

QUEBEC HOME AND SCHOOL

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Minister

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Deputy-Minister

QUEBEC HOME AND SCHOOL

Published Monthly by
THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS
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THE END OF THE PAGE



L. M. CLARK

make my final report to you.

During the last two years you, who make up Quebec Federation, (the affiliated associations and their members throughout the Province) have moved forward. Other members and other associations have joined your ranks until today your Federation comprises 123 associations with over 17,000 members. Other groups are continually being formed and your potential maximum has not nearly been reached.

One of our problems in October 1951 was the magazine. We took our courage in our hands and put it on a paid subscription basis. Last year there were 2,500 paid subscribers, approximately 18% of our membership. This year there are 4,500, approximately 26% of our increased membership. Not everything we hoped it would be but moving in the right direction. Besides being able to keep our heads above water financially we have been able to improve the content of the magazine. With your assistance we can go on from here. With 80% to 100% of our members subscribing think what the magazine will be—larger, more good articles, more news of associations,—an interesting and informative publication.

Close friendly relations have been maintained with the Provincial Association of Protestant Teachers and the Provincial Association of Protestant School Boards. Joint meetings have been sponsored and we can look forward to working together on projects of common interest.

I have visited as many associations as possible, my only regret being that I was not able to visit more. Wherever I went I met kindly people who wanted to know what the other associations were doing and who were interested and energetic in pursuing our common aims.

(continued on page 20)

the Picture of Perfection!



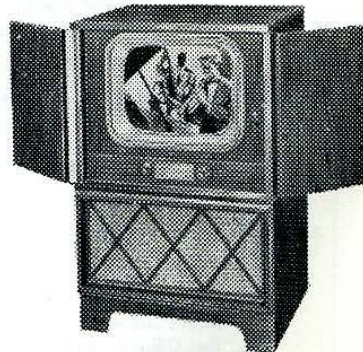
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JUDGING THEIR PROGRESS

IN SCHOOL

MARY HARBAGE

I have before me two reports of progress that have been used in our public schools. One is an old, faded celluloid card on which is printed "Reward of Merit" within an ornate scroll. Beneath this heading starts the verse:

*Look mother look
See father see
What my good teacher
Gave to me
This neat little card . . .*

It goes on to say that the bearer, one Mary Busbey, has been a good girl, has worked hard, and has learned many things—and says it all in rhyming verse! That this report was eminently satisfying both to Mary and to her family is evidenced by the fact that it was carefully put away for safekeeping between the pages of the family Bible.

I have been able to learn many things about Mary Busbey's school days, but, try as I will, I cannot discover one important bit of information about the kind of reporting done by her teachers. I have long wanted to know how many of the children in that one-room school received this word of commendation, but there is no one left now to tell me.

The other report that I have before me will probably not be tucked away in the family Bible, but it deserves an equally safe resting place. It is a letter, written by a wise teacher, which considers the mental, physical, social, and emotional development of another little Mary. It tells of her apparent health, of her struggles in learning to play with other children, of a growing confidence in herself and the times when this confidence is lost for a bit, of a new-found ability to work joyously and creatively with clay, and of a genuine interest and growing understanding in the area of the skill subjects. Often throughout the letter there are refer-

• **Something has happened to the monthly report card. In some places it's no longer a card. It isn't always monthly either. And it's quite likely to be in plain English rather than in code. But it's still a report, secure in the tradition of home and school. With parents and teachers alert to its potential usefulness, it can be an inspirer—as well as a measure—of progress.**

ences to "the last time we talked together." This letter too is worthy of a place for safekeeping.

Between the dates on these two reports of progress there is a span of exactly ninety years. All through the time parents, teachers, and children have been helping this business of evaluating children's progress to grow from a generalized pat on the head ("Look mother look") toward a comprehensive and honest study of a child's growth and development. And of course over a period of almost a century there has been a decided shift in our thinking about the purpose of evaluation. The little celluloid card was really no more than an easy and pleasant way to finish a year's work.

Few of us today ever received such a little card, but there are many who lived through that rather difficult 84.6 period when reporting seemed more a matter of stern mathematical judgment than a way of helping boys and girls. Who knows just what a 72.4 is? It is a well-known fact that if a group of honest, sincere teachers are asked to grade the same set of essays, each paper will receive several different marks. Moreover, we can all agree that what might be an A for fun-loving, active Bill could hardly mean the same as an A for studious, nose-in-a-book Louise.

In our confusion about marking and reporting we took refuge for a time in saying that what this child had done was either

"Satisfactory" or "Unsatisfactory." Many are the children who have struggled to the very best of their abilities only to be faced with uncompromising U's or stern red checks opposite the phrase "Needs to work harder." And what can be more discouraging for the child who has really tried? If a child does not seem to learn, then something is wrong—in school, in the home, or in both places.

Gradually we have worked our way toward a kind of judgment of progress that more honestly represents the real reason for evaluation. At certain points in the school year we pause and take a look to see where we are, how we got here, and what seems to be the best way of proceeding. In so doing we inform the child, the parents, and the teachers; we broaden their understanding and clarify their thinking.

No Substitute for Common Sense

By this time some readers may have gone to a certain spot, rummaged around for Sonny's or Mary's latest report, looked it over, and done a bit of reflecting upon its contents. Perhaps they may find themselves thinking somewhat critically of the local school system and its out-of-date methods. Perhaps they are saying to themselves, "I disagree with the person who wrote this. I knew exactly what a 95 meant when I had one on my report card, and that's the way I want Sonny's to be." Or perhaps they are nodding their heads in a way which indicates that they are well acquainted with the newer method of evaluation and are finding it satisfactory.

