

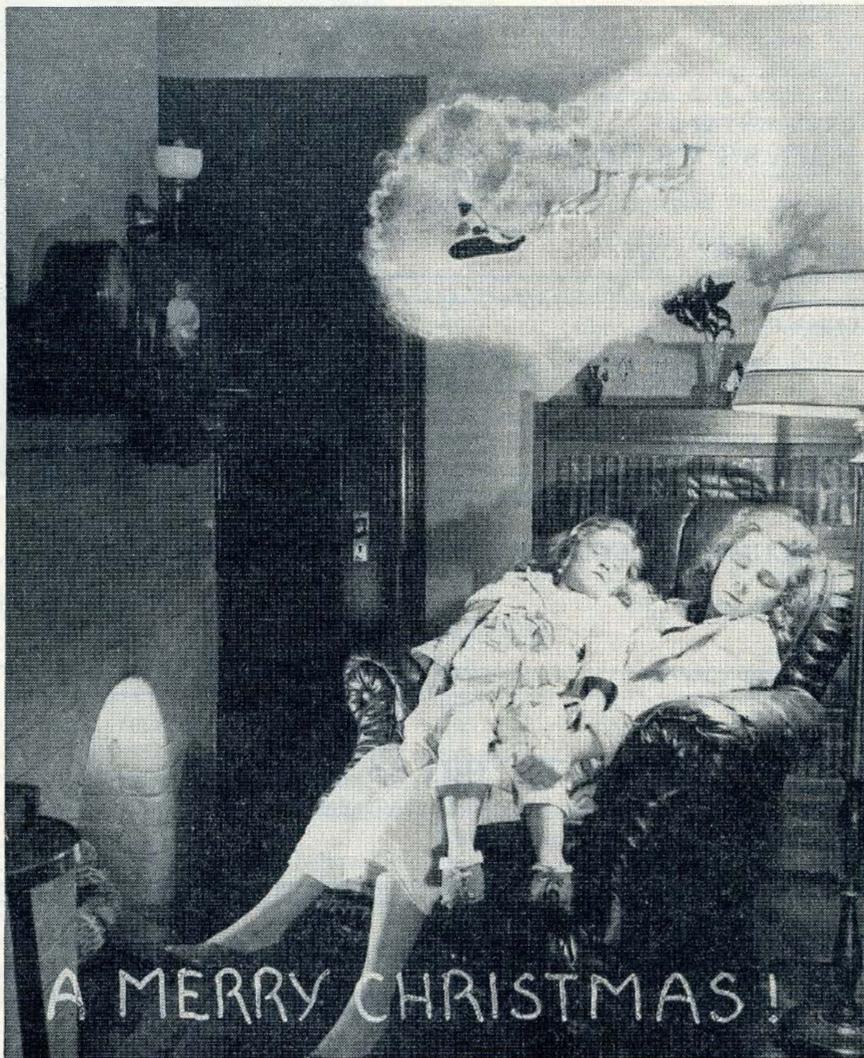
**Quebec**

*E. Grieve*

# HOME *and* SCHOOL

*Published Monthly by*

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



Vol. I. No. 11.

Montreal, Quebec

December, 1949

*Holiday Greetings*

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# The President's Message

## The Home, the School and the Church.

This issue will greet you about the time when the schools will be closing for the Christmas vacation. Thoughts of activities so long anticipated will have vanquished practically all notions of school work in the



minds of your children. Their hearts will be overflowing with the joy and happiness of Christmas.

Christmas is indeed a time of rejoicing for in this season we celebrate the Birth of the Great Teacher. It is Christ Who reveals God and makes manifest the spiritual and friendly interpretation of the Universe and the set of spiritual values necessary for man to become reconciled to himself and to live in harmony with his fellow-men and with God.

Home and School Associations believe in the supreme importance of a moral and spiritual education which will lead children to develop a *philosophy of life* which will direct and control their adjustments to a rapidly changing society and give them the strength to meet adequately the tragic experiences of life which so often appear with unexpected suddenness. I am thinking now

of: death, parting and failure within the family circle.

Moral and spiritual education is one upon which we have placed too little emphasis. Undoubtedly it is one of the most difficult of all types of education, the immediate results of which are so hard to discern. Spiritual values such as—love, charity, cooperation, honesty, kindness, tolerance, justice and loyalty—simply can not be taught like history or mathematics; they are caught or picked up from those who believe in them and practise them in the home, the school, the community and the church. Thus the child learns to be truthful from the experience of living in an environment in which truthfulness is respected and practised.

