the members are knowledgeable, they will see the force of the argument for books to be put to a specific use.

The best criterion for a good teacher is not whether she is teaching the Course of Study, but whether she is using the Course of Study to teach the pupils she has. Some of the best teachers do not have very good results in terms of examination marks, but they have almost perfect results in terms of the capacity of their pupils.

A beginning teacher may have to follow the guides for teaching her subject very closely until she sees what she has to work with. A more experienced teacher will make adjustments, for she has learned her own capacity. A fine teacher uses as many methods as she has learned will work with each kind of pupil. She not only adapts the Course of Study to her pupils' needs, she is herself adaptable.

Such a teacher knows that she does not teach reading from 9:30 to 10:00, and then spelling from 10:00 to 10:15, etc. She uses constantly those skills which she has taught in every opportunity that presents itself.

Such a teacher does not do what the manual says, and then stop. She expands the teaching indicated until the skill becomes so much a part of the child that he makes use of it successfully wherever he meets the need.

Suppose the schoolboard has no funds, and the principal doesn't care, such a teacher somehow finds ways and means of helping her pupils. She knows her children are not all the same. She finds out their needs, and then she provides for them. She demands a great deal, even from the poorest, but it is always within their capacity, and every one of her children has self respect and some achievement beyond his last efforts.

The pupils of such teachers will work. They sense that their teacher knows what she is about. They have work that is challenging enough, but which is not frustrating. True, if this is their first experience at being an individual, rather than a member of a mob, they may not know not only what is expected of them, but what to expect of themselves. However, with such a teacher, there is every chance that a child may find himself, may learn to live with himself and become a contributing member of society.

UNESCO activities in museums and libraries, to be undertaken in collaboration with several nations, are aimed mainly at education and here, too, particular attention will be paid to the needs of Africa. The Conference approved for Africa a regional training centre for technicians of museums and a seminar on the role of museums in developing countries. Africa will also be the scene of a pilot project in school library development, a regional centre in Senegal for the training of librarians, and a pilot public library in the Ivory Coast. At the same time, a pilot project in the national planning of library services will be carried out in Latin America.

*UNESCO adopts new programme
in cultural activities,*
Press release No. 2335

ON THE USE OF OPTIONAL EXAMINATION QUESTIONS

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Did you provide a choice of questions in your last examination? If so, why? Was it a passing whim or did you conform to the usual pattern? Was it an attempt to set a fair examination? Did you think of the effects that it might have on your results?

First, let us clarify what we mean by "optional questions." Optional questions seem to fall into two categories. The first is the type in which the student must make a selection from a set of questions some of which he can answer because he has been taught the parts of the course which pertain to these questions, and the rest he cannot answer because he has not been exposed to the appropriate teaching materials. This type may be used by teachers of English Literature whose classes have read slightly different selections of books, or by science teachers whose classes have elected to do some different units of study. But the choice involved is dictated by what has been taught; so in a sense it amounts to a forced choice for the student.

The second kind of optional question provides a choice from a set of questions all of which, it is presumed, a student can answer with varying degrees of accuracy and skill. It is usually employed when the examinees have been exposed to a common course of study. Since the idea behind this type of option is to enable the student to answer the questions which he knows best, it provides the student with a genuine choice.

In this paper I would like to consider the problem of whether optional questions of the second kind can be justified in term or yearly examinations in the content subjects. I shall deal with this question from three points of view: first, from that of the examiner who sets the questions, then from that of the student who answers the questions, and finally from the viewpoint of the evaluator who scores them.

The Examiner

When a teacher sets an examination, essentially he is selecting a sample only of the term's work or of the year's work, his intention being to draw inferences from the student's performance on this sample to his achievement in the subject as a whole. There are literally hundreds of questions that might be given — searching questions that probe different concepts, and others that require the student to demonstrate varying abilities — but the teacher selects only a sample of them. This should not be a random sample, but one that is selected in terms of the emphases, values and objectives of the subject. Since any examination is only a sampling of the subject, one can never be completely confident in the results obtained from it. A sampling error is present which gives rise to an unavoidable error of measurement.

Suppose that the examiner has selected his sample, he may now wish to consider whether *all* questions are to be answered or whether the students may be permitted to choose from a set of optional questions. This is an important decision. If the

student is offered a choice of questions, he is, in effect, selecting his own sample — biased in favour of his own knowledge — from the examiner's questions which are in turn a sample of the subject. It is evident that this compounds the sampling error, since the student's sampling of the examiner's questions is less likely to produce a score that is representative of his achievement in the subject as a whole.

An examiner may provide varying degrees of choice. He may confine choice to certain sections of the paper, for example, "Answer five questions. Select one question from each of Sections A, B, and C, and do any other two questions." He may direct the student to "Answer question 1 and any other four questions." Or he may place no restriction on the questions selected; for instance, "Answer any five questions." The point here is that the more choice a student is given, the greater will be the amount of sampling error and therefore also the greater will be the error of measurement.

When an examiner provides optional questions, his sampling of the possible questions is naturally larger than if the sample is to be compulsory. The fact that the sample is larger, contains more questions, and includes more of the course topics often creates the illusion that the examination is more valid. But since the students have a choice and will invariably select different questions, the examination will be, in fact, less valid than one with compulsory questions because it will measure slightly different objectives for every student who makes a different selection of questions.

The Student

Because students have different learning capacities, they vary in the extent to which they master the materials of the course and achieve its objectives. The extent to which a student achieves the objectives is the same as his degree of preparedness for the examination — if the examination is valid. Hence students enter an examination with varying degrees of preparedness; let us see what this means.

There are two dimensions to a student's knowledge: breadth and depth. The breadth of his knowledge might be referred to as the number of course topics of which he has some knowledge. The depth of his knowledge can be regarded as the amount of insight he has in the topics he knows something about.