Let me hasten to say that any system of reporting, old or new, can be well used or it can be misused. The best way to insure good results is to be certain that teachers and parents depend upon good, sound common sense in both the preparing and the interpreting of the report, never losing sight of the one child whose progress is being appraised, and keeping a sense of humor on tap. With these precautions things cannot get far out of focus. But what of the teachers who put little gold stars by the names of all those who get a one hundred in spelling and leave appalling blanks by the names of perhaps a third of the class whose spelling may be wobbly? Or the parent who digs down into pocket and purse for a quarter to reward what he considers a "good grade"? Both are badly out of focus.

Keeping in focus means that the records of teacher-parent conferences and the letters written about children have no place in them for comparisons with other boys and girls. Each child is an individual, with his

own pattern of growth and his own way of maturing. Let's help him do *his* best, for that is the most that he can do. After all, you don't say to baby brother, "Your sister walked when she was just your age. Now, you get up and walk."

In the past both teachers and parents have been guilty of putting some children on academic pedestals and undermining others, making them feel "no good." But the modern teacher will think only of the individual child when she writes in the margin of a composition, "This is a fine piece of work" or "I enjoyed reading this." The only standard a school can honestly set up is to *start with each child where he is and take him as far as he can go.*

Today's teacher knows too that it is not enough to think only in terms of growth in reading, writing, and numbers but that all-round maturing of the child must also be considered. How does he work as a part of the group? How does he work alone? Is he becoming more responsible for his own behavior? Does he talk well? Can he listen? Has he found a release in his ability to create and to participate in the arts? Does he understand the essentials of safe living? Can he rest and relax? Has he shown greater ability to use his knowledge of reading, numbers, writing, science, and social living?

Being a whiz-bang in reading doesn't necessarily mean you are a "good guy," but if you work hard at being a special friend and a helpful member of a group you deserve a lot of credit for it. And the amazing thing is if you get this credit your progress in the skill subjects will pick up.

Records Can Be Revelations

The evaluations of children's progress can be—and usually are—based on records that are carefully and accurately kept. Most teachers have at their elbows or in their laps a set of cards, one for each pupil. These cards constitute a running day-by-day record of what a child does or says that seems of significance. And although the record for one child may be quite short for a given day, that of another may contain several entries. When one card is full it is placed in the child's file and another is started. Thus there is an ever-growing record of what is happening to every boy and girl in the class.

In many schools children are encouraged to keep their own records of progress. Often a letter from the child is tucked into the report with that of the teacher, or the child

may be an active participant in the teacher-parent conference. In such a letter or during such a conference the child may tell of the committee work in which he has participated, the areas in which he feels he has grown, and those in which his progress has been uncertain and unsteady. I remember the three-way satisfaction shown at a conference when Jimmy announced, "And now I'm really keen in division!"

Even younger children can take part in the evaluation of their progress. It may be only through a group-composed note written on the blackboard by the teacher and then copied, but still each has had a hand in the composing and each has written his own letter. I have the second copy (the first one being sent home) of such a letter, all decorated with gay crayon pictures depicting the activities of the class. It says:

*Dear Mother and Daddy,
I like my school. I like my teacher.
Love,
Marcia*

Examples of a child's work—the paintings of the kindergartener or the committee report of the teenager—take on added significance when they are carefully kept and then either sent home with a letter or taken out of the file and discussed at the teacher-parent conference. One school starts a file of examples of the children's work in the kindergarten. The collection is moved into first grade when the children move on, and it follows them through the elementary school. Here is actual evidence of how they have changed and grown.

Homes Have Records Too

Parents also need to keep records of changes in their children. One mother found help in a diary she kept of her child's progress in speech after a series of operations on a cleft palate. She was at first quite discouraged, but as she began to jot down notes and dates there evolved a hopeful record. Here was a note of the day when Johnny could actually touch the roof of his mouth with his tongue. On another day his tongue had finally become so mobile that he could lick his lips. At length she could joyfully write that Johnny was able to enunciate certain words so they were easily understood. And finally there was the notation that he could converse with strangers! Such a record can be a great source of encouragement both to parents and to children, and its use should not be confined to the uncommon situations.

Blessed be the mothers who do more to prepare for a teacher-parent conference than put on their best and prettiest dresses. And a special blessing on the parent or parents (happy day when they both are there!) who come bearing a list of topics and questions to consider. That list might note evidences of a child's changed behavior and attitudes, ways in which he has shown progress, matters of concern about his development, and questions about how both school and home might handle certain topics or problems. And please, last of all, let there be some encouraging bit of observation or information that gives the teacher a pat on the back.

Or if the teacher has written you a letter or even a note, take a little time to answer it. If you don't how does she know it has been appreciated or even read? Perhaps the note may say briefly but warmly, "We are over the hump in this matter of being able to talk before the whole class! Miss M." Share your pleasure with the child and with the teacher too. "Good for us! Thank you very much for telling me. Mrs. D."

Probably the most important factor in this modern practice of evaluating children's progress is that it creates a friendly three-way partnership between parents, child, and teacher. And how good it must be for a child to think, "My mother and father and my teacher and I like one another—and they are all interested in me!"

Mary Harbage is supervisor of elementary education in the Akron, Ohio, public schools.

From—National Parent-Teacher February 1953.

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MONTREAL

A Message from the President

TO ALL HOME AND SCHOOL MEMBERS:

During the first week of June we shall have the honour of acting as hosts to Home and School delegates from all parts of Canada, at the 16th Annual Meeting of the Canadian Home and School and Parent-Teacher Federation at McGill University, Montreal.

You are cordially invited to participate in this important event. You will be particularly interested in the following feature events:

*SCHOOL EDUCATION WORKSHOP

June 3 — 10:30 a.m.

Leader: Dr. John McLeish,
University of British Columbia

*GROUP DISCUSSION TECHNIQUES

June 3 — 2:00 p.m.