### The Home

Moral and spiritual education begins in the home. Children rarely, if ever, forget their first impressions and experiences. The parents' responsibility is a two-fold one. They must set their children an example of conduct which is firmly based on the teachings of Christ, and they must provide spiritual guidance by attending church regularly. The pre-school years in the home play a far more powerful role in shaping the character of children than the years which follow of formal schooling.

### The School

The school also has a responsibility in moral and spiritual education of children. Each teacher has a part to play in vitalizing for children the great spiritual truths. For example, the history teacher can present characters which serve as the personification of our Christian ideals; the social science teacher can develop greater racial tolerance; the science teacher can remove superstition; the coaches of athletic teams can inculcate good sportsmanship; and all teachers can see to it that the classroom conditions are arranged for the maintenance of honesty in school work. School administrators have a role to play, too. They can work toward developing a curriculum which will give greater emphasis to home and family living.

## **The Church**

There is little doubt that the world in which we live to-day is crowded with enemies of family life. I am thinking of: financial worries; housing shortages; insecurity; fears—of a depression, ill-health and an atomic war; changing standards of sexual behaviour; and a lack of interest in the church.

On the other hand nature has equipped each member of the family with the spiritual capacities to combat these enemies successfully. The degree of success, however, depends upon how well these spiritual capacities have been nurtured.

What do I mean by spiritual capacities? God, the Spirit of Law and Order, gave the Universe laws (permanent spiritual values) that will work for good. Man has the capacities to find out these laws of the Universe and live in accordance with them. And the more he does so the less suffering there will be in the world.

Unfortunately there is far too little of this spiritual development to-day. Otherwise there would not be the present appalling number of neurotics, the wide-spread and ever increasing use of sleeping-drugs and alcohol, and the many unhappy marriages.

The schools and the community must share with the church the responsibility of strengthening family ties in order to maintain strong and stable homes. It is here that the Home and School Association can play an important role. Its efforts and resources can be used in the developing of a harmonious relationship among the home, the school and the church, so that children may receive a moral and spiritual training from which they can only develop *one set* of spiritual values. In this way families can be made and maintained strong in a constantly changing world.

A Happy Christmas to every family member in Home and School in the province of Quebec!

*Edward C. Powell,*  
*President.*

*Holiday Greetings*

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# Quebec HOME and SCHOOL

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THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS  
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December, 1949

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## Twelve months in the United Nations,

By George Brown, M.A.

*Principal, Peace Centennial School*

One of the more outstanding developments in the recent history of the Home and School Associations in the province of Quebec is the great interest shown in the United Nations Organization and its specialized agencies.

During the past year this interest has increased to such an extent that several branches of the Home and School Association have allocated particular nights to a consideration of UN. Did yours? These nights took different forms. In some cases speeches were given, in others movies presented. In fact, various methods of interesting Home and School groups in UN were successfully attempted.

And this was only right! For as declared by the General Assembly of the United Nations on February 13, 1946, when the new creation was not yet six months old, "The United Nations cannot achieve the purposes for which it has been created unless

the peoples of the world are fully informed of its aims and activities."

"You can take a horse to water but you cannot make him drink", is a well-known saying. Similarly, although many authoritative publications are produced by the United Nations, some people are deplorably ignorant about this great organization. These people fail to make use of any of the forms of UN publicity, such as pamphlets and radio broadcasts. Would you be included in such a group of the indifferent?

Believing that most parents are vitally interested in the UN, this magazine will feature various aspects of UN work from time to time.

Let's consider now what UN has accomplished since December 1, 1948, just a year ago. Think back! What were some of the world problems then? First, conditions in the Holy Land were very unsettled. Count Folke Bernadotte, UN mediator, had been shot and killed on September 17, 1948. His

successor, Dr. Ralph J. Bunche—a negro and a grandson of a slave—had just been appointed as UN mediator and many thought the prospect of peace in Palestine was NIL. Yet by June 1, 1949, peace was arranged between the new state of Israel and three of the Arab States — Egypt, Lebanon and Hashemite Jordan Kingdom.

