

QUEBEC HOME & SCHOOL NEWS

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NEUTRAL SCHOOLS SOON — GERIN-LAJOIE

PROMOTE CENTENNIAL PROJECT



Mrs. Sandra Donovan, immediate past president of Quebec Federation, and Bill Asherman, vice-president of Federation, receive certificates to the effect that they are "Founding Contributors" to the Canadian Home and School and Parent-Teacher Federation's Centennial Project Fund. Making the presentation is A. J. Sands, president of the national federation. Looking on is Prof. David Munroe. Two main items of the project are the children's reading and library program and efforts to improve educational opportunities of Canadian Indians.

Summer Program Very Successful

A summer youth program organized by the Montreal Council of Social Agencies in the Park Extension area of Montreal last summer met with great success, Edward Fine, Quebec Federation's Central Area Director, reported.

Mr. Fine made his report to Federation after attending a meeting at Barclay School called by the presidents of the Barclay Association and the St. Francis Assisi PTA. to hear a report on the program. Below are some of the main points of his report.

Playleaders supplied by the City of Montreal Parks Department — Recreation Division, the Montreal Girls' Association, and the Montreal Council of Social Agencies undertook the responsibility of organizing and recruiting staff for the Program.

In all 360 children participated. Ages ranged from 4-14 years with 20 different nationality or ethnic groups being represented.

Backyards and spaces were located which were used for play areas to supplement the available space in the public parks. Parents and young teens were enlisted as volunteers and helpers.

The long-term goal was to stimulate, inform and support local interest in obtaining leisure time services to meet the needs of the community, and to prepare the way for continued co-ordinated planning and service.

The immediate goal was to experiment with ways of co-ordinating services supplied by a variety of leisure time and related organizations. Also to interest the people in the Area in their own planning and action.

It seems that from the tone of the meeting, both aims had been completely reached, the residents of Park Extension, with a minimum of guidance from the services previously mentioned, could continue this combined effort.

Entrance Requirements for Eastern Canadian Universities Listed on Pages 4-7

Entrance requirements for various universities in Eastern Canada are published on pages 4-7 of this issue of Quebec Home and School News.

Information on entrance requirements were published during the past two years. The reaction has been very favorable; numerous comments came from educators, parents and students who found the material useful. It was therefore decided to provide this information every year.

All the up-dated information has been gathered in recent weeks by Mrs. Pearl Dawe, Federation's Recording Secretary, who is also Chairman of the Joint High School Committee.

A neutral school sector will be set up in the province in the not too distant future, Quebec Education Minister Paul Gérin-Lajoie told the Quebec Legislature this month during the debate on his department.

He said the neutral sector would probably be in addition to the existing Protestant and Catholic systems.

However, he pointed out, any action on the matter would have to wait until the Parent Royal Commission on Education makes its final report, which it is hoped will be ready by March 31.

Meanwhile, Mr. Gérin-Lajoie has undertaken a "third grand tour" of the province to "consolidate present progress and prepare to leap forward."

His first tour on Bill 60 made the department of education possible. The following, on Operation 55, enlisted local support for the regional concept of education.

While his talks would center mostly on finances, bridging gaps between existing schooling systems, decentralizing school administration and adult education, which he calls permanent education, it is felt that Mr. Gérin-Lajoie will also discuss the neutral school set up during his province-wide tour.

Non-denominational Schools

Meanwhile, it was announced this month that high school education for English pupils in Chateauguay is to be non-denominational by the fall of 1967.

That is the essence of an agreement providing for the education of all English-speaking Catholic high school students by the Protestant Regional School Board of Chateauguay Valley.

One of its provisions would allow for even further extension of education on a common language, rather than religious basis. It would oblige the Catholic board "to make suitable and reciprocal arrangements" for the admission of French Protestant pupils whose parents request they "be permitted to share facilities in one or other of the schools under the jurisdiction of the Catholic board."

Although control of the proposed Chateauguay Valley regional high

school, to be built in Chateauguay, "shall be and remain under the control and administration of the Protestant board," terms of the agreement are among the most liberal and flexible of any negotiated in the province thus far.

Careful Selection

Under the agreement, "particular care is to be taken in the selection of teachers for the said school, both lay and religious, who shall possess qualities of sympathy and understanding."

"The first basis of selection of a teacher shall not be his religious belief, but rather his reputation and proven ability as a wise and capable teacher. Teachers in the senior grades shall normally possess an academic degree of a standard equivalent to that granted by McGill University, in addition to teacher training."

All classes will be completely integrated, with the exception of separate religious instruction for Roman Catholic pupils. "It is understood that such instruction," as approved by the Catholic Committee of the Superior Council of Education, "will occupy approximately two periods each week."

Office space will be provided for a Catholic chaplain "and suitable rooms and facilities for instruction and practice of religion for Catholic pupils."

The agreement specifies that Catholic pupils shall have "all the rights, privileges and responsibilities of all other pupils."

(Continued on page 2)

Reach Agreement on Dual School

An agreement between the Protestant Regional School Board of Ottawa Valley and the Papineau Regional School Board will bring together Protestant and English-speaking Catholic students under one roof.

The agreement reached at a recent meeting between the two boards, is an attempt to "foster cooperation in education between Catholics and Protestants in the province."

A new wing will be built by the Papineau board at Buckingham High School to accommodate the combined classes.

The principal of the new section will be either Catholic or Protestant, with his assistant being of the opposite religious affiliation.

A statement from the Protestant board said however, that "due to various factors" the English Catholic students will be instructed in religion, history and literature by teachers of their own faith.

Another area of the agreement specified that an advisory committee from the region be formed to study the various problems of the area and report its conclusions to the two regional boards.

This agreement in principle, is subject to the approval of the Minister of Education.

APPOINTED TO CURRICULUM LTÉE



Lloyd Mackean, a Federation vice-president and a high school principal in the Eastern Townships, has been appointed by the Provincial Department of Education to the Secondary School Curriculum Service. The appointment has been recommended by Federation.

CIRC. OVER
22,000

QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

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COMMITTEE FOR NEUTRAL SCHOOLS REPORTS

Below is the text of a news release submitted by Gertrude Katz, Director, Committee for Neutral Schools. It is reprinted here because of the great interest in the subject. The views expressed are those of the Committee, although Quebec Federation is on record as favoring the abolition of the confessional school system.

The Committee For Neutral Schools was formed 1½ years ago. Since that time, realization for the necessity to abolish our confessional school system in Quebec has become widespread.

For years we accepted our dual school system like a pair of old shoes, not noticing where the soles had grown thin. As Quebec emerges from the backwoods it is impossible to ignore our multi-religious population; think in terms of progress and democracy, while only recognizing officially Catholic and Protestant denominational categories for school affairs.

It is a person's born democratic right to worship according to his belief, to have his child instructed in the religion of his choice, and to retain this identity for all purposes, including education, either as a student or teacher. There are many religions today included in the Protestant category, some as alien to Christianity as rice seeds to a potato field. It is ludicrous, for instance, that an avowed muslim who applies for a teaching certificate, is first directed to a church in order to obtain a paper acknowledging him a member in good standing of the Christian faith, and then must have the paper legally notarized. Our present set-up has made a sham of law and church, besides infringing on the right of a person to declare himself honestly. The strongest objection raised regarding removal of religion from public schools is: "What will take the place of moral and ethical teachings?" I do not believe a worse example of morals and ethics could be cited than the situation mentioned above, and hypocrisy is a far cry from the intention of religion.