Leader: Dr. D. L. Tough,
Forest Hill Village Schools, Toronto

*"THE FOUR PARTNERS IN EDUCATION"

Dr. J. G. Althouse,
Ontario Dept. of Education, Toronto

*"A LAYMAN'S PHILOSOPHY OF EDUCATION FOR WORLD UNDERSTANDING"

June 4 — 4:00 p.m.

Dr. Laurence P. Patterson, Montreal

PUBLIC MEETING IN WEST HILL HIGH SCHOOL

June 4 — 8:00 p.m.

Welcome by W. E. Dunton, Chairman of The Protestant School Board of
Greater Montreal

Speaker: John Fisher, CBC Commentator.

*In Physical Sciences Centre, 3450 University St.

It is nine years since the last National gathering was held in our Province, and it will probably be another nine years before we have this opportunity again. It brings together Home and School leaders and guest educators from Charlottetown to Victoria, and from the National Congress of Parents and Teachers in the U.S.A. In short, it is a rare chance for your Association to seek inspiration for the year ahead.

REUBEN RESIN,
President.

B-I-C ASSOCIATION HAS ACTIVE YEAR

The B.I.C. Home and School Association's executive planned programs to suit the various tastes of the members, and the following are some of the things accomplished.

There was one evening of music, friends from out of town gave a vocal and instrumental concert; Col. Bishop gave a talk on Civil Defence, followed by a question and answer period; Health Week was observed by a talk from the local health unit nurse, Miss Aubin, illustrating her talk with lantern slides dealing with the benefits derived from the health units, Dr. Kennedy, of Sherbrooke, gave a talk the same evening, and based his theme on the mental and emotional aspects of children.

Following his talk, the members were divided into small groups, who discussed and formed three specific questions to ask in a general forum.

A banquet was held, at which Professor Hughes, of McGill, addressed the audience on the big task that parents and teachers share in educating children. A feature of the banquet was a presentation to Dr. S. J. Bennett, in recognition of his work among school children.

A school rink was operated and maintained; cod liver oil capsules were procured for the children at reduced rates; a dental clinic was sponsored, with different members assisting the dentist. Moving pictures were provided for the children at the school on Friday evenings at special prices, during the late fall and early winter months. Hot soup was supplied at noon hour to the out-of-town scholars for five cents a cup, teachers, scholars and members working co-operatively on this project.

WHAT'S WRONG WITH THE SCHOOLS

The teachers are afraid of the principals; the principals are afraid of the supervisors; the supervisors are afraid of the school boards; the school boards are afraid of the parents; the parents are afraid of the children; the children—hang it, the children aren't afraid of anybody.

—From the letter of resignation
of an English schoolteacher.

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A. R. COLMAN, *Chairman*

CANADIAN HOME AND SCHOOL MEETS HERE FIRST WEEK OF JUNE

For the first time in nine years the Canadian Home and School and Parent-Teacher Federation will this year hold its annual meeting in Montreal. Sessions will be held at McGill University during the first week of June. The meeting brings together educators and parent representatives from all across Canada and from the United States.

A series of committee meetings on Monday, June 1, will be climaxed by a reception and buffet supper at the Chalet atop Mount Royal at which Montreal's Mayor Camillien Houde will be host. This will be followed by a square dance.

On Tuesday the annual meeting itself will be officially opened with a Coronation Dinner to be held at Royal Victoria College.

Wednesday morning will be featured by a "School Education Workshop," led by Dr. John McLeish, of Vancouver, B.C., a former President of Quebec Federation. In the afternoon D. L. Tough, Principal of Forest Hill Village School, Toronto, will conduct a session on "Group Discussion Techniques." Later in the day delegates will attend the McGill University Tea. In the

(continued on page 12)



A. M. SHILL, *Secretary*

CANADIAN HOME, *cont'd*

evening there will be a visit to the Université de Montréal where the group will be welcomed by the Rector, Monseigneur Maurault.

The annual session of Thursday morning will be presided over by G. F. Bruce, President of Canadian Home and School while in the afternoon Dr. J. A. Althouse of Toronto, will lead a discussion on, "The Four Partners in Education." Participating in the discussion will be; Robert Flood, a school trustee of Waterloo, Que., Miss Hazel Sinclair, a teacher from Quebec City, and Mrs. Ernest Evans of Victoria, B.C.

Following this Dr. Laurence P. Patterson, Executive Director and Principal of the School for Crippled Children, Montreal, will outline "A Layman's Philosophy of Education for World Understanding."

The same evening there will be an open meeting at West Hill High School under the chairmanship of Reuben Resin. Delegates will be welcomed by W. E. Dunton, Chairman, Protestant School Board of Greater Montreal and the speaker will be John Fisher, CBC Commentator.

Friday and Saturday will be taken up with business sessions and social functions and the meeting will wind up with a visit to Macdonald College where the group will be received by Dean W. H. Brittain.

Details for the extended meeting have been worked out over a period of months by a committee headed by A. R. Colman and including the following: Registration and Welcoming, Dr. E. C. Powell and Mrs. W. Bulford; House arrangements, E. C. Banning and Mrs. A. R. Colman; Dinners, Mr. and Mrs. E. A. Jarand; Tours, J. H. Evely, Mrs. R. W. Coutts, and R. H. Halyard; Publicity, A. R. Hasley; Incidentals, Mr. and Mrs. G. D. Lessard; Secretary, Miss A. M. Shill. Other committee members were; L. Mowbray Clark, Dr. Evelyn Grieve, Mrs. G. C. Liersch, Mrs. E. M. Little, F. W. Price, Reuben Resin, Mrs. S. L. Richardson, Mrs. S. Shuster, Mrs. F. Willows.

The complete program follows. It is published for the benefit of Home and School members who may wish to attend the various open sessions.