In addition, the situation in Berlin threatened world peace one year ago. The blockade and the air-lift were considered by many as the prelude to a shooting war. Yet, after 16 months of stalemate, agreement on this matter was reached in May, 1949.

Similarly, within this period United Nations mediation stopped the fighting in Kashmir State. India and Pakistan agreed on a method for a final settlement of the people of the state. If full scale war had broken out in the great sub-continent of India,

some 400,000,000 people would have been involved.

If the UN had accomplished nothing else during the past twelve months except these achievements in Palestine, Berlin and India, it would have been well worthwhile. Yet in addition, all the while the United Nations was providing a conciliating and moderating force, as well as serving as a meeting place for large and small powers where they could act in co-operation.

Is the UN worthwhile? Of course it is. And it is our duty and privilege to learn all we can about UN and its specialized agencies.

Hence as we approach the end of the first half of the twentieth century and prepare to start the second, let us as individuals and members of Home and School Associations, determine to know more about UN and all it stands for.

## Here's a Good Idea!

By Mrs. F. WILLOWS, Co-Chairman,  
*Program Planning Committee.*

Your membership convenor may be interested in this idea for extending personal invitations to parents to Home and School activities through "Room Mothers". Get the mother of a pupil in each room in the school to act as the "Mother" for that classroom. Put her in charge of seeing that all the parents of the other pupils in that room are notified by personal invitation or by a phone call—of every Home and School event in which they might be interested. It makes an easy approach to people you don't know personally to say "Your John is in the same room as my little girl at school and ———." A room mother can, of course, get other mothers to help if there are too many calls for her to make alone. This personal invitation is issued as well as, not instead of, the written notice.

Also, if your social convenor has several large projects to handle during the season, he may wish to be relieved of the responsibility of providing refreshments after regular meetings. You might get a "Room Mother" to take charge of that activity, changing from room to room through the season.

Here again the "Mother" will probably want to get some help from mothers of other pupils in the room.

"Room Fathers" may also be appointed to take charge of seeing that the meeting room is ready on time—chairs set up, table ready with pitcher of water and glasses, room well aired, and, in season, warm enough. After the refreshment period the same group will see that chairs are put away and the room left as it was found. As with the preparation of refreshments by the "Room Mothers", the duties of the "Room Fathers" rotate from room to room for each meeting.

The mothers and fathers who are taking part in these duties feel much more a part of Home and School than formerly—a state of affairs which is most desirable. Added to this, their personal interest brings other parents out to meetings where they gain a fuller appreciation of the things for which Home and School stand—and this is what we are all striving for in one way or another, isn't it?

# Parents' Page.

## What's Cooking?

Here's a new idea in a contribution to parents' page—a recipe. This is one of those passed down from generation to generation, tested by the small fry and the adults too! It is for old-fashioned fat ginger cookies. In the family it comes from, the mother and children make them together. The small boy gathers the ingredients, from memory by now, and the small girls get the cutters (there's a gingerbread man cutter of course, and one for a Christmas tree), and the cookie sheets, and the rolling pins. In approximately half an hour, everything's finished, except for the blobs of dough which the children use like plasticine, and like a lot better, and with which plus some toothpicks, they will play happily for another hour.

Here's the recipe.

Put in a large mixing bowl, 1 cup fat (bacon drippings, fat from ham, etc. These give just as fine results as shortening.) 1 cup molasses and 1 cup brown sugar. In a small bowl put 1 teaspoon cream of tartar, 1 tsp salt, 2 tsp. ginger, 2 tsp. baking soda. Pour over it 6 tablespoons of boiling water; add to first mixture. Mix and add enough flour to make a dough stiff enough to roll out. Roll thick. Slow oven. Put the cookies in a cookie jar while they are still a little warm, if you like soft cookies; vice versa if vice versa. To the hot water mixture cinnamon and cloves may be added, and more ginger if the small fry like them spicier. In our contributor's neighbourhood, the children like them as is, and when the first little neighbour's nose gets a whiff of what's cooking, all the little ears hear about it, and the clamour begins, "Are they out of the oven yet? They're making ginger cookies! Can I have one while it's hot?" etc.

Incidentally, did you notice what an economical recipe it is?

## Charity, please!

Judy came home from school recently and said she needed some money to get a red feather, because it was 'featherated charity week' at her school.