Let us examine for a moment, the varied structural set-ups with regard to confessionalism in other Provinces of Canada. Education is under provincial authority and options are broad within the confines of the B.N.A. Act.

Newfoundland has multi-denominational schools; one scholastic curriculum is followed, and religious instruction is the concern of the denomination operating the school.

P.E.I., and Nova Scotia have public schools, with informal privileges extended to Catholics.

Ontario — public schools. Catholic schools are supported by taxes, but are an integral part of the school system, subject to control by central authorities.

Manitoba, New Brunswick and British Columbia — public schools.

Saskatchewan and Alberta — public schools, with Catholic schools supported as in Ontario.

You will notice a difference between most other provinces and Quebec. They have public schools, with an alternative in some areas of Catholic tax-supported confessional schools. Quebec does not have a public school system. There are Protestant elementary schools, which include, categorically speaking, anyone who is not Catholic, and Catholic elementary schools.

Two years ago the legality of prayers in schools was brought before an American court. As a result this was abolished in the United States.

Although our confessional school system, in principle, violates Canada's Bill of Rights, our Province is within its legal rights, according to the B.N.A. Act of 1867, in imposing two religious systems. It will therefore be necessary to change this through legislation. For this purpose, we have collected signatures on a petition, wherein we propose one non-confessional school system, which will be presented to the government of Quebec. Although our petition drive is over, we will continue to accept letters from those whom our canvassers missed, until the end of March. Write to P.O. Box 1933, Station B, Montreal.

Several areas in our Province have already realized the financial benefits of religious desegregation, and have formulated plans for co-operative Protestant and Catholic schools. To them we say, congratulations. It is a beginning in the right direction.

ECONOMIC COUNCIL RAPS LEVEL OF EDUCATION; SAYS EDUCATION INVESTMENT MUST GET TOP PRIORITY

The Economic Council of Canada took a hard swipe at the level of education in Canada in its annual report issued last month, and recommended that the advancement of education at all levels be given a very high place in the public policy.

Investment in education must be accorded the "highest rank in the scale of priorities", the report insisted.

"The future benefits from increased efforts in education are very large and the economic returns to the nation from increased investment in education are likely to exceed by a considerable margin those from most other types of expenditure," the report stated.

The report claimed that the general education of the American workman has improved much more rapidly than in Canada and that this was one of the reasons that U.S. productivity was outstripping that of our country.

The report urged that secondary education be expanded and made more readily available to all; that a program be worked out to reduce the high rate of high school dropouts; and that business, labor and the educational system work more closely together.

EDUCATION THEME

The need for more and better education was a theme that ran consistently through the Economic Council's 200-page report, the annual "state of the union" message on Canada's economy and the prospects for the future.

The education of the Canadian labor force in the United States and the gap is greatest at the top — among owners and managers — the Economic Council found.

It added that the average differences seem to be greater at this level than in the rest of the labor force, although the general education of American workmen also has improved much more rapidly than in Canada. It argues that also the productivity of Canadian industry is adversely affected.

"There is increasing recognition and concern about the need for higher educational levels for future management in Canadian business firms as a basis for more aggressive and imaginative approaches to risk-taking, innovation, new product development and marketing," the report went on.

It found that from the late 19th century until the early 1920s there was a great surge forward in education which then petered out. The sag in post-elementary education was particularly bad during the 1930 but even since the war Canada has dropped seriously behind the United States in providing higher education for its people.

QUALITY SIMILAR

The council had one consoling note — the quality of education varies within each country but over-all it seems to be about the same between them. A year in school in Canada appears to convey just about the same amount of education as a year in school in the United States.

A full chapter of the report is devoted to "education and economic growth," it found:

1. The increase in Canadian educational attainments over a long



The Editor's Notebook

period has been substantial but below that of the United States and the educational gap between the two countries has widened.

2. The gap widened particularly at the secondary school level between the wars and particularly at the university level since World War II.
3. Individual income is usually closely related to the level of education and the economic benefits of added higher education seem to be even greater in Canada than in the United States.
4. Improved education has produced about one quarter of the increase both in living standards and Canadian productivity between 1911 and 1961 but this contribution is lower than in the U.S.
5. The differences in educational level seem to be an important reason for the difference between Canadian and American living standards.
6. The possibility of future economic benefits from higher Canadian educational levels is very great but can only be achieved over extended periods.

"Canadian educational advances appear to have tapered off by 1920," the report comments "... It will take many, many years to bring about a substantial rise in the average level of education — even up to the level, say, which has already been achieved in the United States. And it clearly would take large and sustained efforts over a period of many decades to close the gap with the United States."

MAIN OBSTACLES

The resulting shortage of skill is one of the main obstacles to achieving a satisfactory rate of improvement in productivity and economic growth in Canada, the council goes on.

"We recommend that the advancement of education at all levels be given a very high place in public policy and that investment in education be accorded the highest rank in the scale of priorities."

The specific recommendations were:

Rapid expansion of post-secondary education and the removal of economic barriers to it;

Closing existing gaps in school facilities so that secondary education "is a real and practical possibility for all Canadian children";

Programs to improve the skills of the existing labor force — including management;

Efforts to secure a much higher rate of high school completion;

Improvements in the quality and methods of education;

Closer cooperation between business, labor and the educational system.

UNPALATABLE FACTS

To drive its points home the council reported some unpalatable facts — for instance, about 45 per cent of the U.S. labor force has had four years of high school or more educational where in Canada only 24 per cent have; the rate of school drop-outs is much higher in Canada than in the U.S.; the average number of years of schooling in the Canadian labor force has increased by only 2½ years in the last half century; immigration and emigration has not affected the general pattern.

The council also reported that the educational gap between Canada and the United States is greater, rather than smaller, in the younger age groups — an indication of Canada's lag in the post-war years. In the United States 11.1 per cent of the male labor force has completed university education. In Canada the figure is only 5.6 per cent. Among the 25-34 age group the gap is much bigger — in the U.S. the percentage is 14.7, in Canada a mere six, the older the age group, the lower the gap until in the 55-64 level the Canadian percentage of university graduates is 4.2 per cent and the American seven per cent.

Neutral Schools ...

(Continued from page 1)

Books selected for the school library "shall be in good taste and of a calibre acceptable to the standards prescribed by the Canadian Library Association."

Catholics Pay Fees

The Catholic board will pay fees to the Protestant authorities for education of English Catholic pupils. This would be necessary as long as tax rolls exist on a confessional basis.

A highly placed department of education official is said to have given the Protestant regional board a go-ahead to submit specifications for a comprehensive high school that would accommodate both Protestant and English Catholic students, beginning with Grade seven.

At present there are approximately 400 English Catholic pupils in the Chateaugay area, 300 of whom attend the local English Catholic high school.

An estimated 700 English Catholic pupils will be enrolled in grades seven through 11 by 1971. The Protestant pupil forecast for that year numbers 1,700.

