

regulations themselves are to my mind perhaps too rigid, and the teacher, when she handles these, makes them more rigid. One is superimposed on the other, and that links itself up with what they have said about the use of text books and memorizing. If you were a teacher with this course of study in the elementary schools, by yourself, with six or seven groups to teach, what would you do.

Now, there are shining examples, but, generally speaking, there is a tirade against the slavishness of text books, and to my mind they did not go to the third and last step.

THE PRINCIPAL: They did not go to the cause?

DR. LOCKHART: No, they did not go to the right spot, and that is, to do away with the text book courses altogether, and have a course of study on similar lines with possible selections, and then a list of books which would be helpful in handling these particular talents. That is the last step which I think we have to go.

DEAN BRITTAIN: We prepared a syllabus for Nature Study, and one of our staff criticized it, and I inquired why it was not satisfactory, and they said that without a text book it was useless.

THE PRINCIPAL: You have dealt with the tendency towards rigidity-- will you now deal with re-organization of the courses 606-3.