## The Spring Holiday

Dear Editor:

In regard to the suggested change of school holidays from Easter to the end of February or first week of March, I would like to go on record as being *very much* in favour of the idea. Could this not be put on the agenda of, say, the West End Regional Council, for a try-out next spring? I am sure such a "try-out" and a following questionnaire as to whether the parents, the children, the teachers prefer this arrangement, would be the best possible way to plead the case with the Montreal Protestant School Board.

I think "Parents' Page" is an excellent idea. More power to you all.

Yours truly,

GERTRUDE A. BRYDEN.

Hampstead.

## Teachers, please note!

We'd like to hear from the teachers, parents or not, regarding the suggestion appearing in the October issue of this magazine, that the week's vacation following Easter week-end be scheduled earlier in the term. Teachers should be very accurate judges as to its advisability, and their opinions would be highly valued. We would like to have separate opinions, and/or those of the majority of the faculty in the schools. Will you let us know, teachers, what you think about it?

Our cover picture this month was contributed by R. O. Boland, of Westmount. Thank you very much, Mr. Boland, we hope others will follow your lead. How about it, members?

## Out of the mouths of babes.

"I wish," said a wistful first-grader, "that when a boy or a girl or a somebody does something wrong at school, everybody wouldn't keep looking and thinking about it, and remembering it. It makes him feel not happy."

# Association Highlights

## University District

"It is very difficult to be a mature parent in this changing and confusing world, where it is impossible to know what the future holds next. In this day of specialization, and with no special training for parents, parenthood is often called the last stand of the amateur".

"The often conflicting advice given in magazines, newspapers and over the radio tends to give parents a lack of assurance in dealing with their children and often forms a doubt in their minds as to the usefulness of any child psychology."

These views were expressed by Miss Nora Bailey of the Mental Hygiene Institute when speaking on the subject of "Mature Parenthood" at a meeting of the University District Home and School Association held in Strathearn High School Nov. 7th.

"A few steps towards reaching the goal of a mature parent, is to recognize room for improvement in oneself, to read and discuss good literature on the subject and to observe the behavior of the children one comes into contact with."

Miss Bailey closed the discussion with the quotation—"An adult is a person who has learned to make his own decisions and then is willing to take the responsibility for them."

## Beauharnois.

Beauharnois Intermediate School, first public school in the province to admit under-age children into first grade on the basis of evidence derived from aptitude tests taken by accredited guidance counsellors, scored another 'first' Thursday evening, Oct. 20th, 1949, when a Child Study discussion group met for the first time under the trained leadership of Mrs. Robert Ayre of Montreal. It is the first time that such a Home and School Association Child Study Group has assembled in the province outside the City of Montreal.

Interest in Child Study is high as evidenced by the fact that men and women of the discussion group in Beauharnois come from other districts such as Chateauguay, Woodlands and Bellevue. The group numbers twenty in all, with the children of the members ranging from pre-school to college age, and meets in a classroom of the Beauharnois Intermediate School.

In connection with the course, the Beauharnois Home and School Association executive, ever alert to the requirements of its member parents, has voted a sum of money to be applied against the purchase of books on Child Study for the addition to the Beauharnois Home and School Association library on Adult Education.

## PROGRAM PLANNING NOTES

Due in part to the fact that the number of member Associations of the Quebec Federation was increasing so rapidly, and in part to the fact that the Provincial Executive was aware that there were differences in problems faced by Associations in the Montreal area, and those off the Island, it was decided, insofar as Program Planning was concerned, to divide the Associations into two groups. These two groups are, first, the Associations on the Island of Montreal plus a few in the other metropolitan areas of the Province, such as Quebec, Three Rivers, etc., and known as the "Urban Group"; the second comprises all the remaining Associations in the Province and is to be known as the "Rural Group".

The Directors are well aware that the "Rural Group" includes a number of Associations that are definitely not rural in any sense of the word, but the division has been made after due consideration and the designation adopted in the interests of clarity and brevity, rather perhaps, than suitability.