On the basis of these figures, the Chateaugay Valley board will submit specifications for a comprehensive secondary school complex capable of accommodating 2,400 pupils.

The proposed school would involve an extension to the existing Chateaugay High School, which now has an enrollment of 800, as well as a take-over of adjacent Maple (elementary) School.

Sex Education - Responsibility of the Home? The Church? or the School?

**A Summary of the Panel Discussion
on Sex Education held at
Federation's Annual Conference
Last October**

Miss Tanya Ballantyne

Production Assistant N.F.B.

Having accepted the concept of "education" as a good or desirable thing, I find it difficult to consider rejecting any part of the process of education as intrinsically undesirable.

Sex Education is merely certain aspects of biology, psychology, morality. It is thus no different from the education already being given in some form or other, at some stage or other in the educational system as it already exists. If we accept the importance of teaching high school students about the reproductive system of the frog, why is that of the human being considered taboo? As pieces of knowledge, they are of equal value.

Similarly, if some knowledge of the ways in which human beings affect and influence each other is an essential part of education, then the importance of sex in this process cannot be legitimately neglected. Again, if moral behaviour is considered to be more than the blind adherence to a set of arbitrary rules, then a sound knowledge of possible alternatives and their consequences is necessary for it to be achieved. Questions like "how does this set of conditions affect me?" or "What ought I to do?" at present form the subject matter of courses at the university level. If it is accepted that people become aware of these questions and are ready to handle them before the age of 18, then there is no reason for excluding them from a high school curriculum.

I think it cannot be denied that problems of behaviour and morality especially as connected to sex do arise long before the age of 18. There are ample statistics to prove that this is so; statistics which show furthermore that the solutions presently offered to these problems are far from ideal. If then we are genuine in our expressed desire to improve the situation and honest in our appraisal of the facts, we must then accept the immediate need for sex education whenever and wherever it is required.

As teachers or people in a position to influence adolescents, we have a moral obligation to give them accurate information on any subject about which they are concerned. This means, for example, telling every child at the outset of puberty that masturbation is normal and unwholesome. This is a piece of information which he deserves to have; it is mental cruelty to refuse it to him. I believe this principle can be expanded to cover everything from problems about "how far to go" to information about birth control. Of course, in many cases no cut and dry answers can be given but everything can be discussed.

Sex is or should be a social activity, involving two people. It therefore requires mutual care, understanding and respect. If it is to be a positive and beautiful part of our lives, something to be enjoyed and not exploited, we must know what it is and how it works, understand it and above all not be afraid of it. I hope that this may be described as "educating" ourselves about it.

Mrs. Dorothy Barrier

Executive Director of
Marriage Counselling Centre, Montreal

Taboos on sex discussion are fast disappearing among youth. It is not so much whether young people will obtain sex information as whether they will obtain it properly in a matter-of-fact impartial educational discussion or whether they will first obtain it through direct solicitation, dirty stories, and bull sessions.

Any problem which has become as universally important as the problems of sex education must be delegated to an institution which reaches all children. Only two institutions meet this requirement — the home and the school. The best thing, of course, would be for young people to receive suitable sex education in their own homes by their own parents. Experience, however, shows that a satisfactory education of this sort puts the home to such a severe test that the task, as a rule, proves too difficult. There are several reasons for this. Often the parents' knowledge is inadequate, their interest in this aspect of their children's education is insufficient and their own repressions are frequently pronounced.

When the home cannot give young people necessary guidance it is my feeling that the task then belongs to the school. The school is the only institution that can reach practically all children, over a long period of time.

I would like to stress the following points:

- 1) Sex education is an important component of family life education. It isn't merely the acquiring of anatomical and physiological information. It has to do with values, feelings, attitudes and emotions.
- 2) Sex education is an ongoing process. It covers the whole continuum of the child's development. Someone once wisely said sex education begins in the cradle. The child learns at an early age to feel the closeness or the separateness between his parents. Intellectually children begin to ask questions at four or five, sometimes earlier. Parents can be helpful at this stage.
- 3) The importance of qualified personnel. Teachers should be recruited with an adequate background and training in marriage and family life educational programmes. More important than the grade at which sex education should start, or the content, is the person who will be selected to teach this subject. It is important to remember that it is not only the factual information that gets communicated but a message is also transmitted in terms of how the teacher feels about the subject, about himself or herself. It is not only the knowledge but the comfort in one's own sexuality. We have documentary proof that where programmes have failed, in this regard, it has largely been as a result of the inadequacy of the people selected to teach these courses.
- 4) This panel represents a coordinated and collaborative attempt to discuss the all important subject of sex education in our schools. Perhaps it is a question of not either? or but all cooperating in meeting the need for more adequate knowledge and information in this important subject.

The basic aim of all family life education is to provide knowledge that is of the greatest importance in the personal development of the pupils. One only has to work with the many couples who are having problems in their marriages to recognize the importance of information on sex and family life prior to marriage.

Reverend Eric Caulfield

Minister, Anglican Church of Canada,
Arvida, Quebec

The function of sex education would seem virtually self-explanatory, namely to provide the body of knowledge (sex) available to the learner via the best educational methods and techniques. This should be treated in the same way as any other subject. If handled in this fashion, I believe it would acquire its proper perspective. Every child has the right to know this body of knowledge and to have the opportunity to internalize it in a sound manner so that his sexuality becomes an integral part of his total personality. In such a fundamental discipline of life, we should no longer tolerate either the present condition of ignorance or the tragedy that it breeds. It seems to me to be a real anomaly in the society, which prides itself on the pragmatic approach to life, that there should be so antediluvian an approach to the realization of our sexuality. On the three Rs we spend millions; on the discipline of sexuality and social values we spend nothing. The more profound, the more we place it in the realm of chance. Hence ignorance breeds its own ramifications.

THE HOME

As in any basic social discipline, fundamentals are laid down in some structure or other in society. Ours happens to be the family (though for some the normative family does not exist and for others the unit is that of an institution). The responsibility of the home is most acutely obvious in the early years of a child's life. Knowledge and attitudes should be frankly and honestly communicated. This requires a keen awareness on the part of parents in helping the child to grow. The only sound key-note here (as in any structure) is love. By love I do not mean sentimentalism or over-protection, but the basic respect for the integrity of the other person; that is to say, the child. (He, too, is a person). I mean also the absence of deceit, coercion, manipulation, the use of half-truths, and a shuffling off of real issues. It is important to recognize that we have a pretty short time in which to fulfill our responsibility. The time rapidly comes when the parent and the home structure are supplanted to a very marked degree (and rightly so) by the youngsters peer group.

THE SCHOOL AND OTHER STRUCTURES, GROUPINGS AND INFLUENCES

It is at this point that the peer group and other factors take an increasing priority over the home unit in character development. Because of the very nature of our society, this appears to be happening at an earlier general age level. It would seem that other structures and groupings would be the normal means of this continuing educational process. In this, the school is of prime importance. After all, this is a matter of education. In the school there is as natural a grouping as one would find anywhere in our pluralistic society. They are, to all intents and purposes, public, co-educational, with a relative degree of homogeneity. In this grouping, persons are known to each other, common activities are engaged in, and similar pursuits are followed. Friendships are made and knowledge and a real sense of community can, and usually does, exist. Because of our past attitudes, founded so much on ignorance and fear, it is reasonable to assume that teachers will have to be found and/or trained for

(Continued on page 8)

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Bachelor of Arts - Science - Commerce - Arts & Physical & Health Education - Nursing - Engineering and Medicine

The minimum average is at least 60% on examinations at Senior Matriculation level.

