

student to have some kind of realistic knowledge as
three groups, etc. Do you concur in that, Prof. Hughes?
to what is going on in the grades, and experience
with young children is helpful. Many of them will
have had, at least in the early years, some experience
in teaching these grades. G, for example, had to start

his actual teaching before receiving any theoretical
THE PRINCIPAL: As I recollect, there was some criticism
training. That is an objection, but there seems no
directed on Recommendation 146.
way of getting around it beyond the fact that some

work might be : Also in the same section, criticism
of the third section, two weeks in the country.

and in the first three weeks of school practice, there
PROF. HUGHES: We did not quite finish that "Two
is a good deal of observation
complete weeks in rural ~~centres~~" It depends on your
definition of 'rural'. It should not be defined too
strictly. It would be feasible to operate supervision
from a centre, like Lachute or Ormstown, using a group
of neighboring small schools as well as schools in
small country towns. It strikes me that would be feasible.

practice.
: And worth trying.

PROF. HUGHES: Except that, under the procedure suggested,
DR. WOODHEAD: You imply that there are qualified teachers
systems report to the hospital.
in Ormstown.

DEAN BRITTON: Do you know of any place where this
PROF. HUGHES: Yes. It is being worked both ways. That,
could be done, to take one third of the students where
I think, rounds up 152.

THE PRINCIPAL: Before leaving 152, it might be helpful?
if you referred to pages 194 and 195 of the Report, in
PROF. HUGHES: I see no reason why anything of the kind
which reference is made to division of the students in