# Radio Guide

## Sunday.

9.30 a.m.—Salvation Army Program .....	CFCF
10.00 a.m.—Message of Israel .....	CFCF
11.00 a.m.—Church Service .....	CBM
12.15 a.m.—Foreign Reporter .....	CFCF
12.30 p.m.—United Nations on the Air .....	CFCF
1.30 p.m.—The Way of the Spirit .....	CBM, CBO
2.00 p.m.—This Week Around the World .....	CFCF
2.03 p.m.—Capital Report .....	CBM, CBO
2.30 p.m.—Religious Period .....	CBM, CBO
3.00 p.m.—America's Town Meeting of the Air .....	CFCF
3.00 p.m.—N. Y. Philharmonic Symphony .....	CKAC, CBO
4.30 p.m.—Church of the Air .....	CBM, CBO
5.00 p.m.—Singing Stars of To-morrow .....	CBM, CBO
5.30 p.m.—Critically Speaking .....	CBM, CBO
6.30 p.m.—The Happy Time .....	CBM, CBO
7.15 p.m.—Doctor's Orders .....	CFCF
7.30 p.m.—Church Service .....	CJAD
7.45 p.m.—John Fisher Reports .....	CBM, CBO
8.00 p.m.—Sir Thomas Turns the Tables .....	CBM, CBO
8.30 p.m.—Leslie Bell Singers .....	CFCF, CKTS
9.00 p.m.—Stage 50 .....	CBM, CBO
10.10 p.m.—Week-end Review .....	CBM, CBO
11.00 p.m.—Vancouver Symphony .....	CBM, CBO

## Monday to Friday.

10.30 a.m.—Allison Grant .....	CBM, CBO
10.35 a.m.—Shirley Brett .....	CBM
2.15 p.m.—Talks for Women .....	CBM, CBO
(Monday: Club Clinic, Fighting Pioneers, CBC Cooking School)	
(Tuesday: Allison Grant, School for Consumers)	
(Wednesday: Our Country Women, My Own Mother)	
(Thursday: CBC School for Parents, Deeds That Live, Plain English)	
(Friday: Needlepointers, Why Women Work, Mr. Prime Minister)	
2.45 p.m.—Nancy Craig .....	CFCF
6.30 p.m.—United Nations Commentary .....	CBM, CBO
10.15 p.m.—CBC News Roundup .....	CBM, CBO

## Daily.

7.30 p.m.—10.30 p.m. Pageant of Music. 106.5 Mgs. ....	CFCF-FM
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## Monday.

10.30 a.m.—Kate Aitken .....	CFCF
1.20 p.m.—Canadian Club, Montreal .....	CFCF
7.45 p.m.—On Assignment .....	CBM
8.00 p.m.—Nicholas Nickleby (Dickens) .....	CFCF
8.30 p.m.—Farm Forum .....	CBM, CBO

## Tuesday.

1.20 p.m.—Rotary Club, Montreal .....	CFCF
7.30 p.m.—Science Reporter .....	CBM, CBO
7.45 p.m.—The Nation's Business .....	CBM, CBO, CJNT
8.00 p.m.—In Search of Citizens .....	CFCF, CKTS
In Search of Ourselves (begins Jan. 17) .....	CFCF, CKTS

8.30 p.m.—Toronto Symphony—Les Concerts Symphoniques ..... CFCF, CKTS

**Wednesday.**

10.30 a.m.—Kate Aitken ..... CFCF  
 7.15 p.m.—CBC Wednesday Night ..... CBM, CBO  
 9.00 p.m.—Comrades in Arms ..... CFCF

**Thursday.**

10.30 a.m.—Baby Days ..... CFCF  
 7.45 p.m.—Citizen's Forum ..... CBM, CBO  
 8.30 p.m.—Cross Section ..... CFCF, CKTS  
 10.30 p.m.—Professor—Student Forum (McGill) ..... CFCF  
 10.30 p.m.—Eventide ..... CBM, CBO

**Friday.**

10.30 a.m.—Kate Aitken ..... CFCF  
 7.30 p.m.—The Two Islands ..... CBM, CBO  
 7.45 p.m.—Canadian Short Stories ..... CBM, CBO  
 8.30 p.m.—Toronto Symphony Orchestra ..... CBM, CBO

**Saturday.**

1.10 p.m.—Home and School on the Air ..... CFCF  
 1.15 p.m.—This Week ..... CBM, CBO  
 2.00 p.m.—Metropolitan Opera (begins Nov. 26) ..... CFCF, CBF  
 5.45 p.m.—City Improvement League (talks) ..... CFCF  
 7.00 p.m.—Armdale Chorus ..... CBM, CBO  
 7.15 p.m.—Memo from Lake Success ..... CBM, CBO  
 8.00 p.m.—Twenty Questions ..... CFCF

Listings are subject to change. Consult your local Station. Another way is to subscribe to "CBC Times" each week for one year for \$2.00, to be ordered from CBC Times, Box 500, Toronto 1, Ont.