Bachelor of Arts	English (2), a second language (2), Latin (2) or Mathematics (2), plus two additional subjects at Grade XII level.
Bachelor of Science and Bachelor of Commerce	English (2), a second language (2); Mathematics (3) plus two additional subjects at Grade XII level.
Bachelor of Physical Education	English (2), a second language (2), Mathematics (2), Physics and Chemistry.
Bachelor of Nursing	English (2), Chemistry, Physics, plus two additional subjects.
Bachelor of Science (Eng.)	English (2), Mathematics (Algebra, Analytical Geometry, Trigonometry), Physics, Chemistry. Students whose Grade XII program extends over two years must offer a fifth subject selected from a language, History, Biology (Botany & Zoology), Geography. Those who compete in one year are given exemption from the fifth subject.
Medicine	English, a second language, Mathematics (2), Physics, Chemistry, one of another paper in Mathematics, or Botany, or Zoology, or Geography, or History.

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Second Year 60% minimum — no mark below 50%.	Eng. (2), For. Lang. — 3 additional courses — Math. or Science must be completed at first year level, Hist. Addit. foreign Lang., Student may have both a Math. and Science or two sciences.

Registrations limited to 1200 — Early application suggested before August 15th

BISHOP'S UNIVERSITY

Lennoxville, Que.

First Year Aver. of 70% in Que. Jr. Matric. Exams to Arts or Science. If the aver. is between 65 and 70% a student may be admitted to Arts Course if he has high marks in Arts subjects, and to the Science Course if his marks in Science and Mathematics are high.	Group I English (2 papers), French 2 papers; Latin 2 papers, Mathematics 2 papers (a) Algebra, (b) Geometry.
Students should write the College Entrance Examination Board's scholastic aptitude tests and achievement tests in English Composition and two other subjects.	Group II Biology, Chemistry, Geography, German (2 papers), Greek (2 papers), History, Intermediate Algebra, North American Literature, Physics, Spanish (2 papers), Trigonometry.
Bachelor of Arts — 10 papers	Group III Agriculture, Art, Book-keeping, Home Economics, Music, Technical Drawing.
	English and two other subjects — 6 papers must be taken from Group I. The remaining 4 must be taken from Groups I, II, III, with not more than 1 paper from Group III.

B. A. Course in Business Administration — 10 papers

B.Sc. — 10 papers

English, Mathematics, and one other subject (six papers) must be taken from Group I. Remaining 4 from Groups II and III, with not more than one from Group III.

English, Mathematics, and one other subject (6 papers) must be taken from Group I. The remaining papers from Groups I, II and III. The subjects chosen from Group II should include at least two Sciences (Biology, Chemistry, Physics).

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The Faculty of Education

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Bachelor of Education in
Physical Education degrees

Quebec Junior High School Leaving Certificate with an average of 65% for students having taken Latin and 70% for other students — no mark below 50%. Apply before March 1st, directly to Mr. D. Wild, Assistant Registrar, Macdonald College, Que., and before June 30th, directly to Mr. G. A. Rockwell (see above).

UNIVERSITY OF NEW BRUNSWICK

Fredericton, N. B.

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Average of 70% Science, Engineering, Forestry.	Eng. (2), Alg. Geom., and 4 of (Fr., Hist., Latin, Chem. Phys., Biol., Sr. Math.).
Second Year Aver. of 65% — no mark below 50%.	Note: Science & Eng. students should select Maths., Chem., and Phys. as options.
Bachelor of Arts	Eng. (2), Hist. (one of Maths., Latin or Greek), one of Fr., German or Spanish) 2 addit. 1st options.
Bachelor of Science	Maths., German, Chem., Biol., Geol., Phys.
Bachelor of Engineering	Maths. Eng., Chem., Phys., Fr. or German or Spanish, Hist.
Application Date — Prior to August 15th	

MCGILL UNIVERSITY

Montreal, Que.

Bachelor of Arts, Science, Commerce and
Engineering Degrees

BACHELOR OF ARTS First Year At least 65% in 10 papers Que. Jr. Matric. Exams with a min. of 50% in each paper.	Eng. (2), Fr. or another lang. (2), Latin (2), Hist., Maths. (2) and 1 of the following: (Bio., Bot., Chem., Phys., Geog., Music, Art, Int., Alg., Trig., N.A.L., Br. or Can. Hist.).
Scholastic Aptitude Test; Eng. Comp. and 2 other Achievement Tests required.	If student has not taken Latin, must meet B.Sc. req'ts; Latin or Greek must be included in B.A. programme in University.

Second Year
Average of 70% on the Que. Sr. Matric. Papers.

BACHELOR OF SCIENCE

First Year
At least 70% in 10 papers Que. Jr. Matric. Exams. with a min. of 50% in each.
Scholastic Apt. Test; Comp. and 2 other Achievement Tests required.

Second Year
Average of 70% on the Que. Sr. Matric. Papers.

BACHELOR OF ENGINEERING

First Year
Same as for B.Sc.

Second Year
Same as for B.A.

BACHELOR OF COMMERCE

First Year

Second Year
Same as for B.A.

Eng. (2), a number of combinations of courses are acceptable. Refer to McGill General Announcement.

Eng. (2), Fr. or Ger. (2) Hist., Alg., Geom., 1 of Biol., Bot., Chem., Phys., Latin or another Lang. (2) or 2 of the following: (Int. Alg., Trig., Biol. or Bot., Chem., Geog., Phys., Br. or Can. Hist., Music or Art, N.A.L.).

Eng. (2), Maths. (2), Physics, Chem., Fr. or Latin, or Hist., or Biol., or Spanish or Geography.

Same as for B.Sc., except that the two optional papers must be Int. Alg. and Trig.

Eng. (2), Maths. (Anal. Geom. and Vectors and Calculus), Phys., Chem., 1 of Fr., Latin, German, Spanish, Greek, Biol., Geog., Hist.

Same as for B.A. or B.Sc.

Eng. (2), Maths. (2), a number of combinations of courses are acceptable. Refer to the McGill General Announcement.

Application Date — Prior to March 1st

NOTE: McGill University also provides for a four year course leading to Bachelor of Agriculture, as well as a four year course in Home Economics at Macdonald College in St. Anne de Bellevue, Quebec.

McMASTER UNIVERSITY

Hamilton, Ont.

Bachelor of Arts, Music, Commerce, Nursing, Engineering and Science Degrees

Bachelor of Arts
Aver. of 60% in 9 papers of Sr. Matric. Exam. (Grade XII).

Eng. (2), other Lang. (2) Maths. or addit'l. Lang. (2), 3 papers which meet requirements of course chosen.

Bachelor of Music

Same as for B.A. with Music XII a requirement as one of the nine.

Bachelor of Commerce
Aver. of 60% in 9 papers of Sr. Matric. Exam. (Grade XII).

Bachelor of Science in Nursing
Aver. of 60% in 9 papers of Sr. Matric. Exam. (Grade XII).