In selecting a sample of the subject, the examiner creates a measuring instrument which purports to gauge the breadth of the student's knowledge. The evaluator, on the other hand, makes an estimate of the amount of insight a student demonstrates in answering the questions set by the examiner.

Setting optional questions has some effect on the accuracy with which the breadth of the student's knowledge can be gauged. Given a choice of questions, any student answers the ones he knows best. This may preclude the possibility of determining the questions he does not know. The questions that are known in relation to the ones that are not known is a measure of the breadth of a student's knowledge. Therefore a mark of, say, 70 per cent on an examination with a wide choice of questions indicates the depth of a student's knowledge of the questions he selected, but it gives little indication of the breadth of his knowledge of the course.

It is interesting, from the mathematical point of view, to consider another effect on the student of giving optional examination questions. Let us suppose that in a certain course there are 20 possible questions that an examiner might use. (There are normally, of course, many more than this.) We will assume, for purposes of analysis only, that all 20 questions are mutually exclusive, of equal difficulty, and are equally likely to appear on the examination. Student A knows 16 of these questions perfectly and does not know 4 of them; his true score would be 80 per cent. Student B knows 8 perfectly and does not know 12; his true score, 40 per cent. What would be the respective probabilities that these students would fail, pass, or get a perfect paper (a) on an examination with 6 compulsory questions (drawn from the 20 questions) and (b) on an examination in which the student is allowed to select any 6 questions from 8 questions (drawn from the 20 questions)? The figures are given in Table I below.

TABLE I

A COMPARISON OF THE PROBABLE ACHIEVEMENT OF TWO STUDENTS ON AN ESSAY EXAMINATION WHEN QUESTIONS ARE COMPULSORY AND WHEN QUESTIONS ARE OPTIONAL

	Student A (Knows 16/20 questions)		Student B (Knows 8/20 questions)	
	6 compulsory questions	Choice of 6 questions from 8	6 compulsory questions	Choice of 6 questions from 8
Probability that student will "fail" i.e. will know fewer than 3 questions	.003	.000	.545	.260
Probability that student will "pass" i.e. will know at least 3 questions	.997	1.000	.455	.740
Probability that student would get a perfect paper	.206	.846	.0007	.015

It is clear from the table that Student A's chances of passing and his standing do not change appreciably if the questions are made optional. Indeed, the most that his score can increase from 80 per cent is 20 per cent. Had Student A known all 20 questions, then it would have made no difference to him at all whether the questions are compulsory or optional.

If Student B is confronted with 6 compulsory questions, the chances are better than even that he will fail. On the other hand, if he is given a choice of 6 questions

from 8, the chances are only about 1 in 4 that he will fail. His true score is 40 per cent — a failure, if 50 per cent is a pass — but given optional questions, the chances become 3 in 4 that he will be successful by riding on the crest of the wave of measurement error. No further explanation is necessary for one to conclude that by its very nature, the examination with optional questions favours the poorly prepared students more than it favours the well prepared students.

The Evaluator

The person who marks essay questions is usually advised to have on hand an organized outline of the main points of each question. Answers can then be compared to the model and given a rating. This is not difficult to do if the questions require answers that are mainly factual, but to the extent that a question calls for the application of principles, the development of relationships and other significant outcomes, the model answer becomes less valid as a basis for marking.

The usual practice in rating essays of the latter kind is to compare them anonymously with one another and to place them in four or five different piles according to their relative merit. Later the examiner may attempt to give them a rank order from the best answer to the most inadequate answer. The basis of this kind of evaluation lies in a comparison of the answers to one another rather than in a comparison of each answer to a model. And it is feasible to compare

TABLE II
THE RELATIONSHIP BETWEEN OPTIONAL QUESTIONS AND STUDENT CHOICE

Instructions	Number of questions	No. of ways in which a student may answer the questions
"Answer any 5 questions."	9	126
Answer question 1 and any other 5 questions."	9	56
"Answer one question from each section."	Section A 2 Section B 2 Section C 2 Section D 2 Section E 2	32
"Answer question 1 in Section A and any two others." "Answer question 5 in Section B and any two others."	Section A 4 Section B 4	9

answers only when students do the same questions! In the event that an examiner offers the student a choice of any four questions from eight, it is quite possible for one student to select a set of four questions and for another student to select a different set of four in which case no comparison of answers is possible.

Table II gives the number of different choices which confronts a student who responds to the sample set of instructions. It will be seen that the more leeway a student is given, the greater will be the number of choices that confront him. The more ways there are in which students can respond to the questions, the more difficult it becomes for the evaluator to compare answers. While optional questions thus impede the evaluator's attempts to compare individual answers, they also pose the problem of comparing one student's score with another's. For example, if Student A scores 75 on one selection of the questions from an examination and Student B scores 75 on another selection, do these two scores really represent the same measure of attainment of the course objectives?

The need for comparison can be illustrated by a useful analogy. Suppose you wanted to measure the ability of a group of students to run a 100 yard dash, it would be foolish to have them start the race at different times and to have them run varying distances. To test them properly, one would have them run the same race at the same time so that their performances can be compared. The same can be said to be true in the measurement of educational objectives: essentially, students should run the same race.

In conclusion, giving a choice of questions on an examination tends to have the following effects: it increases the error of measurement, provides a series of unequal tasks, favours the poorly prepared student, and impedes a comparison of answers and scores. Therefore, apart from the special circumstances in which a choice cannot be avoided, it would be wise to exercise caution in the use of optional examination questions.

The Library Is Indispensable

Professor John Ciardi of Rutgers University, sometimes called the "bad boy" of contemporary educational criticism, in a recent address at Miami University vehemently stressed the essential importance of the library in higher education.

"At the heart of every university is one essential and indispensable building — the library," he said. "If our students could use the library without supervision we would need only one man to run a college — the janitor to keep the place swept."