The radio stations want your comments on programs to which you listen. A brief letter or postcard will do. *But send it in.* If your local station does not carry these programs, *ask for them.*

We have tried to make the listings as accurate as possible. Please send in any corrections or additions—along with your comments on this RADIO GUIDE—to:

Home and School Education Committee,  
 2096 Vendome Ave.,  
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**IN SEARCH OF OURSELVES**

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# Need for Supplementary Examination Centres

*Report on the Apparent Need for Supplementary Examination Centres  
Outside the Cities of Montreal and Quebec*

By **A. G. PRYDE,**  
*Pres. District of Bedford Regional Council.*

Resulting from the resolution submitted to this Board by the District of Bedford Regional Council of Home & School Associations and the appointment of your representative to study and report on the matter of proposed Supplementary Examination Centres, the following is submitted for your earnest consideration.

At present any pupil who desires to write Supplementary Examinations for either the Junior or Senior High School Leaving Certificate must travel to either Montreal or Quebec to do so, regardless of expense or inconvenience. This is obviously a great hardship to those pupils and parents who live at a distance from both these locations.

For example let us say that a pupil in Scotstown, in the Eastern Townships, has to write two supplemental papers, three days apart, Monday and Thursday. This pupil would arrive in Montreal on Sunday evening, pay a night's lodging and then write the following day. He could then return home, a distance of approximately 160 miles by train, or pay board and lodging until Thursday evening. In one case two long and tiring train journeys costing a total of \$25.00 plus two nights lodging and meals, perhaps an additional \$10.00 or \$15.00, or in the other case four or five days in the city with only one round trip.

There are other High Schools more remote than Scotstown, e.g., Noranda, Arvida, etc. Attached is an unsolicited letter from Noranda Home & School Association presenting their problems in this regard.

A specific example of the inconvenience caused happened two years ago in Cowansville. A young lady had to write a Supplemental in Algebra in Montreal on Tuesday morning. As her family was quite poor she chose to go to Montreal the morning of the examination by the Boston train which normally reaches Montreal at 8:30 a.m., giving her ample time to reach the examination room before starting time. Unfortunately

the train was very late on that particular morning and she arrived fifteen minutes too late to enter the examination room. Under the rules she could not try again until the following June. She was not only out of pocket, but deprived of her chance of writing by this mischance.

Cases such as this are not uncommon. Many parents are quite capable of bearing the expense and inconvenience, but many more find it a great hardship. This could be obviated if additional Supplemental Examination Centres could be established, e.g. one in, say, Knowlton to take care of the District of Bedford, one in the Shawinigan-Three Rivers area, one at Buckingham, one in the Chateauguay area, one at Noranda, to give a few random suggestions.

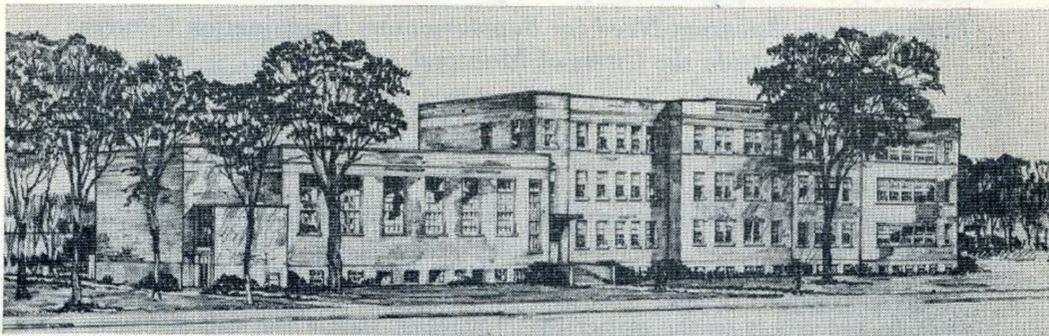
We are informed that the High School Principal's Association has for some time unsuccessfully endeavoured to persuade the Department of Education to establish Supplementary Examination Centres other than those already existing in Montreal and Quebec. This effort was caused by the widespread feeling among not only principals but also parents that undue hardships were laid upon those pupils coming from districts at a distance from Montreal and Quebec.