G. F. BRUCE, *President*

Sunday—May 31st

2:45-6:00

Tour of Montreal in private cars, returning to homes for buffet supper and social evening.

Monday—June 1st

8:30-6:00

Registration—Physical Sciences Building.

9:00-10:30

Meeting of Provincial Presidents, to discuss Provincial problems. Meeting of chairmen of National committees to discuss Banff directive, its effect, need for changes and additions thereto. Meeting of National Officers. Other special committee meetings as planned.

10:45-11:30

Executive Meeting—G. F. Bruce, Chairman.

11:30-12:15

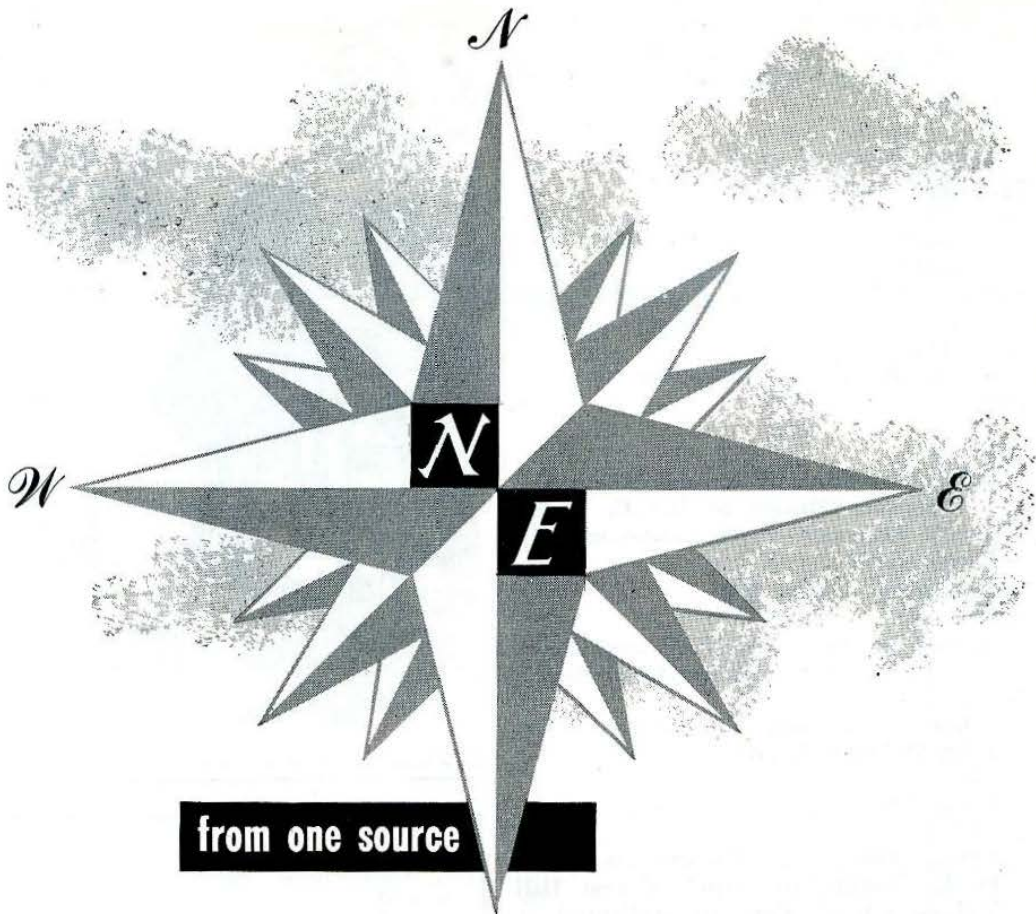
Board of Directors.

12:30-1:45

Lunch—Royal Victoria College.

2:00-5:00

Board of Directors.



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5:30-7:30

Reception and Buffet Supper at Mount Royal Chalet by City of Montreal (by invitation). Greetings by Mayor Camillien Houde.

8:45

Square Dance.

Tuesday—June 2nd

8:45-9:15

Coronation Service, Divinity Hall.

9:00-12:15

Board of Directors—G. F. Bruce, Chairman.

12:30-1:45

Lunch—Royal Victoria College.

2:00-5:00

Boards of Directors.

6:45-

Official Opening of Annual Meeting—Coronation Dinner at R.V.C. President's Address—Presentation of Life Memberships.

Wednesday—June 3rd

9:00-10:15

Annual Meeting—Mrs. E. Evans, Chairman. Report of Nominations Committee.

10:30-12:15

School Education Workshop — Dr. John McLeish, Leader.

12:30-1:45

Lunch—Royal Victoria College.

2:00-3:15

Group Discussion Techniques — Dr. D. L. Tough, Principal, Forest Hill Village School, Toronto—followed by general discussion.

4:00-6:00

McGill University Tea.

6:00-7:00

Dinner—Royal Victoria College.

8:00

Visit to Université de Montréal—Welcome by Monseigneur Maurault, Rector.

Thursday—June 4th

9:00-12:15

Annual Meeting—G. F. Bruce, Chairman. Announcement of election results.

12:30-1:45

Lunch—Royal Victoria College.

1:50-3:50

Open Meeting—G. F. Bruce, Chairman. "The Four Partners in Education"—Dr. J. G. Althouse, Educator, Toronto.

Discussants

Robert Flood — Trustee, Waterloo, Quebec. Miss Hazel Sinclair—Teacher, Quebec, Que. Mrs. Ernest Evans—Home and School, Victoria, B.C. General discussion.

May, 1953

[14]

Quebec Home and School



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4:00-5:15

"A Layman's Philosophy of Education for World Understanding"—Dr. Laurence P. Patterson, Executive-Director and Principal of The School for Crippled Children, Montreal, followed by general discussion.

6:00-7:00

Dinner at Royal Victoria College.