A first-class library and the inspiration of students to use it to its fullest extent would, he said, solve most of the persistent problems in American higher education. "The combination of teacher, student and library is an essential element in the fulfillment of the function of the university. Most of the others are peripheral, irrelevant and even deleterious."

The Spotlight, School Progress,
Vol. 31, No. 7

BOOK REVIEWS

Canada Year Book 1962
Queen's Printer, Ottawa 1230pp

\$3.00 paper
\$5.00 cloth

Canada Year Book 1962 is the official statistical annual of the resources, institutions, and social and economic conditions of Canada. This invaluable work of reference should be in every high school library. Subjects dealt with in special feature articles in this issue include the Economic Regions of Canada, Social Welfare Expenditures in Canada, Recent Changes in Canadian Agriculture, the Petrochemical Industry in Canada, and Revolution in Canadian Transportation. A cheque or money order payable to the Receiver General of Canada should accompany the order.

Eifert, Virginia S.
Louis Jolliet, Explorer of Rivers
Dodd, Mead (Canada) 242pp

\$4.75

This book attempts to portray the life of one of Canada's great *Voyageurs*. The narrative appears to be written chiefly for readers in the United States and though the author attempts to recreate the atmosphere of Canada as it was in the late seventeenth and early eighteenth centuries, she is not always successful. On the other hand, the reader can find much about Jolliet that is usually omitted from standard history texts and the book has thus a certain value as a reference volume. The style of writing is such that it would be equally appropriate in the library of a Grade V or Grade X classroom.

Fidler, Kathleen
Tales of the South Country
Lutterworth Press c1962 154pp ill
G. R. Welch Co.

\$3.00

Ten short stories of "smugglers, battles, escapes, and achievements" by Kathleen Fidler weave the history of the south of England with romance. The first tale is set immediately after the unsuccessful Monmouth Rebellion in 1685 and tells of "the killing judge", Jeffreys, and his vengeance wreaked on an old lady. The faith and courage of Quakers in the time of Charles II are depicted; the great Winchester Cathedral built in the reign of William the Conqueror is saved by a diver; Henry III forgives a rebel and wins a faithful friend for Prince Edward; smuggling in the 17th century has its light and dark sides; there is a tale of why, once, curfew did not ring during the Wars of the Roses; the Penny Black and the development of the postal service are here, as well as Thomas à Becket and Henry II; the first British space flight takes place in 1784; the ups and downs of the populace of Reading during the Civil War are portrayed. Altogether this is an interesting collection of anecdotes of the byways of history.

Frye, Northrop, ed.
Design for Learning
University of Toronto Press 148pp

\$3.95

Prefaced by the editor, this is a study of school curriculum undertaken by a joint committee of teachers and administrators of the Toronto Board of Education and faculty members of the University of Toronto. Three preliminary reports dealing with English, Social Science and Physical Science are presented. The study indicates a need for continuous revision and modification of any school curriculum in order to adjust to modern development in each of the subject areas considered. The reports are not indictments of the modern educational program, but rather a series of specific and logical suggestions made by trained and experienced members of the teaching profession.

The recommendations of the sub-committees are specific and controversial. For example, the sub-committee on English reports, "There is general agreement that exercises requiring the correction of faulty sentences, or the memorizing of errors to be avoided are of little value as a prelude to writing. Language study and grammar are necessary, but not in this negative form." The Physical Science sub-committee presents the view that pupil interest and curiosity cannot be stimulated and directed toward an appreciation of a natural law in the universe without a careful study of a part of the ordered body of information which led to the establishment of the law. The implication is that attitudes and interest can be promoted only as the Science program provides for a continuation or accumulation of scientific knowledge

from year to year just as arithmetic taught at the Grade VII level employs number facts acquired in preceding grades.

The joint committee is unanimous in its belief that experimentation and change are essential features of a good curriculum. The book should be a "must" for administrators and those working on curriculum committees.

Gainsburg, Joseph C.

Advanced Skills in Reading, Book 1

Macmillan 1962 313pp ill

\$3.65

Brett-Macmillan

This text is purely on reading skills presented in sixteen chapters: Reading the Paragraph, Reading the Sentence, Understanding Words through Context, Meaning through Word Parts, Streamlined Reading, Reading for Details, Following Directions, Finding the Hidden Meaning, Making Use of Contents and Index, More about Streamlined Reading, Discovering Related Ideas, The Plan behind the Paragraph, Context Clues to Meaning, Using the Dictionary, Making Inferences, Studying-Organizing-Remembering.

A good index makes it easy to find any part of any of the skills presented. A List of Exercises allows the student to locate practice on any particular skill for which he has need.

Each chapter is subdivided, forming an outline of the contents. Each subdivision has explanation, example, and exercise. Finally each chapter is summarized.

Average and above-average students wishing to advance into study-type reading and deliberately intending to improve their reading habits would find this text useful. It needs very little guidance from the teacher, but it does, in that case, assume intelligent pupils who are up to grade level in their reading ability. For late elementary, early high school grades.

Geneva, International Bureau of Education, Publ. No 242

Educational Planning. Research in comparative education

Paris, Unesco 1962 liii, 193pp

\$3.00

This study, which was prepared for the XXVth International Conference on Public Education, is based on information collected from 75 countries. It shows that educational planning is a problem of school administration and policy which is understood in various ways according to the country concerned, but which is increasingly recognized as essential. The increase in the school population, the rapid pace of social change, the development of science and technology, all demand that plans of action capable of meeting requirements progressively should be made sufficiently far in advance. This piece of research, which covers all five continents for the first time, shows that general educational planning exists as a system in only 40% of the countries, but that everywhere the trend is to draw up long-term programmes for the development of economic and social life in which education plays an important part. Plans covering a longer or a shorter period and providing the material conditions for the development of education are very common — plans for school building, teacher recruitment and increased allocations for educational purposes. The replies sent in by each country and the essay in comparative education which precedes them reveal a general effort to foresee requirements. Many countries, however, still lack the qualified specialized personnel necessary for systematic organization in this field, and in this respect international collaboration is called upon to render great services through the award of scholarships and secondment of experts.