The H.S.P.A. has volunteered to supply all the physical means of establishing such a centre at Sherbrooke on a trial basis. One of the principals of that area has offered to act as registrar, the Lennoxville and Sherbrooke Boards have made room available and have undertaken to supply tables and chairs as well as the necessary paper, ink, etc. The only additional expense to the Department would be the payment of the local Deputy Examiner and this might well be handled by the local rural inspector who is an officer of the Department of Education.

Should such an experiment prove to be a success there is no reason why the other

*(Continued on Page 15)*

## ALTERATIONS AND EXTENSIONS TO



### THE MONTREAL EAST SCHOOL

H. ROSS WIGGS, Architect

A. LESLIE PERRY, Assoc. Arch.

Because of the rapidly increasing population in Montreal East and Pointe-aux-Trembles, the existing School Building in the locality was unable to cope with the increased number of children and it was found necessary to enlarge the School.

The existing Building contained six Classrooms, a Library and an Assembly Hall on three floors and Playrooms for Boys and Girls in the Basement.

In designing the new Extension provision has been made for a total of fourteen regular Classrooms, a Kindergarten, Music Room and Visual Education and an Arts and Crafts Room and Library, together with Assembly Hall and Gymnasium and Stage. In the Basement of the new Building the Boys and Girls Playrooms are double in size. Locker Rooms are provided for Boys and Girls with Showers common to both. Other rooms are provided for future work shop, activities, Y.M.C.A., etc. Space is also provided for a Cafeteria and Kitchen.

In addition to the Classrooms already mentioned, the Principal is given a larger Office on the Ground Floor, a Teachers' Room with Kitchen on the Second Floor and a Clinic and Doctor's Office on the Third Floor. The Gymnasium has been made large enough to provide space for Basketball, three Badminton Courts, Volley Ball and Indoor Baseball. The Stage is of ample size for minor theatricals, movies, etc. A Spectators Gallery has been provided at the rear of the Gymnasium. In laying out the Gymnasium and all its appurtenances, it was kept in mind that these facilities could be utilized by the Parents' Association and general Community functions outside of school hours.

The general construction of the new Extensions consists of reinforced concrete foundations and Ground Floor slabs. Above the Ground Floor the exterior walls are of Brick Masonry with the upper floor slabs carried on steel joists. New stairways are of reinforced concrete and are located so as to provide adequate exits from six different locations.

On completion, this will be an up-to-date building with the newest of equipment and should provide ample School accommodation, educational and recreational facilities in the Community for many years.

**THE MONTREAL EAST  
HIGH SCHOOL**

a fine achievement by the school  
board and teachers.

*Architect: ROSS WIGGS*  
General Contractor.

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# Higher & Vocational Education

*Higher and Vocational Education Annual Report to Council of Representatives*

By H. E. GRANT, M. A.

A committee was set up last fall to study the facilities for Higher and Vocational Education in this Province particularly in reference to the Montreal area.

It was suggested that because only a comparatively small percentage of high school pupils ultimately enter college the reasons should be determined. Also as some universities have for the past few years required a high percentage in the school leaving examinations for entrance, particularly for Science and Engineering, it was likely many desiring to proceed with study beyond high school were prevented from doing so. In addition, it is felt by many people that English speaking pupils do not have sufficient opportunities for Vocational education.

Some spade work has been done in attempting to find a basis for this study and to survey the entire field and all the implications connected with the problems.

Primarily, the committee is concerned over the fact that whereas over two thousand pupils wrote the Junior School Leaving, Grade XI Examinations in June, there are only about 400 pupils now in Grade XII. The difference between the enrolments of Grades XI and XII give rise to the following questions:

1. How many young people obtaining Junior Matriculation as a result of writing Grade XI examinations proceed to College? --Classification of colleges entered.

2. How many entered Grade XII?

3. How many graduates went to work by choice rather than enter college or Grade XII?

4. How many failed to gain college entrance to 1st year and were forced to find employment?

5. How many because of lack of finances were unable to proceed with study beyond Grade XI?

6. How many of the above graduates obtained scholarships which in whole or part helped them to attend college?

7. Number of English speaking young people who entered a Vocational School or college at end of 10th or 11th year in 1949?

8. List of Vocational Colleges with courses open to English speaking students?

9. How many students from Protestant schools are now attending any type of Vocational college under Quebec Provincial Department?