7:00

Cars at Wilson Hall to take delegates to West Hill High School for tour of Building.

8:00

Open Meeting—West Hill High School, Reuben Resin, Chairman. Welcome by W. E. Dunton, Chairman, Protestant School Board of Greater Montreal. Speaker—John Fisher, CBC Commentator. Refreshments for delegates—by Montreal Protestant School Board.

Friday—June 5th

9:00-12:00

Annual Meeting—G. F. Bruce, Chairman, Sharing Experiences, Report of Committee of Life Members—

12:30-1:45

Lunch—Royal Victoria College.

2:00-3:00

Executive Meeting.

3:15-5:15

Board of Directors.

7:00

Banquet by Quebec Federation (by invitation). Greetings from Province of Quebec, Hon. C. D. French; Guest of Honor; Mrs. Newton P. Leonard, President, National Congress of Parents and Teachers, U.S.A.

Saturday—June 6th

9:00-11:45

Board of Directors.

12:30-1:45

Lunch—Royal Victoria College.

2:00

Visit by car to Macdonald College, Ste. Anne de Bellevue. Reception—Dean W. H. Brittain.

Unless otherwise noted, sessions are in the Physical Sciences Centre, 3450 University St., Montreal.

Let every dawn of morning be to you as the beginning of life and every setting sun be to you as its close; then let every one of those short lives leave its sure record of some kindly thing done for others, some goodly strength or knowledge gained for yourself.—JOHN RUSKIN.

May, 1953

SIXTY PRIZES AWARDED IN FEDERATION ART CONTEST

Sixty young people won awards in the 1952-53 Art Contest "What I do on Saturday" sponsored by the Quebec Federation of Home and School Associations. There were several thousand entries from all over the Province. The contestants showed a great deal of originality and variety in the work. The 60 pictures were exhibited at the recent conference of Quebec Federation at the Windsor Hotel and will be exhibited again at the time of the national conference on June 1st.

Our thanks are due to the jury of the staff of the Art Centre under the direction of Dr. Arthur Lismer. Theirs was no easy job. I would also like to thank the art convenors of the Home and School Associations for the help they gave in collecting the pictures from their pupils and sending them in to Station CFCF.

Three scholarships have been awarded to the school of Art and Design, and our thanks are due to Dr. Lismer for making this possible. The Hughes Owens Company Ltd., donated the prizes of Art materials, a generous donation and Grumbacher of Canada Ltd. gave oil painting boxes to some of the prize-winners.

I would like to thank them for their support and contributions. Congratulations to all the prize-winners, those who got honorable mention and to those whose pictures were selected for the exhibition, and to those who may have been disappointed this year, better luck next time!

THE WINNERS

A complete list of prize winners together with the schools they represent will be published in the October issue of Quebec Home and School.

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on.

—ABRAHAM LINCOLN.

Quebec Home and School

SYMPHONY CONCERTS PRIZES ARE AWARDED

The Young People's Symphony Concerts concluded their fourth season of programmes, held at the Montreal High School, on Saturday, March 14th, 1953. Dr. Wilfrid Pelletier conducted the orchestra of les Concerts Symphoniques de Montréal through a gay and lively programme, with the added feature of a piano concerto by Monique Savary, the ten year old winner of the Youth Concert Contest of Quebec City. This was followed by the awarding of prizes for the various contests sponsored by this organization as follows:

QUESTIONS (covering instrument recognition by sound, dates relative to composers and compositions, etc.)

Tied for first place: Dorothy Milne, 9 years, Elmgrove School; Myron Shrybman, 9 years, Iona School; second: George Doyon, 9 years, Immaculate Conception; third: Ireneus Zuk, 10 years, Olier.

Intermediate Group

First: Enrica Cherney, 14 years, Westhill High; tied for second: Leonard Rosmarin, 14 years, Strathcona; and Allan Frosst, 14 years, Lower Canada College; third: Jim Reilly, 14 years, Lower Canada College.

Senior Group

Tied for first: Shirley Milne, 17 years, Westhill High; and Margot Parkes, 17 years, Westhill High; second: David Lank, 15 years, Lower Canada College; third: Robert Gardner, 16 years, Lower Canada College.

ESSAYS

First: Mary Mullaly, 9 years, St. Augustine; second: Michael Schleifer, 9 years; third: Ireneus Zuk, 10 years, Olier.

Intermediate

First: Judy Werenfels, 12 years, Westmount Junior High; second: Patricia Shepherd, 13 years, Trafalgar School; third: Elizabeth McKay, 13 years, Trafalgar School.

Senior

First: Wendy Wright, 15 years, Westmount High; second: Ann Peacock, 16 years, The Study; third: Joan Perego, 18 years, Luke Callaghan Mem. School. Special—Elke Embacher, 14 years, Montreal West High School.

PAINTINGS

 (judged by Dr. Arthur Lismer.)

First: Robin Sewell, 10 years, Hudson; second: Pamela Cousins, 10 years, Hudson; third: Evelyn Monk, 9 years, Carlisle.

(continued on page 20)



For MUMMY DADDY and ME



EDUCATION

and World Crisis

by J. A. B. McLEISH, M.A., Ph.D.

• A former president of Quebec Federation, Dr. McLeish is Assistant Professor of Education at the University of British Columbia. He will be one of the principal speakers at the annual meeting of the Canadian Home and School and Parent-Teacher Federation in Montreal in June.

No one who reads this article needs to be persuaded that a world crisis exists, nor is it necessary to describe its nature. "Crisis", according to the Concise Oxford Dictionary, is a "moment of danger or suspense in Politics, commerce, etc. . . .", but as we commonly use the word in the present "world" sense, the notion of a "moment" is clearly replaced by that of a period of *continued* suspense — no one really knowing which way the issue will fall.