Same as for B.A. but must include either chemistry or one mathematics paper (Algebra preferred).

Bachelor of Engineering

Eng. (2), other Lang. (2), Alg., Geom., Trig., Chem., Phys.

Aver. of 64% in 9 papers of Sr. Matric. Exam. (Grade XII).

Bachelor of Science
Aver. of 60% in 9 papers of Sr. Matric. Exam. (Grade XII).

Eng. (2), other Lang. (2), Alg., Geom., Trig., Chem., Phys.

Application Date — Prior to July 1st

QUEEN ELIZABETH HOSPITAL

Montreal

Aver. of 65% in ten papers of Jr. Matric. Exam. No mark below 50%. Age 18 by December 31st. Class enters in September.

Eng. (2), General Hist., Maths., Chem., Biol., or Phys. No credit for typing or shorthand. Only one of Art of Music accepted. Home Economics accepted if there is another Science as well.

Nursing Assistant
Age 17. Grade IX. Class enters in January.

Pupils must have completed 2 years of High School.

DALHOUSIE UNIVERSITY

Halifax, N. S.

Bachelor of Arts and Science Degrees

Admission
Average of 65% in Que. Sr. Matric. Exams. — no mark below 50%.

Eng. (2) Alg., Geom., Trig., one other Lang. Two of (Hist., Phys., Chem., Latin, Fr., Greek, German, Spanish).

Application Date — Early Spring

CARLETON UNIVERSITY

Ottawa, Ont.

Bachelor of Arts, Commerce, Journalism, Science and Engineering Degrees

Qualifying Year

Average of 70% in Que. Jr. Matric. Examinations. (Provided space is available, applicants with a slightly lower average will be considered). (Note: Carleton refers to and considers the 1st year as a qualifying year).

First Year

Average of 60% in Que. Sr. Matric. Exams.

Bachelor of Arts

Bachelor of Journalism

Bachelor of Commerce

Bachelor of Science
60% average required in Maths. and 60% in Sciences.

Bachelor of Engineering
65% required in Maths. and Science.

Eng. (2), Alg., Geom., Hist., another Lang. (2), Science (2) of Phys., Chem. or Biol. or an addit. Lang. One of (Music, Art, Geography, addit. Lang. or Science). Students in Engineering may take 1st year in Science as pre Eng. year.

Eng. (2), another Lang. (2), one of (Hist., Geog., or an addit. Lang., or Science). One of (Biol., Chem., or Phys.). Two or three of (Alg., Geom., Trig.) or an addit. Lang.

Same as Bachelor of Arts.

Alg., Geom., Trig.

Eng. (2), Other Lang. (2), Alg., Geom., Trig., and two of (Phys., Chem., Biol.).

Eng. (2), Alg., Geom., Trig., Phys., Chem., one of (Lang., other than Hist., Eng., Biol.).

Application Date — Early Spring

SCHOOL OF NURSING

Montreal General Hospital

Aver. of 65% Jr. Matric. Exams. — no mark below 50%; 10 papers required.
At least 17½ years old.

Eng. (2), Maths., Hist., Science, Chem. or Biol. preferred, both are desirable. Home Economics and either Art or Music may be included in the ten subjects.

Application Date — Prior to June 1st

THE UNIVERSITY OF WESTERN ONTARIO

London, Ontario

Bachelor of Arts, Bachelor of Science, Bachelor of Engineering Science, Bachelor of Science in Nursing and Bachelor of Music Degrees

Arts — Humanities and Social Sciences
A minimum average of 60% on 9 credits senior matric examinations.

English (2), Lang. other than Eng. (2), 2 of Algebra, Anal. Geom. (1), Trig. (1), or second lang. other than Eng. (2), and other acceptable subjects (3).

Natural Sciences
A minimum of 60% (9 papers).

Eng. (2), Other Lang. (2), Alg. (1), Anal. Geom. (1), Chem. (1), Physics (1) and Trig. (1) or Biol. (1). Minimum average of 60% on Math. and Science subjects.

Engineering
A minimum average of 60% on 9 papers.

Eng. (2), Lang. other than Eng. (2), Alg. (1), Anal. Geom. (1), Trig. (1), Chem. (1), Physics (1).

Pre-Business
A minimum average of 60% on 9 papers.

Eng. (2), Lang. other than Eng. (2), at least 2 of Alg. (1), Anal. Geom. (1), Trig. (1), other acceptable subjects (3).

Nursing
Minimum average of 60% on 9 papers.

Eng. (2), Lang. other than Eng. (2), two of Algebra (1), Anal. Geom. (1), Trig. (1), or a second Lang. (2), and 3 other credits which must include 2 of Chem. (1), Physics (1), Biol. (2).

Secretarial Science
Minimum average of 60% on 9 papers.

Eng. (2), Modern Lang. other than Eng. (2), 2 of Alg. (1), Anal. Geom. (1), Trig. (1), or a second Lang. other than Engl. (2) and other acceptable subjects (3).

Home Economics
Minimum average of 60% on 9 papers.

Eng. (2), Lang. other than Eng. (2), two of Alg. (1), Anal. Geom. (1), Trig. (1), or a second Lang. other than Eng. (2) and 3 others which must include 1 of Chem. (1), Phys. (1), Biol. (2).

Music
Minimum average of 60% on 7 papers Plus Grade VIII Piano, Grade II Theory, and Grade III Harmony or Grade VIII Voice, Organ or Instrument, Grade VI Piano, Grade II Theory and Grade III Harmony. Satisfactory grade in audition.

English (2), Lang. other than Eng. (2), 3 others.

Business Administration, Journalism, Physical and Health Education, Music and Computer Science are some of the 4 year Honors Programs leading to a B.A. or B.Sc. degree.

Application Date — No later than August 15th

ACADIA UNIVERSITY

Wolfville, N. S.

Bachelor of Arts and Bachelor of Science Degrees

First Year
Aver. of 60% in Que. Jr. Matric. Exams., no mark below 50% — covering ten papers.

Eng. (2) Alg., Geom., 2 papers in language other than English and 4 of the following: Hist., Phys., Chem., Biol., Trig., Music, Latin, N.A.L. Art or Intermediate Alg.

Second Year
Que. Senior Matric. Certific. must be submitted for appraisal. Max. of 5 credits. Min. 60% for Science subjects.

Five of (Eng., Hist., another Lang. (2) Maths., Phys., Chem., Biol.).

Date of Application — Prior to September 1st

UNIVERSITY OF WATERLOO

Waterloo, Ont.

Bachelor of Arts, Science and Engineering

Bachelor of Arts
Sr. Matric. Average of 60% on 8 required credits.
Note: English and Language papers count as 2 credits (Comp. and Lit.). All other subjects count as one credit each.

Eng. (2), 1 other language (2), 4 additional credits chosen wherever possible in accordance with the student's proposed major field of study. Only one of the following may be counted as an "additional" paper: Accountancy Practice, Secretarial Practice, Mathematics of Investment, Art or Music.

Bachelor of Science
Sr. Matric. and overall average of 60%. Minimum of 60% in the 5 papers required in Maths. and Science.

Eng. (2), Maths. (Alg., Geom., Trig.), Science (Chem., Physics), 1 additional paper from optional subjects. (One or two credits).