Geneva, International Bureau of Education, Publ. No. 240

In-Service Training for Primary Teachers. Research in comparative education.

Paris, Unesco 1962 xlvii, 173pp

\$3.00

This piece of research, which may be considered as a supplement to the inquiry carried out in 1953 on the professional training of primary teachers, has shown, from an analysis of information received from 81 countries, that the further training of primary teachers is a matter of widespread pre-occupation. It has also been possible to discover the existence of three categories of teachers directly involved in the use of further training facilities — (a) unqualified or inadequately qualified teachers; (b) duly qualified teachers; and (c) qualified teachers wishing to specialize, to accede to a higher post, etc. The role of private initiative in the field of further training is seen to be important in about half the countries studied, largely owing to the contribution made by teachers' associations. The considerable variety of further training facilities provided in the various countries takes into account the conditions of place, time, the individual educational system, etc. The optional or compulsory nature of such further training has also been examined, as well as the encouragement given by the

education authorities to teachers wishing or obliged to take further training. A study has also been made of the obtention of diplomas or special advantages as a result of attending further training courses and the integration of inadequately qualified teachers into the regular teaching staff. Lastly, special attention has been paid to international cooperation, which has enabled important achievements to be made in the field of further training.

Geneva, International Bureau of Education

International Yearbook of Education, Vol XXIII, 1961
Paris, Unesco lvii and 500pp tabl.

\$6.50

Whither education? What are the most strongly marked tendencies and trends at the various stages of education? What educational progress has been made in the different continents during the 1960-1961 school year? An informed opinion on the evolution of education in the world today may be acquired by consulting the 23rd volume of the International Yearbook of Education. The following are some of the main characteristics appearing from the comparative study of information sent to the International Bureau of Education by 86 countries: (1) the striking fact of the year is the acquisition of independence by a large number of countries, which has led to numerous changes in the educational policy of the countries concerned; (2) as regards administration, an increasingly large part is being played by educational planning; (3) the average rate of increase in allocations for education, which fell last year to 13.2%, has risen again to 15.9%; of the 66 countries compared on this point, only two reduced the amount devoted to educational purposes; (4) the average rate of increase in the number of pupils in school is as follows: 8.06% increase for primary education and 13% for secondary education; both these figures are higher than those recorded last year; (5) if we consider which subjects in primary and secondary school curricula have increased in importance, we find that practical work takes first place, followed by languages, science and art education; (6) the proportion of countries which have made improvements in teachers' conditions of service is the same as last year, i.e. one in four.

Young Canada Reading Series, P

McInnes, John A., ed.

Mr. Whiskers

Nel c1961 160pp ill

Like the pre-primer in format, the primer introduces 123 new words, and begins the process of phonic substitution. This time the children go to the farm, meet a victim of polio, have fanciful dreams, and the last unit ends with the story of Little Red Riding Hood, with a map of how to get there.

Opportunities for oral language development are suggested in the manual, along with the developmental reading approach of the manual for the pre-primer.

Young Canada Reading Series, I

McInnes, John A., ed.

The Toy-Box

Nel c1961 192pp ill

The Book One level introduces printing in regular type form. There are five units. These contain, as in the other reader, poems for enrichment, and stories of a lively nature. It is quite an achievement when an adult can chuckle over a story which must necessarily be written with a six-year-old's reading vocabulary in mind.

Young Canada Reading Series, 4

Bailey, Jean, Reader; Quick, E. J., Reading Progress Book

Young Canada Readers, 4

Nelson c1961 467pp ill

\$2.75

The first 371 pages comprise an anthology of stories and poetry, much of which is of excellent quality. There are excerpts from such books as *Swampy Cree Legends* by Clay, *The Bells on Finland Street* by Cook, *Winnie-the-Pooh* by Milne, *Freddy the Detective* by Brooks, etc. The poetry ranges from Shakespeare, Thomas Hardy, Matthew Arnold, Rudyard Kipling, Isaac Watts to others more frequently quoted for the young.

The last eighty pages comprise forty lessons, each consisting of a page of reading drawn from all types of writing, with a facing page of things to do., e.g., a story of Galileo's experiment with gravity, followed by three lessons asking the pupil to find the main idea, make a summary, and read between the lines.

EXTRACTS FROM THE MINUTES OF THE ADMINISTRATIVE COMMISSION
OF THE PENSION FUND OF OFFICERS OF EDUCATION *

Meeting of June 14, 1961

The following officers of education were given pensions upon their request: Mrs. H. A. Ward (Isabel Caldwell), Miss Eunice M. Tannahill.