Historians and preachers are fond of reminding us that crises are not new: the society of men has moved from crisis to crisis across the centuries. This, however, does not greatly moderate our problems: it is as though one endorsed the cold consolation of Hamlet's stepfather that death, after all, is common. Furthermore, the extent and immediacy of world problems suggests crisis at least in new dimensions: Dr. I. M. Levitt of the Fels Planetarium begins a recently-published article on the hydrogen bomb with these words, "A time will come when, perhaps in some dark reach of night, either in the waters of a bay or low in the sky over a city, men will ignite a one-ton hydrogen bomb. The ruin that will crash instantly will surpass imagination. That one-ton bomb will be the atom bomb multiplied by a thousand . . . It will be all the bombs delivered in World War Two laid explosion to explosion. Those beneath it, above it or within it will see neither it nor anything else again or ever know what came or what happened. But there will always be at least one man on a distant hill who will see and remember and

escape." The article leaves no room for doubt as to the extent and the immediacy of world crisis.

What can a Canadian parent and a Canadian teacher do about it? Is education in school and home in fact ultimately impotent in the race long ago described as that between education and destruction? The question has long ceased to be simply one of a number of topics on the cover of an educational or religious journal; it is the supreme challenge of our time.

Is Education Enough?

How potent or impotent is education in meeting the terrible problems presented by world crisis? The answers range all the way from those who see salvation only in terms of universal and enriched education, to the almost constant assertion of priests, pastors, and many philosophers that "education is not enough." Actually, education has of course contributed mightily to the problems *bringing* crisis; the education of Goebbels and the literacy of the German masses proved an evil combination, and the misuse of atomic power may be the dark flower of modern scientific learning. Furthermore, the best that the education of men can do to clear away ignorance and cruelty and to promote humane thought and peace is not enough to do the job in the view of many millions of people who see a place for religion in life.

Has the promotion of universal education across the last hundred years failed, then? Surely not. If you have not thought about this recently, take a quiet half-hour out from the demands of classroom, office, or housework to jot down a list of some of the assets in modern living which we owe to popular education. It will repay the time and thought you put into it. Here are two contributions to

A. LESLIE PERRY

ARCHITECT

MONTREAL

such a list: the elimination over great areas, of cruel or crippling superstitions; and the making available to millions of people of enriching experiences in the world's music and literature. Many of the most significant gains contributed by education I deliberately leave unmentioned here in order not to take the zest of compiling your own list away. Would any one reading this article willingly exchange compulsory schooling for the Victorian days of widespread child labour — of children in dark mines and factories, and of brutally-treated chimney-sweeps?

Not even those who insist that "education is not enough" are likely to have the temerity to suggest that man can save body, soul, or civilization without it. Our problem as teachers and parents is of a different order: to determine the best elements in school and home education which will cope with world crisis, and to make the best personal contribution toward attaining those elements. Just to state the problem is to feel all over again the old sense of inadequacy: Where to start? How to start? With what hope of success?

The Job at Hand

The first answer is the easiest: *let us start where we are*. It is not a piece of sentimentality to repeat St. Francis of Assisi's remark, when asked what he would do if he knew the world were to end that evening. "I would go on hoeing my garden," he replied. Regardless of the tide of world events, menace of

headlines, and pessimism of commentators, the best job to do is the job at hand. To do it better, of course, and to enrich our work by other services, but to use our classroom and home as the base of operations, and to be sure that the work at the base is sound first. Is it possible to do this without taking a new inventory of ourselves as individuals? — giving credit where credit is due, for our own proper self-confidence, but steadily working to achieve better mental and physical health, more patience, good humour, and bigness in our relationships with our students, families, and the other people in daily contact with us.

How to start? That inventory might well be the first step. The next could be to take time — *make it*, if one has to — to settle in our minds what seem to be some of the essential values which in the small world of our own daily life are most needed and perhaps most lacking. Let us for once think a bit about the words which we have used so often and so unreflectingly that they are almost shibboleths — "democratic living": what do we *mean* by this? — "adjustment": to *what*? — "education for citizenship": let's be concrete about this: what *kind* of citizen do we want Johnny or Mary to be? Does this mean that they will reverence anything? Stand for something? Have principles as part of their "well-adjusted" personalities? *Should* they have? What kind of principles? There is nothing grim about all this. Thought through with a sense of the responsibilities as



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well as the privileges of modern democracy, and with understanding, humour, and good sense, this contemplation is likely to illuminate the path ahead as the repetition of clichés can never do. Have we *any* identifiable values that will stand testing? How can we, without fanfare or uproar, begin to nourish these in our classroom and home life?

Crucial Needs

This brings us to the second of two concentric circles of which *we* are the centre: recognizing certain of the greatest needs in our society and moving out from our own bases to help other people meet them. What are these great needs? They clearly will not appear the same to every one. I will mention three that appear crucial to me, simply for illustration. One is that of creating a greater sense of responsibility for public affairs among the men and women of our country — does it take a bitter emergency to rouse us? An American commentator, Peter Kihss, remarks in his brief study of the United Nations at work, "The American delegation cannot help but be influenced by the people's interest — or apathy. Early in 1950, when the UN seemed to be fading from people's hopes, American delegation mail slipped down to 81 letters in the three weeks from May 27 to June 16. The next three-week period saw the outbreak of the Korean war and a rediscovery of the UN — 1,931 letters from June 17 to July 14. The mail rose to a peak of 4,405 letters during the Assembly in the single week ending December 8, when Chinese Communist intervention posed a new moral and military challenge to the UN." Here, as so often, apathy *preceded* crisis.