As there has not been sufficient time for any exhaustive study of this matter yet, the above only serves as an indication of the field to be covered.

The following men agreed to work on the committee. Their experience, educational background and interest in this study gives assurance that much good work will be accomplished.

Mr. R. Bartlett, Principal, Westmount High School; Mr. A. M. Henry, Grade XII Master, Montreal West High School; Mr. J. G. Brash, Senior English Teacher, West Hill High School; Mr. A. P. Watson, Senior Maths Teacher, Verdun High School; Mr. H. E. Wright, Senior Master, Montreal High School; Mr. E. Stabler, Assistant Dean, Sir George Williams College.

During the winter the committee drew up a Questionnaire which covered a detailed study of Grade XI in respect to termination of education for most pupils at this level and a serious attempt was made to explore the reasons for the small number of entrants into Grade XII.

While interesting reports have been received from many high schools in the province, a small number have as yet failed to reply which has prevented the committee from completing its survey.

While this can only serve as a report of progress, the following facts seem to have emerged from the study so far:

1. Grade XII does not appear to be fulfilling the purposes for which it was originally constituted, namely: (a) as a means of gaining entrance to the second year of university, and, (b) as a continuation year in which pupils can complete their education by a well-rounded program of studies. The first purpose is for the most part well achieved, but its second purpose is now rather obscure as the courses are of such an

academic nature that they are more difficult than the first year of university.

2. As entrance to Grade XII demands, because of the scholastic and academic nature of the course, a high standing from Grade XI, therefore the 12th year does not attract a large number of pupils. In addition, no school except one in the province has facilities for more than a single class in 12th year and, therefore, several pupils are left out after the best pupils have been selected. Those pupils who are not able to enter Grade XII, also are usually unable to gain entrance to university as it demands a minimum of 65% and some courses at least 75%.

3. A solution would appear to be the establishment in Montreal of a Junior College where all the twelfth year pupils can be placed. This central arrangement would accept all pupils having a Grade XI certificate and provide courses to meet their needs as follows:

- a. Practical or Vocational.
- b. A general continuation or completion course.
- c. Courses to meet university requirements in the various fields.

H. E. GRANT, M.A.,  
Chairman.

#### For Traffic Safety

If you want a policeman to enforce traffic laws all the time in your School Zone, ask your school board to get one—free—from the Kiwanis Club of Montreal. He is on a 5 ft. sign. Offer open to Montreal district only.

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centres mentioned above should not be established. Through the co-operation of the School Boards concerned, the High School Principals and the local Home & School Associations, it should be possible to find the necessary Registrars, Deputy Examiners, writing space and stationery. If the Department of Education feels that it could not find the extra money, the very small local expense could be divided between the School Boards involved.

It is recommended that the Protestant Committee be urged to establish a trial Supplementary Examination Centre in Sherbrooke, and if the results of the experiment are satisfactory that other such centres be established where a need for them is shown.

## CHARGES FOR THE USE OF SCHOOLS

Each Home and School Association using school buildings under the administration of the Montreal Protestant Central School Board will be granted the use of school facilities free of charge for one night per month during each school year. The new ruling will be effective from Dec. 1st, 1949. All other meetings will be charged for on the existing basis.

A circular letter is being forwarded by the Board to all Home and School Associations affected advising them of this mitigation of charges which was unanimously decided upon by the Board.

W. A. E. PEPLER.

## EDUCATION WEEK

March 5-11

National Education Week is an annual observance designed to make Canadians education conscious. It is sponsored and organized by the Canadian Teachers' Federation in official cooperation this year with other national organizations representing business, labour, industry and education. Hence the theme and programme—

"Education is Everybody's Business"

*SUNDAY—the Church*

*MONDAY—the Home*

*TUESDAY—the School*

*WEDNESDAY—the Farm*

*THURSDAY—Commerce and Industry*

*FRIDAY—Labour*

*SATURDAY—the Community*

Education is indeed everybody's business. Your Federation feels that its membership should be fully aware of this important truth. It is here that Home and School Associations can help by doing everything in their power in making 'Education Week' for 1950 a success.

EDWARD C. POWELL,  
*President.*



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HONORABLE PAUL SAUVÉ  
*Minister*

GUSTAVE POISSON  
*Deputy-Minister*