Pension stoppages were refunded to the following: Miss Muriel Armstrong, Miss Lena Ashksloney, Miss Ruth Barrett, Miss Dorothy Boyce, Miss Leila Carson, Miss Mary Chambers, Miss Pearl Conolly, Miss May Davidson, Miss Janet Dawson, Miss Hilda Denison, Miss Ella Dow, Miss Alice Drysdale, Miss Lillian Duncan, Miss Lilian B. Dunn, Miss Helen Gardner, Miss Reta Pearl Graham, Miss Jean Hamilton, Miss Winnifred Hatch, Miss Ruth Heavysage, Miss Mary Husk, Miss Eleanor Lang, Miss Opal Langford, Miss Agnes Macfarlane, Miss Gertrude Macfarlane, Miss Janet Macfarlane, Miss Sarah MacWhirter, Miss Irma Martin, Miss Mary C. Maxwell, Miss Jessie McIntyre, Miss Elizabeth M. McKinnon, Miss Elsie Muir, Miss Vivian Murchison, Miss Alice A. Newman, Miss Iris Nichol, Miss Florence Norton, Miss Cynthia Parker, Miss Mary Peabody, Miss Elizabeth Penney, Miss Ethel Maud Pennington, Miss Marie Polanowicz, Miss Pearl Rattray, Miss Mabel A. Roy, Miss Anna Scott, Miss Helen Shostak, Miss Iva Skillen, Miss Grace Snowdon, Miss Marjorie Tait, Miss Helen Thomson, Miss Ethel Way, Miss Doris Wyman, Miss Hazel A. Brown, Miss Elizabeth Butler, Miss Alice I. Cameron, Miss Elaine Hayes, Miss Dorothy J. Hooker, Miss Dorothy Jeffrey, Miss Susan Klamka, Miss Ann Louise Lander, Miss Doris Malles, Miss Marjorie D. Morrison, Miss Ruth Popper, Miss Jean Rosenthal, Miss Marilyn Taylor, Miss Barbara I. Ward, Miss Myrna Wheeler, Miss Sandra Cohen, Miss Rebecca Cushing, Miss Margaret Duncan, Miss Kathleen Eaves, Miss Dorothy Gemmell, Miss Olga Ginn, Miss Margaret Hay, Miss Thelma Layzell, Miss Winnifred Lee, Miss Janet Morrison, Miss Pearl Nadler, Miss Minnie Rissman, Miss Jenny Wattenberg, Miss Jean Foy Bates, Miss Eva Black, Miss Evelyn Cunningham, Miss Grace Cunningham, Miss Mary Dawson, Miss Marion Dixon, Mr. Kenneth Elliott, Miss Winnifred Fairhead, Miss Kathleen Fowler, Miss Lillian McOuat, Miss Dorothy Slack, Miss Pamela Small, Miss Olive Smith, Miss Muriel Tait, Miss Constance Tufts, Miss Shirley Watt, Miss Sybil Arthur, Miss Eula Brown, Miss Embyle Brownlee, Miss Mary Couper, Miss Barbara Dean, Miss Margaret Doherty, Miss Mamie Louise Eager, Miss Ruby Elliott, Miss Elda Farquhar, Miss Marion Forbes, Mr. Lashmore Greenspoon, Miss Rosalind Katz, Miss Shirley Klinner, Miss Margaret MacKenzie, Miss Ellen Patton, Miss Edith Pierce, Miss Beatrice M. Ross, Miss Ann Shubert, Miss Maude Anne Smith, Miss Audrey M. Taylor, Miss Ruth Vipond, Miss Kathleen Wilkinson, Miss Irene Alexander, Miss Margaret Barclay, Miss Helen Beach, Miss Christina L. Darling, Miss Berveley Emms, Miss Claudia Goldner, Miss Elva Horan, Miss Gundega Janfelds, Mr. Stuart Jones, Miss Annie Kerr, Miss Clara Kettle, Miss Lily B. MacKay, Miss Leonie MacNeill, Miss Jessie McIntosh, Miss Gladys Oliver, Mr. Albert McMahan, Miss

* Names given are for Protestants only.

Geraldine Pastor, Miss Ruth Proctor, Miss Frances Simard, Miss Rebecca Taylor, Miss Elizabeth Toss, Miss Sybil Vibert, Miss Joyce Winser, Estate Mary I. MacDonald, Estate Walton L. Snell, Estate Clarke B. James, Succession Ruth A. Stark, Estate Sheila Bidwell.

Meeting of August 10, 1961

The following officers of education were given pensions upon their request: Mrs. M. Burman (Susan Silverman), Mrs. G. T. McGee (Lena Eloise Reid), Mrs. A. E. Brown (Laura E. Brown), Miss Grace Jeannette Lamb, Miss Violet Mildred Grimes, Miss Alice G. Dresser, Mrs. James Tabrett (Mona Bell Snodgrass), Miss Annie L. McPhail, Mrs. Arthur Cooper (Edna Hayes), Mrs. A. McDonnell (Mabel Margaret Nichols), Miss Ada M. Kerr, Mrs. C. L. Grant (Elsie Bremner), Mrs. Wm. R. Kennedy (Mary Ruby Silverson), Mr. J. W. Dunn, Miss Eliza Cross, Mrs. Basil D. Morrison (Lilian C. Lindsay), Mrs. Wm. M. Firth (Marguerite Reilly), Miss Maggie May Armstrong, Miss Eva L. Maguire, Miss Erma H. Vibert, Mrs. Archibald Graham (Ruth Rodgers), Miss Jane Crawford Higginson, Miss Hazel McMillan, Mrs. J. S. Watt (Marjorie Helen Annett), Mrs. Francis C. Hall (Janet M. Wells), Mrs. E. C. Todd (Pearle S. Cameron), Mr. Emmett Andrew, Mrs. George McTavish (Edna L. Burns), Mrs. F. Pyke (Mary Blanche Willard), Mr. Edgar W. Smith, Miss Beryl E. Field, Miss Edna May Palmer, Mr. Otto Glendon Parsons, Mrs. Henry S. Morrill (Enid G. Williams), Mrs. Robert C. Muir (Alice Graham), Miss Rosie Finkelstein, Mr. Thomas McLean Kerr, Mr. Leonard Unsworth, Mrs. C. W. Woods (Emily Cole), Mrs. Harold D. Cameron (Annie Louise LeGros), Mr. Osborne T. Pickford, Mrs. Lester A. Woodin (Margaret I. C. Robertson), Mr. James Philip Letto, Miss Norma Lamont Ross, Miss Dorothy H. Posner, Miss Flora MacDonald, Mrs. Vincent W. Dixon (Elsie Jean Robinson), Mrs. Kenneth L. Fothergill (Lillias McLaughlan), Mrs. Emery A. St. Pierre (Isobel Jean Hasley), Miss E. Grace Field, Mrs. Stafford L. M. Husk (Flora Joyce Ascah), Mrs. Edgar K. Ramsay (Hazel Silverson), Mr. Herbert Walter Biard, Miss Violet E. Ray, Miss Jessie K. Harris, Mrs. H. Carl Mayhew (Marion A. Perry), Mrs. H. Rufus Stevenson (Jemima MacDonald), Mrs. Raymond Groom (Helen Florence Caldwell), Miss Maude Anna Hauver, Mrs. James Robert Hendry (Mary C. M. Ross), Miss Helen Margaret Cockerline, Miss Florence Crawford MacKinnon, Miss Jean I. A. Fletcher, Mrs. Kenneth Wood (Mary Hilda MacDonald), Miss Ruth Cullum, Miss Cecile M. Darbe, Miss Alta Elizabeth Fern MacDonald, Miss Annie N. Kenworthy, Miss Kathleen E. Johnson, Miss Evelyn Irene Paige.