A second need is that of better human inter-relationships, founded on something stronger than a sleazy and inert "tolerance" which at the first real test breaks down because in fact it is an unexamined veneer over bigotry, racialism, or social snobbery. A third is that of mental health: slowly, too slowly, we are acquiring a new maturity and a new compassion in our understanding of mental problems, but how many places in prisons, mental institutions, and cemeteries must be needlessly filled before we alert ourselves to a sinewy effort to save our children and those of other people from these destinations? There are many places from which to start: books to read, people to talk with, a mental hygiene group to join, or a study group on alcoholism in modern society. But this is the rule: one cannot wisely spend one's energies in all directions. Best to make the work at the base and two or three (at most) interests

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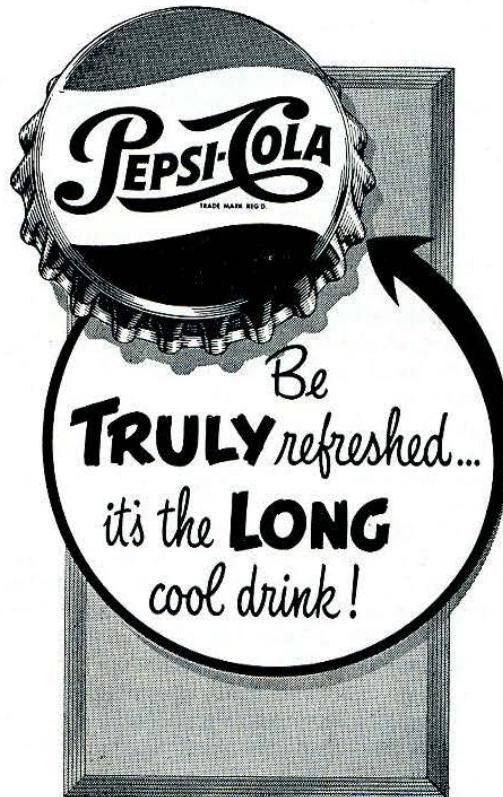
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Sustained Crisis

World crisis will not be dissipated by our individual effort; the probability is that we will live with it all our days, and just possibly our children through *their* days. We have to accept the reality of sustained crisis. *Our real danger does not lie in crisis, but in our individual reaction to crisis.* Many parents justly worry nowadays about the prospect before their youngsters; it is on the minds of many a father setting off to the office in his car and of many a mother buttoning up her child's coat for school. Mothers of adolescent boys feel the poignancy of our times with perhaps special force. The tendency is inevitable that one will want to deny one's youngsters nothing: "we are all living on borrowed time." Probably there is little risk of over-indulgence in filling Johnny's world with books, records, trains, hockey sticks and outfits, scout suits and flashlights and what not in a loving flood — *so long as* the gifts are consonant with a higher scale of values than he "on borrowed time" idea.

In the delightful film version of Rudyard Kipling's *Kim*, the old lama, realizing that death is near and that he must leave the lovable youngster behind to face alone the storms of the world and the standards of the worldly Mahbub Ali, says to him, "My son, keep thy feet upon The Way." There is a message in that episode. None of us can shield our children from the loneliness, cruelties, and misfortunes of the world, but we can help provide them with certain pieces of equipment which will turn aside partly or blunt what St. Paul calls "the fiery darts of the wicked." Any and all of these will help most mightily: a love of music and books; a feeling that life is full of adventure; a stars grow cold"; a feeling for other people not bounded by colour or creed; hatred of cruelty in whatever form ("man's inhumanity to man makes countless thousands mourn"); a pride in having developed some talent, whether in organ-playing or wood-carving or what not, native to oneself; a feeling for nature — smell of earth, feel of lake waters, crackle of camp-fires, freedom of clouds; a sense of generous fun; some pride in having been brave under pain, or uncomplaining when "everything went dead wrong"; knowing something of what worship means, what a silent church or synagogue can *say*; having some great names to think about — Schweitzer, Pasteur, Lincoln, Shaftesbury, St. Francis, Fleming, and the long great line of fighters for freedom in both peace and war . . .

These are only some of the means by

which our children can be enabled to meet crisis bravely, and to be kept, not unhurt and unsullied, but ultimately undefeated and unsoured across the years, however full of pain and challenge those years may prove to be.

Canadian Home and School, March 1953

END OF PAGE, cont'd

Of course, there have been troubles. It would not be normal if everything were clear sailing. Such things as shortage of teachers and school financing continue to beset us. There were and are organizational problems to be met, for example, more jobs to be done than hands to do them, and how to establish and maintain contact with our widely separated associations. But these are the problems of growth and living and you people will solve them as the days go by.

With a feeling of appreciation mixed with regret I turn the task over to your new President. Regret that I was unable to do more in the time allotted and appreciation for having had the opportunity of working with you. To all those who have assisted me in any way during these two years I say "Thanks a lot."

SYMPHONY, cont'd

Intermediate

First: Camille Cameron, 12 years, Trafalgar School (Scholarship); second: Sandra Kovacs, 12 years, Trafalgar School; third: Nancy Brydon, 13 years, Westward Junior High.

Senior

Sylvia Randall, 15 years, The Study; and Jean Finlayson, 17 years, Rosemount High School, tied for first.

PUBLIC SERVICE

WHERE IT COUNTS

An essential factor in the success of any organization is that the organization should have a voice. That's where association magazines and bulletins come in.

The home and school organization in Quebec, however, has been fortunate in that for some years it has had not only its magazine but generous radio time at its disposal.

The home and School broadcasts of CFCF, so ably supervised by Bill Petty, have become a familiar and welcome feature to home and schoolers within listening range. And it is pretty well a year-round activity with the station. You'll be able to hear more things of interest to parents from CFCF and Bill Petty during the summer.

TEACHERS — PARENTS DISCUSS CURRICULUM

In late March a joint meeting of the Provincial Association of Protestant Teachers and the Quebec Federation of Home and School Associations was held to discuss "participation by laymen in determining the principles in underlying the functioning of our schools."