Bachelor of Applied Science
Sr. Matric. and overall average of 60%. Minimum of 60% in the 5 papers required in Maths. and Science.

Eng. (2), Maths. (Alg., Geom., Trig.), Science (Chem., Physics), one additional paper from optional subjects. (One or two credits).

Application Date — As early as possible

LAURENTIAN UNIVERSITY OF SUDBURY

Sudbury, Ontario

Bachelor of Arts (B.A.)
3 year course with concentration in Economics
English Literature
History
Philosophy
Political Science
Psychology
Classics

9 papers or equivalent
60% average
English
Second Language
Two Mathematic papers of third language.
Three other papers

Bachelor of Arts (B.A.) with Science Option
3 year course with concentration in the subjects listed under the B.Sc. heading below.

Admission requirements are the same as those for entry into the B.Sc. programme.

Bachelor of Science (B.Sc.)
3 year course with concentration in Biology
Chemistry
Geology
Mathematics
Physics

9 papers or equivalent
60% average
English
Second Language
Trigonometry, Geometry, Algebra, Physics or Biology, Chemistry.

Bachelor of Commerce (B. Comm.)
4 year course.
Business Administration.

9 papers or equivalent
60% average
English, Second Language, Two of Algebra, Geometry, or Trigonometry, Three other papers.

Bachelor of Applied Science (B.A. Sc.)
First and second year only Engineering.

9 papers or equivalent
60% average
English, Second Language, Algebra, Geometry, and Trigonometry. (66% average preferred)
Chemistry and Physics (66% average preferred)
Students completing second year are accepted in certain other engineering schools.

Pre-Professional Training
One to three years in Arts or Science depending upon profession chosen. These Courses lead to entry into Schools of Medicine, Dentistry and Law.

9 papers or equivalent
60% average
Same requirements as above for Arts or Science.

ROYAL VICTORIA HOSPITAL

Montreal

Age 17½ by September 1st.
Minimum average of 65% on ten papers of Junior Matriculation Exams.

English (2); Science — Chemistry compulsory; Biology & Physics alternatives. Math. — Algebra or Geometry or Trig., History. Optional subjects — French, Latin, 2nd History, Music or Art or Home Economics; N.A. Literature, Geography.

Application Date — As early as possible as there is a waiting list

UNIVERSITY OF TORONTO

Toronto, Ont.

The following Grade 12 (Quebec subjects) — or their equivalent — are approved subjects for purposes of admission to this University: One Credit: Algebra, Analytical Geometry, Trigonometry and Statistics; Biology, Zoology; Chemistry; Physics; Geography; History; Music; Art.
Two-credit: English; French; German; Greek; Italian; Latin; Russian; Spanish.
To be considered for admission a candidate must have Grade 12 Quebec, or equivalent, standing with at least nine credits, or eight credits if Biology is offered with minimum overall average of 60%.

Group
Group 1 — English; 2 Latin or 2 Maths.; Group 3 — One language from French; German, Greek; Italian, Russian, Spanish. At least three credits, or 2 if Biology is chosen from: Algebra, Analytical Geometry, Trigonometry and Statistics, Biology*, Botany, Zoology, Chemistry, Physics, Geography, History, Music or Art, one or more languages from Group 3.
*Candidates offering Biology may not offer Botany or Zoology.

Each candidate who applies to admission to First Year must take the aptitude test offered by the College Entrance Examination Board — Test is in two parts — verbal and mathematical. It should be taken in December or January of final year of school. To obtain further information on test, write CEEB, Box 592, Princeton, New Jersey 08540.

Bachelor of Arts (B.A.)
General Course — 3 years

General Requirements.

Bachelor of Commerce (B. Comm.)
Commerce and Finance — 4 years

English; Mathematics (3 credits); one language from Group 3; two credits — or one credit if Biology is offered from Group 4. Average 64%.

Faculty of Applied Science and Engineering (B.A. Sc.)
4 years

Engineering Science Average 70%. Other courses 64%.

School of Architecture
Bachelor of Architecture
5 years

English, Mathematics (3 credits), one language from Group 3. Chemistry, Physics. Average 60%.

Faculty of Dentistry
(Limited Enrolment)
Diploma Course in Dental Hygiene.
2 years. (Open to women applicants only).

English, Latin or Two Mathematics; one Language from Group 3. Biology, or two of Botany, Chemistry, Zoology, Physics, one additional credit from Group 4, of which Chemistry is strongly recommended. Average of 55%, with at least 50% in each subject.

Faculty of Food Sciences
Bachelor of Science (Food Sciences)
B.Sc. (Food Sci.)
4 years

English, Mathematics (3 credits), a language from Group 3 and Biology or two of Botany, Chemistry, Physics, Zoology (Chemistry recommended). If Biology is chosen at least one of Physics or Chemistry is recommended. Average of 60%.

Faculty of Forestry
(Limited Enrolment)
Bachelor of the Science of Forestry
(B.Sc.F.)
4 years

English, Mathematics (3 credits), one language from Group 3, Chemistry, Physics. Average of 60%.

TORONTO, Cont'd.

Faculty of Medicine
(Limited Enrolment)
Doctor of Medicine (M.D.)
6 years, including 2 years of pre-medical training.

Faculty of Music

School of Nursing

English; Mathematics (3 credits), one language from Group 3. Chemistry, Physics (Grade 12 Latin recommended). Average of 60%.

Artist Diploma — 3 years
Licentiate Diploma — 3 years

One year — open to graduate nurses.

SIR GEORGE WILLIAMS UNIVERSITY
1435 Drummond St., Montreal

Bachelor of Arts - Fine Arts - Science
Commerce - Engineering

General Requirements — Average of 60% on ten papers of the Quebec High School Leaving Examinations, with two papers in English.

Additional Requirements:
Science — Algebra, Geometry, 1 Science or Engr.
Commerce — Algebra, Geometry.

Each applicant must write a series of admission tests administered by the University.

Last day for receiving applications is June 1st, 1966.

Any student wishing to apply should complete an APPLICATION FORM now and return it to the Director of Admissions, enclosing the APPLICATION FEE of \$10.00. Upon receipt of this application form, we will arrange an appointment for the student to write the ADMISSION TESTS on a convenient Saturday. The application and test results will be held until we are informed of the final results of the Grade XI examinations. Admission will depend on satisfactory standing in both the Admission Tests and the High School Leaving Examinations.

CAREER OPPORTUNITIES IN THE ARMED FORCES

Within a very few months, thousands of young men and women in Canadian high schools will graduate. For many, the next step will be into university. For others, the decision will be to conclude their formal education and enter into the world of business and industry.

Whichever course is ahead for them, it would be worth your while to investigate the career opportunities offered by the Canadian Armed Forces.

With integration, the Navy, Army and Air Force have been melded into a dynamic military organization designed to defend our country and to meet Canada's international obligations through organizations such as NATO and NORAO. It is also renowned for its ability, as part of the United Nation's peace-keeping efforts to move rapidly to world trouble spots to help prevent small conflicts from escalating into major wars.

Because of this, the combined land, sea and air forces have the inherent flexibility necessary to permit immediate and effective response to all operational commitments, and are trained to operate in extreme conditions in any part of the world, from the Arctic to the equatorial jungle.