The following persons will receive pensions when they reach the age of 56: Miss Margaret Swanson, Mrs. Kiel H. Oxley (Jennie Logan), Mrs. L. Mowbray Clark (Aldeth E. Adams), Miss Edith Swanson, Mrs. Edmund Gillis Hayes (Iola M. Ross), Mrs. James Edmond (Hilda Frances Calhoun).

Pension stoppages were refunded to the following teachers: Miss Helen Cairns, Miss Barbara Dawson, Miss Annie Kerr, Miss Annie Grace LeGallais, Miss Margaret Lessard, Miss Hazel Dawson, Miss Rose Zelman, Miss Lorna R. Atkinson, Miss Grace Brown, Miss Dorothy Drysdale, Miss Mary J. Farnsworth, Miss Edith Pauline Gomery, Miss Leona Horner, Mr. A. David Howell, Miss Catherine Jones, Miss

Maureen Kent, Miss Marjorie C. Ness, Miss Catherine Nussey, Miss Heather Joan Raper, Estate Helen McCarthy, Miss Jennie D. Caldwell, Miss Emma Corrigan, Miss Lila R. Gooding, Miss Beverley A. Johnston, Miss Bernice Wallace, Miss Sheila A. Wright, Miss Marion P. Boa, Miss Nellie C. Hay, Miss Florence G. Johnson, Miss Edna Lee Kessler, Miss Joan Patricia Moffett, Mr. George M. Self, Miss Eleanor Baker, Miss Mary Gail Barnes, Miss Helen Bednarz, Mr. Jean-Paul Burgat, Mr. Donald F. Burgess, Miss Flora Dale, Miss Judith Esther French, Miss Eleanor Helen Hohne, Miss Ruby Myrtle Hocker, Miss Barbara E. Hooper, Miss Diane Horlick, Miss Janet Ann Hutton, Miss Dorothy E. Kerr, Miss Carol P. M. Kirkwood, Miss Christina McIntosh, Miss Greta Meyer, Mr. Reginald Ivan Morgan, Miss May Elizabeth Parker, Miss Geraldine Pastor, Miss Georgena Richards, Miss Merle Joyce Rosenbloom, Miss Edith Rossman, Miss Clara H. Schultze, Miss Estelle Hope Scott, Miss Blema Senica, Miss Geraldine Sulsky, Miss Roberta Taylor, Miss Estelle R. Tessler, Miss Verda Thompson.

Meeting of December 11, 1961

The following pensioners died during the year 1960-1961: Mr. Art. P. Larivière, Miss Emma C. Walcot, Mr. Joseph L. White, Mr. John I. McCaffrey, Mr. Francis G. Brasford, Miss Naomi Ivall, Miss Florence May Findlay, Mrs. Angus McLeod (Lilly McLean), Miss Jessie Ann MacMillan, Mrs. Walter Gilman (Florence Kingston), Miss Lena Rose MacKinnon, Mrs. Ed. LaRivière (Edith A. Funcheon), Mr. Henri DuBois, Mrs. James Cooper (Eleanor Mayoh), Mr. John MacVicar, Miss Agnes S. Buchanan, Miss Flora A. Bryant, Miss Jessie L. Cunningham, Mrs. Robert Briscoe (Robina P. Ewan), Mrs. G. Moynan (Anna M. Douglas), Miss Ermina C. Latham, Miss Margaret Catto, Miss Mary Agnes Malone, Mrs. P. Mallin (Florrie Winn), Miss Jessie Blackwood, Miss Flora Ritchie, Miss Harriet Florence Moss, Mrs. F. Williams (Janet Wallace), Miss Eunice Tannahill.

The following officers of education were given pensions upon their request: Miss Isabel Sherman, Miss Doris Reid, Mrs. Wendell B. Hamilton (Marian E. Jolley).

Pension stoppages were refunded to the following: Miss Norma A. Anderson, Mr. Armand Auberson, Miss Christina Barratt, Miss Elizabeth Ann Bastin, Miss Isobel Brooks, Miss Lillian Brown, Miss Janet W. Cooper, Miss Dorothy Cruikshank, Miss Gladys Evelyn Cruise, Miss Colleen E. Hargrove, Miss Betty Joan LeMaistre, Miss Elizabeth MacKay, Miss Mary H. Morrison, Miss Lillian Novick, Miss Vera Evelyn Richardson, Miss Annie-Louise Shaw, Miss Flavia H. Soles, Miss Elva Orian Taylor, Miss Lillian Wallace, Miss Abigail Nina Barber, Miss Judy Barkhouse, Mr. Eric Edward Beamish, Miss Petra C. Bekker, Miss Lois Sybil Belyea, Miss Mary Esther Bennett, Miss Leah Berkson, Miss Lauretta T. Black, Miss Frances Mary Bothwell, Miss Florence Verna Bowker, Miss Martha H. Brooks, Miss Lulu Christina Burk, Miss Anita Graham, Miss Doris E. Graham, Miss Anita Ruth Greenwood, Miss Florence Groper, Miss Gladys E. Grove, Miss Yetta J. Hertz, Miss Idena Horner, Miss Margaret Jean Judd, Miss Blanche Mimnaugh, Miss Mary Janet Smellie, Miss Beverlay K. Walker, Miss Gertrude M. Watson, Miss Lois Virginia Wilson, Miss Carolyn E. Woodward, Mr. Alonzo Adey, Miss Mary Eleanor Barber, Miss Grace Winnifred Blois, Miss Elizabeth Ann Boyce, Miss Kathleen Everett, Miss Olive R.