Your Federation was represented by: Mrs. E. Sheppard, Mrs. E. Steels, Mrs. O. Doob, Mrs. G. B. Clarke, Mrs. A. G. Forman, Dr. Evelyn Grieve, Mrs. J. A. Bilton, Mrs. Dow, Mrs. A. K. Cook, L. M. Clark, Reuben Resin, E. W. Crowe, Dr. E. C. Powell, F. W. Price, A. R. Colman, Rev. Maynard Booth, E. G. Drake, and Douglas Walkington.

The meeting discussed several specific questions, the first of which was:

1. Is it desirable that there be participation by laymen in determining the principle underlying the functioning of our schools?

In opening discussion of this question, Dr. Patterson of P.A.P.T., declared it axiomatic that *all* citizens should have a part in deciding *what* their children should be taught—but *how* is in the province of professional decision.

Mr. Resin stressed the necessity of an informed lay opinion in the proper training of children, particularly for their role as citizens. The schools have a dual aim: to train children to make a living and to live the good life. This can be achieved only if the interest of parents in the school is encouraged.

Following further discussion, it was agreed that there should be "some form of participation" by laymen.

2. To what extent is there lay participation under the present organization of our educational system?

Mr. Oxley of P.A.P.T. pointed out that Protestant education in Quebec is now dominated by laymen. The Protestant Committee of the Council of Education fills its own vacancies as they occur; its only representative feature at present is the associate member appointed by the P.A.P.T., though Home and School and the School Boards will shortly be added under this heading. Its four main sub-committees are dominated by laymen, all appointed for life. Even the subsidiary body which selects candidates for the teaching profession—the Central Board of Examiners—has a majority of lay members.

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NEW PRESIDENT

Dr. Powell agreed that the legislation constituting the Protestant Committee is in serious need of revision. However, he stated that there is now wide lay participation in our educational system through membership on school boards and in Home and School Associations.

Mr. Flood said that neither school boards nor principals have any say in what is taught. This is fixed by the Protestant Committee. Could the public not have more voice in this?

There was general agreement that there is lay participation now—and even lay domination — but not broadly based on public opinion. This is perhaps due to shirking of our citizenship responsibilities in the past.

3. What are desirable fields for participation by laymen?

Mr. Crowe summarized these fields as follows:

- (a) Pre-school opportunities of parents.
- (b) Home and School Associations: potentialities far from fully realized.
- (c) School Boards.
- (d) As citizen, taxpayer, voter.
- (e) Parents' Council for community school.

Mr. Perrie of P.A.P.T. agreed with this summary, and stated that The Protestant School Board of Greater Montreal is active in curricular matters, on the advice of its educational personnel.

Miss Nelson, also of P.A.P.T. suggested that the subject of a general philosophy of education might well be studied by Home and School Associations, provincially and nationally. Thus a basic national "core" might be developed — something which is badly needed in Canada now.

It was felt by others that Home and School might do more in the fields of health and child behavior, and that more teacher participation is needed. Curriculum discussions in country districts draw widespread interest.

It was agreed that there are many fields open for lay participation—except those requiring technical know-how for implementation of the school program.

4. How may participation by laymen be effected at community level? and at provincial level?

Dr. Powell gave three examples of such community participation:

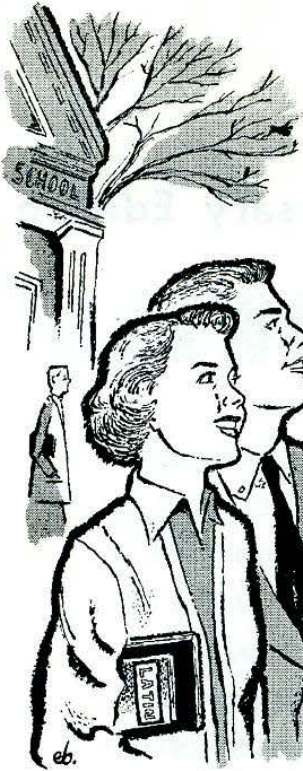
- (a) Use of "class mothers".
- (b) Staff-parent council to work out codes for children's conduct.
- (c) Use of community resources by schools —e.g. talks, demonstrations by people with varied backgrounds.



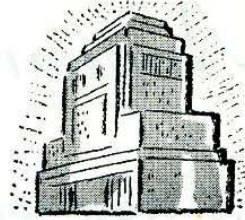
Reuben Resin, of Baron Byng Association, was elected President of Quebec Federation at the Annual Federation Conference this month. Other officers elected were: Immediate Past President, L. Mowbray Clark, (West Hill); First Vice-President, Miss Ruth M. Low, (Elizabeth Ballantyne); Second Vice-President, Dr. Lewis E. Socolow, (Outremont); Third Vice-President, Mrs. G. C. Liersch, (Roslyn); Fourth Vice-President, Douglas Walkington, (West Hill); Fifth Vice-President, Dr. Lawrence P. Patterson, (Westmount High); Treasurer, Victor Houghton, (Carlyle); Recording Secretary, Mrs. E. Steels, (Greenfield Park); Corresponding Secretary, Frederick W. Price, (Willingdon).

Directors: E. G. Drake, (Parkdale); Mrs. A. G. Forman (Cartierville); L. G. Gage, (St. Johns High); W. S. Kennedy, (Ste. Rose); E. Maxwell, (Maisonneuve & John Jenkins); Mrs. R. S. McIntosh, (Bedford); E. F. Scott, (Kensington); R. W. Mitchell, (Dunrae Gardens); D. S. Rattray, (Hudson High); A. Round, (Greenfield Park); Mrs. A. W. D. Swan, (Westmount High).

Miss Low of P.A.P.T. stressed the advantage of a co-operative study by staff and parents of school aims and activities, grade by grade. Such study can be helpful, too, in meeting the special needs of the community.



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