Modern equipment and training methods, and the nature of Canada's present day military assignments, make challenging demands on military leaders. An officer in the Canadian Armed Forces must therefore be a well educated person having a high degree of technical skill as well as physical and moral courage. A sound education is a prerequisite to leadership in any walk of life, and it is particularly necessary to those who would seek to lead in the Canadian Armed Forces.

There are two roads to a position of leadership in the forces. The main avenue is through the Regular Officer Training Plan (ROTP) under which the Department of National Defence provides financial assistance for young men who wish to obtain a university degree.

Those selected for training through the ROTP attend either a Canadian Services College, or a university. The cost of tuition,

board, lodgings, uniforms, books, instruments and other essential fees are borne by the Department for the duration of the course. In addition, the Officer Cadet receives a monthly salary while enrolled in the plan. Free medical and dental care are also provided, and annual leave of 30 days is granted with full pay and allowances.

Each candidate accepted for entry into the ROTP enrolls according to his choice in the land, sea or air component of the Canadian Armed Forces.

There are three Canadian Services Colleges, the Royal Military College of Canada at Kingston, Ontario; Royal Roads at Victoria, B.C.; and Le Collège Militaire Royal de Saint-Jean, at Saint-Jean, P. Q.

RMC gives four year courses from Senior Matriculation leading to the following degrees: BA Honours in English, French, History, Political and Economic Science, Economics, Commerce and Economics, and International Studies; BA General; BSc Honours in Mathematics and Physics; BSc General; and Bachelor of Engineering degrees in Chemical, Civil, Electrical, Mechanical Engineering and Engineering Physics. All four years may be taken at RMC, or the candidate may elect to take his first two years at Royal Roads, in Victoria and his remaining two years at RMC.

Le Collège Militaire Royal de Saint-Jean gives a three year programme from Junior Matriculation to prepare officer cadets to enter the third year at RMC, when the cadet completes his final two years.

The admission standards at the Canadian Services Colleges are high, but for those who can qualify, the way is open to a challenging and rewarding career. As mentioned earlier, the Officer cadet may also elect to take his academic training at a Canadian university. During the summer, he will undergo military training with the land, sea or air components of the Forces.

There are three outstanding plans available for young men with junior matriculation standing who do not plan to continue their for-

mal education. These plans provide for training with the sea, land or air forces, and on successful completion of training, appointment as a commissioned officer with a Short Service Commission for a fixed period. The Canadian Forces recruiting officer nearest your community can provide complete information on these plans.

Not all young men who seek to join the Canadian Armed Forces have the necessary education, or the desire, to serve as officers. Nor can any military force be made up of only those with commissioned rank. The backbone of any military force is the men who serve in the ranks.

Today's serviceman is much more than just a sailor, a soldier or an airman. He is also skilled in a particular trade or line of work. In a very true sense, the men who serve in the ranks are professionals, men who know what they are doing, and why.

These are the sonarman, the signalman, engineering, mechanics, electronics technicians, air fitters, air riggers, storemen, divers, infantrymen, artillerymen, aero engine mechanics and other highly qualified technicians. They are members of a highly important team, a team that keeps a modern destroyer, a four engine transport, a fast jet fighter, an infantry regiment or an artillery battery in the best of condition, ready to go at any time.

In keeping with the rapid developments in the military field, greater emphasis must be placed on the technical training of today's soldier, sailor and airman.

Candidates must be between 17 and 24 years of age, Canadian citizens, or landed immigrants or British subjects. Applications for officers must be made between January and May — other courses are on a continuing cycle.

More complete information on careers in the Canadian Armed Forces can be obtained from your nearest Canadian Forces Recruiting Centre. In Quebec, these are located at 1254 Bishop St., Montreal, Quebec City, Three Rivers, Chicoutimi, Rimouski, and Sherbrooke. You may also write to the Director of Recruiting, Canadian Forces Headquarters, Ottawa 4, Ontario.

**HEALTH FOR YOUNG AND OLD
NATIONAL HEALTH WEEK AIM**

Do you wish to be healthy and to live longer?

Almost anyone will say "Yes!" and then do surprisingly little about it.

This is the reason, March 13-19, the Health League of Canada is sponsoring its 22nd National Health Week.

Outlining the purpose of the week, Dr. Gordon Bates, the League's general director, commented:

"Most people fail to realize that achievement of personal good health is really practicable; if they did realize this they would work harder at it. No one is opposed to good health, but there is apathy about achieving it."

The League carries on year-round public education on health topics, but National Health Week is one branch of a special two-pronged annual attack on public consciousness.

The other prong is National Immunization Week, held annually in the autumn, to remind parents to protect their children against contagious childhood diseases.

National Health Week is directed particularly at adults because, although so much has been accomplished with childhood diseases, no one can force an adult to take care of himself or herself.

This means that our great deficiency in health awareness is in the mid-years — that it is neglected

in these years that sends so many stumbling into an unnecessary era of avoidable senility.

The Health League believes that our objective should not be simply more years in a man's or woman's life — though scientists tell us we may reach out towards a span of 100 years. The objective, says the League should be to make all these years healthy and productive years, healthy in body, mind and spirit, active years that people will enjoy and in which, in one way or another, they will continue to contribute their skills and talents to the community.

The Health League has been carrying on its work since 1919. Among its more spectacular successes of the past have been public education in regard to diphtheria which resulted in the virtual stamping out of that disease; in public education regarding pasteurization of milk which has resulted in the virtual disappearance of a number of diseases spread through raw milk; in campaigns for fluoridation of water to prevent dental decay; and, in the earliest of all its campaigns, in the spread of knowledge concerning venereal disease.

The League constitutes the Canadian Citizens' Committee of the World Health Organization.

See below for the Health League's "Prescription for Good Health".

1. Get sufficient sleep.
2. Follow a varied and balanced diet. Follow Canada's Food Guide.
3. Get plenty of fresh air and exercise.
4. Learn to relax; relieve tensions; balance work with play.
5. Immunize children against childhood diseases.
6. Adults also need protection.
7. Eyes and ears should be checked periodically.
8. Take care of your feet. Good fitting of shoes should start in childhood.
9. See your dentist regularly. Follow good dental health habits. Good teeth are necessary to good health.
10. Demand fluoridation of communal water supplies to prevent dental decay.
11. Take care to prevent home accidents.
12. Observe traffic rules and practise safe driving.
13. Cleanliness is essential to fitness.
14. Cleanliness in food handling is essential to avoid food poisoning.
15. Maintain proper home heating.
16. Avoid cigarette smoking.
17. Plan for retirement. Plan a second career or an absorbing, creative and constructive hobby.
18. Where your health is concerned, your physician is your best guide. Have a regular examination.

GUIDE FOR THE PERPLEXED TEENAGER

TEEN-AGE COUNSELOR by Bert Y. Glassberg, M.D. Obtainable from Belec Associates, 245 Logan Ave., Toronto 8, Ont., 1965, 158 pages, \$1.25.

This excellent paperback is written for the perplexed teenager who is reluctant to seek "in person" advice. The author, a doctor-psychologist, gives sympathetic counsel on how to grow up to a well-adjusted maturity.