Ford, Miss Judy Eva Greenfield, Miss Tilly Hertz, Miss Frances M. MacLachlan, Miss Margaret M. McKell, Miss Olga Marion Smith, Miss Doris M. Swanson, Miss Gwendolyn Woodbury, Miss Winnifred Brown, Miss Doris Edna Collver, Miss Rhoda Margaret Cullen, Miss Anna L. Cunningham, Miss Marilyn H. Desgroseliers, Miss Elaine Etzkovitch, Mr. Christopher Glodhill, Miss Eileen Holmes, Miss Anita Kastner, Miss Mary Deborah Lavallée, Miss Lily M. Manley, Miss Cora M. Nelson, Miss Ruth Eileen Wallace, Miss Zara H. Bergeron, Miss Marion Jean Gall, Miss Carole May Hooker, Miss Queenie Anne Jennings, Miss Joyce Kimber, Miss Vera M. Mizener, Miss Marguerite Perkins, Miss Lillian S. Seeley.

TO A BOOK

Will you choose a song of sixpence,
 Or a tale of treasured isle?
 Do you want a broncho bucking,
 Or a clash of good with guile?
 Is it that you'd like adventure,
 With a d'Artagnan or Hook?
 Listen well, O lads and lasses,
 You'll find it all within a book.

If you do not mind suspending
 Common sense for nonsense mild,
 Follow Alice where she wanders
 With the wonder of a child.
 New perspectives may enchant you
 Unveiling sight where'er you look.
 Read awhile, O lads and lasses.
 Lose yourselves within a book.

All the world's most precious treasure —
 Thoughts of statesman, clown, or seer,
 Melodious minstrels of the ages,
 Human songbirds without peer
 Charm, enthrall, amuse, or free the
 Boy or girl curled in a nook
 With a — yes — O, lads and lasses,
 With a most enchanting book!

— George McLennan Anderson

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

6000 Fielding Ave., Montreal 29, P. Q., October 5, 1962

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

Present: Mr. L. N. Buzzell, Mr. W. H. Bradley, Dr. C. L. Brown, Mr. A. K. Cameron, Mr. R. J. Clark, Hon. W. M. Cottingham, Brig. J. A. de Lalanne, Hon. G. B. Foster, Mr. G. A. Golden, Mr. J. R. Latter, Dr. C. E. Manning, Dr. S. E. McDowell, Mr. K. H. Oxley, Hon. J. P. Rowat, Dr. R. H. Stevenson, Mr. T. C. Urquhart, Mr. E. T. Webster, The Superintendent of Education, Mr. T. M. Dick, Dr. Ogden Glass, Mr. Robert Japp, Mr. G. A. McArthur, Mrs. A. Stalker, Mrs. Roswell Thomson, The Director of Protestant Education and the Secretary.

Apologies for absence were received from Most Rev. John Dixon, Dr. F. C. James and Prof. D. C. Munroe.

The minutes of the previous meeting were approved on the motion of Dr. Stevenson, seconded by Dr. McDowell.

The Chairman welcomed Mr. G. A. Golden as a Member of the Committee and Mr. R. Japp, who had been appointed an Associate Member at the meeting of May 23. It was agreed on the motion of Mr. Dick, seconded by Mr. Bradley, that Mr. Golden be appointed to the Sub-Committee on Technical Education and Mr. Japp to the Education Sub-Committee.

The Chairman expressed the satisfaction of the Members at Prof. Munroe's appointment to full membership in the Protestant Committee.

It was unanimously agreed that a letter of sympathy be written to Mrs. MacEwan on the death of her husband, Prof. J. U. MacEwan, a Member of the Protestant Committee since 1956, whose eminent qualifications in the field of science and technology had enabled him to make an invaluable contribution as a member of the Education Sub-Committee and of the Sub-Committee on Technical Education.

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

(1) Following the meeting of the Council of Education on May 23 the Protestant Committee Executive met with the Comité de Permanence of the Catholic Committee to discuss the Brief of the Council of Education, which was presented on July 19 by the Superintendent to the Royal Commission on Education.

(2) The following appointments have been made to the Department of Education:- Mr. K. H. Annett (Technical Adviser), Mr. G. K. Amos, Mr. F. D.

Heath, Mr. J. L. D. Kennedy and Mr. A. M. Lindsay (Inspectors of Secondary Schools), Mr. J. A. Ferris and Mr. N. MacNevin (Assistant Chiefs of Examinations and Inspectors of Secondary Schools), Mrs. G. McCabe (Inspector of Secondary Schools — English), Mr. L. Rossaert (Inspector of Secondary Schools — French).

Mr. S. F. White has been appointed Special Assistant to the Deputy Minister of Youth.

(3) Section 1 of Bill 17, which amends Section 373 of the Education Act, requires tax rates to be set in future on the full value of all properties to which Section 373 applies.

(4) Summer schools were held during July and August at Harrington Harbour and St. Paul's River for teachers on the Labrador Coast.

(5) Fourteen school municipalities were annexed to or united with other municipalities in 1961-62. One municipality was abolished.

(6) Seventeen independent secondary schools were recognized in 1961-62 by the Protestant Committee.

(7) The complete High School Leaving examination was written by 4,405 candidates in June (an increase of 364 over 1961), of whom 72.8% received certificates. There were 324 candidates in Grade XII, of whom 229 were successful. There were 1,973 supplemental or partial candidates in Grade XI, 245 more than in 1961.

(8) This year 28.4% of the electorate voted in Protestant School Board elections as compared with 4.3% in 1961.

(9) The Protestant School Board of Greater Montreal is providing 37 classes for 532 retarded children, eighty of whom are in four of its high schools. A class for retarded children is also being offered jointly by the School Boards of McMasterville, St. Bruno and St. Hilaire.

The following recommendations contained in the report were considered separately:-

(1) On the motion of the Hon. Mr. Rowat, seconded by Mr. McArthur, it was agreed that the report to be prepared by the committee appointed by the Minister of Youth to study Technical Education be reviewed by the Department of Education and referred to the Sub-Committee on Technical Education.

(2) On the motion of Dr. Manning, seconded by Mr. Latter, it was agreed that the Director of Protestant Education proceed with his endeavours to organize additional summer courses leading to certificates for teachers in special categories.

(3) On the motion of Dr. Glass, seconded by Mr. Urquhart, it was agreed that the Superintendent be informed of the Committee's wish (a) to pay special grants from the funds at the disposal of the Protestant Committee to certain school boards that have built new schools, where none existed before, chiefly in Montreal

suburban areas, to assist them in establishing in such new schools libraries containing books approved for purchase by the Department of Education.

(b) to spend part of this fund, up to \$10,000, for the purchase of tape recordings and phonograph records, which will be placed in the library of the Department of Education and made available on loan to schools.

(4) On the motion of Mr. McArthur, seconded by Mrs. Thomson, it was agreed that the Superintendent be informed of the Protestant Committee's wish to pay to certain Protestant poor municipalities grants from the Marriage Licence Fund to assist the boards in purchasing furniture, equipment and supplies for which regular grants are not available.

In the case of the disposal of part or all of both funds, the Superintendent should be informed that in due course the appropriate resolutions of the Protestant Committee, naming the municipalities that will benefit, will be submitted to him.

(5) On the motion of Mr. Dick, seconded by Mrs. Stalker, it was agreed that Dr. E. Owen be appointed to the High School Leaving Board.

(6) On the motion of the Hon. Mr. Rowat, seconded by Brig. de Lalanne, changes in the inspection areas of four inspectors were approved.

(7) On the motion of Mr. Oxley, seconded by Dr. Glass, it was agreed that the appointment of a committee to study the use of television in the schools be referred to the Education Sub-Committee.

(8) On the motion of Mr. Oxley, seconded by Mr. Urquhart, it was agreed that Lindsay Place School be given the status of a high school as from July 1, 1962.

(9) On the motion of the Hon. Mr. Rowat, seconded by Brig. de Lalanne, it was agreed that the Department of Education be requested to study the problem of educating certain categories of mentally retarded children and to engage the staff needed for planning and carrying out a satisfactory programme.

On the motion of Dr. McDowell, seconded by the Hon. Mr. Cottingham, the report was received and the Director was thanked for his clear and informative presentation.

On the motion of the Hon. Mr. Rowat, seconded by Mr. McArthur, it was agreed that the consideration of the amendment in Bill 56 to Section 523 of the Education Act concerning the employment of teachers on pension be referred to the Executive Committee.

The consideration of a report on the date of the Easter holidays was postponed to the next meeting.

The report on the Bishop's University Summer School was received on the motion of Dr. Glass, seconded by Mr. Webster.

The report of the Institute of Education for the year 1961-62 was received on the motion of the Hon. Mr. Rowat, seconded by Mr. Latter.

The report of the Macdonald College Summer School was received on the motion of Mr. Dick, seconded by the Hon. Mr. Rowat. Its recommendations were referred to the Director of Protestant Education and the Teacher Training Committee.

The report of the French Summer School was received on the motion of Mr. McArthur, seconded by Dr. Manning.

On the motion of Brig. de Lalanne, seconded by Mr. Dick, Mr. Bradley was requested to advise on the transfer of the Dr. W. L. Shurtleff and Muriel Richmond Trust Funds hitherto administered by Dr. W. P. Percival, who now wishes to relinquish his administration.

On the motion of the Hon. Mr. Rowat, seconded by Dr. McDowell, it was agreed that Dr. Percival be thanked for his administration of these trusts and complimented on the increase in the value of the funds.

It was agreed that the Director of Protestant Education should acknowledge the receipt of a letter from the Province of Quebec Safety League concerning Driver Education, drawing attention to the resolutions passed by the Protestant Committee on this subject at its meetings in May 1954 and October 1959.

On the motion of Mr. Urquhart, seconded by Mr. Oxley, the Executive Committee was requested to take all possible steps to attract adequate staff to the Department of Education.

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

E. OWEN
Secretary

L. N. BUZZELL
Chairman

Not long ago, the American Association of School Librarians sampled a large number of public school instructors. Less than 14 percent had "instruction in the role and function of the school library as a definite part of professional training," the AASL unhappily found.

A common problem for both library specialists and instructional materials coordinators is distribution. Libraries — where they exist — solve the problem with cars, bookmobiles, truck and station-wagon deliveries, or merely by establishing satellite libraries in separate classrooms or buildings.

The Instructional Materials Center
Educational Executives' Overview,
Volume 3, Number 7.

THE BARD

Bright star that beckons
 down the path of centuries —
I follow —
And I am consumed
Within the clarity
 of interchanging light.

Fey light from glow worms
 glancing down the midsummer —
I surrender —
And I am bewitched
By the blossoming
 of enchantment in the night.

Deep night that darkens
 dooming mankind's follies —
I shudder —
And I am bone-chilled
By the burgeoning
 of black and murd'rous blight.

Sore blight that sweetens
 to the singing of a symphony —
I listen —
And I am consoled
By the carilloning
 of the song of love's first sight.

Vatic sight that visions
 stories of inherent greatness —
I glory —
And I am inspired
By the prophecy
 of the seer whose words took flight.

—Donald Lytle



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