The book deals with the challenge of necking, infatuation, maturity, differences between the sexes, pregnancy, masturbation, reasons for and consequences of promiscuity, and the integration of sex into the total personality. Parents should make a copy of this book available to their teen-age son or daughter.

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SEX EDUCATION . . .

(Continued from page 3)
 this phase of education. At present, most teachers might feel inadequate, either by nature or lack of training, to cope with this subject, with nothing but a passing lip service to a maximum embarrassment. Withdrawal into the realm of "it is all too subjective" provides a useful escape hatch — but this is all it provides! However, we must not blame the teacher for he too is a product of the society, having to work within it and often in a sensitive situation. Alone he would have to contend with possible parental reprisals and/or the wrath of an irate school board. This issue must be faced, but it ought to be faced in general by the whole society and in particular by those policy-forming aspects of the educational structure.

CONTINUING INFLUENCE OF THE HOME AND ADULT SOCIETY

Having then recognized that the peer group exercises an intense influence on the young person (to say nothing of the allegedly mature adult) the parent's prime responsibility would be to arrange the structure of society so that his influence and responsibility to the younger member would continue to be effective. Thus it would seem that the parent should encourage society in general (and in this instance the school in particular) to help provide this aspect of the child's education. Like in other disciplines, the home and the school would cooperate in the overall process of education. As yet, the churches have hardly addressed themselves to the matter at all; the failure of one structure ought not to be used to justify the failure of another.

CONTENT — MORALITY AND SOCIAL CUSTOM

The question which would most likely arise is that pertaining to the course content. Like in any subject, it would have to be geared to the general learning level of the particular group. This would be left to the professional educator to determine. The actual content should be the entire range of knowledge that the student would be capable of assimilating at any given time. The question of what constitutes morality would naturally arise and the school ought to provide (as indeed any structure should) the opportunity for discussion and the relating of sound knowledge to the life situation. A great deal of searching and researching must take place if we are to more effectively discern the human values within our evolving culture.

OTHER ASPECTS OF THE COURSE

Assuming then that such a course would be a reasonable assumption, I would then suggest that it

be broadened in its content to include such concepts as stealing, lying, cheating, the double standard, war, capital punishment, the reorganization of society for the elimination of poverty, the relationship of the individual to law, familiarization with law, etc. In short, I am suggesting a comprehensive course in philosophy and ethics so that the youngster might grow up with a more realistic approach to the relationship between knowledge and his own sense of personhood within the community. In this way, his own sexuality assumes a sense of general perspective.

It might be argued that time and an already full curriculum would prohibit such a plan. The only answer I can see to such an objection would be to question and reexamine our priorities.

RECOMMENDATIONS :

1. That a competent body of persons draw up a bibliography and encourage schools to place such books (and possibly others) in their libraries and that the students be made aware of the existence of such books.
2. That a body of competent persons so design a course as suggested above (or along similar lines) with the view to the ultimate incorporation of such a course into the school curriculum.

Mr. G. H. Merrill

Director of Junior School,
 Lovor Canada College, Montreal

My interest in sex education has a rather practical background, for I have taught it to Grade Seven classes (approximate age: 12½ years) for eight years. The reluctance of parents to supply adequate sex instruction to their children has spurred this school on to giving some direction in this case.

Boys must receive such instruction prior to their entering the pubertal period. There is a misconception that sex education should be given to teenagers. I believe what it should be given to pre-teenagers at the time when they are just beginning to mature physically and to wonder about matters pertaining to sex. In this way, they are prepared to face the phenomena of adolescence with knowledge and confidence. I have observed this to be fact, and can support my contention with data received from surveys which I have taken.

I believe that it is the duty of the school to furnish information to children regarding sex. In the few cases where parents do so, the school programme acts as a consolidating source.

Dr. John Nash, Ph.D.

Director of Psychology Dept.,
 Montreal Children's Hospital

I would isolate three matters which seem important to the question of sex education.

1. Most children do not acquire their knowledge of reproduction from their parents, and only a small proportion receive it from adults; the majority learn it from other children.

Source of knowledge	Boys, %	Girls, %
Mother	4	27
Father	7	1
Teacher	12	18
Sibling	1	2
Clergyman	1	0
Workmates	2	1
Other adults	2	1
Friends	62	44
Books	7	3
Other and N/A	3	2
TOTAL	101	99
No. (100%)	834	959

(From Schofield: Sexual Behaviour of Young People)

2. Probably most adolescents have at least a rough idea of the physical aspects of sex behaviour and reproduction, but they may lack adequate preparation for dealing with the emotional aspects of sex.
3. The physical aspects of sex can readily enough be taught more accurately via instructional films or in biology courses in school, but the emotional aspects are mainly the province of the parents who are not at present as much involved as they might be.

There is reason to suppose that a good deal of learning and experience is necessary if sex relations are to be mutually satisfying and are to play a proper role in marriage. It is also probable that boys have more difficulty than girls in establishing this relationship and are more liable to inept performance in their first attempts which may adversely affect their subsequent performance and be a recurring source of difficulty in marriage. A close early relationship with the father (before puberty) is probably crucial to later masculine performance. Much of sex education is part of the wider education the child receives for emotionally healthy living.

Mrs. McDonald Named Director for Lachine-Dorval-LaSalle

Mrs. David T. McDonald was elected Area Director for the Lachine-Dorval-LaSalle Area at an area conference held last month.

Mrs. McDonald has had broad experience in Home and School having held offices at various levels in Ontario before coming to Lachine. She was vice-president of a District Council prior to leaving Ontario.

Since coming to Lachine Mrs. McDonald has been active in the Lachine High School Association and is a member of Summerlea Home and School Association. She also serves on the committee for the Community Leadership Development Seminar sponsored by the Lachine-Dorval YMCA.

As chairman of a County Library Survey Committee in On-

tario, Mrs. McDonald was instrumental in a major break-through in travelling libraries to rural schools.



MRS. McDONALD

CANADIAN EDUCATION WEEK MARCH 6-12

"EDUCATION - A MEASURE OF A NATION"

Books for Children Listed

BIBLIOGRAPHY OF BOOKS FOR CHILDREN, 1965 EDITION, by Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20036, 131 pages, \$1.50.

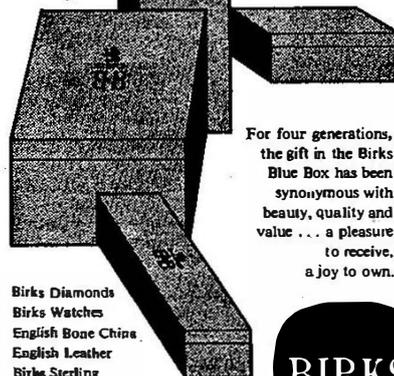
Parents increasingly realize the importance of children having books of their own, yet few parents (and teachers) can walk into a bookstore and appraise, in a few minutes, the quality and age-level of books for children. The 1965 edition of Bibliography of Books for Children is an annotated and selected list of books grouped into classes with reference to the interests of children from two to twelve.

The titles, selected by a committee who are experts on children's books, range from books on animals, art, fiction, fairy tales, holidays, music, and poetry to all aspects of science and social studies.

Highly recommended.

S. R. L.

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