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HOME AND SCHOOL

VOL. VII, No. 8

MONTREAL, QUEBEC

MAY, 1955

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May, 1955



REUBEN RESIN

EDITORIAL

GRAND

SLAM

THIS IS IT, friends. With this issue I cease to be an author, and you cease to be subjected to nuggets of nebulous nuances conceived in ignorance from a pen dripping with good intentions. Somehow, the wisdom, which is supposed to descend upon one to whom is accorded the presidential prerogative of a monthly space in this magazine whence to issue sage counsel, hovered uncertainly over me for awhile, thought better of it, and failed to alight.

Looking back, it strikes me that my outpourings may yet serve a useful purpose, if only for me. Should I live long enough to be old and gray, and when my wizened cheeks are lightly tinged with a deathly pallor, a re-reading will never fail to restore to them quickly a deep, if just a fleeting though synthetic, youthful blush.

Before leaving, I'd just like to say thanks:

To editor Alex. Hasley and his predecessor, Allan Cook, for their inexhaustible patience with the violence I did to their dispositions and their devilish deadlines. May the editorial gods forgive me!

To those fine folk in the associations for their wonderful and warm hospitality to Mrs. Resin and myself; and to one sweet lady in particular who offered to share with me the ham she had won as a door prize, which I would have been glad to do if only she had called it cheese;

To Fred Price, the recently retired secretary, without whom I would have been lost, and to whom Home and School in Quebec owes so much. He tells me he hopes to be active in the Willingdon Association. Thank goodness there's enough of the big fellow to work with them and still remain on our Board of Directors;

To Mowbray Clark who, as past president, set a bad example for future past presidents by refusing to act like a past president. He was supposed to coast. But if what he did in the past two years was coasting then I need a course in semantics;

(continued on page 9)

This is probably the most important article we have published this year so that we urge you to read

CATCHING UP WITH CURRICULUM

by

K. R. WILLIS

Chairman, Curriculum Committee,
Provincial Association of Protestant
Teachers of Quebec.

WHO IS responsible for the program of our schools? Who decides whether our schools are doing what they should be doing — whether they are changing in line with improvements in the understanding of the function of formal education in society? Is this a responsibility of the teacher, the school board, the Department of Education, the Protestant Committee, the government — or the Home and School Associations? Actually all these groups have some responsibility. This may be unfortunate since each may feel that it can afford to "pass the buck" of each specific responsibility to the others. However, it is also fortunate, for each group can assume that its sound recommendations will carry some weight with the legally responsible bodies.

The statement has been made that it is the teacher who makes the curriculum. Since "the curriculum consists of all the experiences for the children sponsored by the school", there is much truth in the above statement. Certainly the teacher determines many of the experiences of the pupils. This year the statement has more significance than usual for right now there are six sub-committees of the P.A.P.T. Curriculum Committee studying how effectively the various portions of the elementary school program contribute to the purposes of our schools. Since a very new course in French has just been introduced, this segment of the program is an exception, but all other aspects of the elementary program are being reviewed. These six committees are meeting in different parts of the province, and each is handling a vertical section of the school program. Each is convened by a member of the Curriculum Committee. The cooperation of certain local associations of teachers has been sought in the selection of teachers to sit on the committees, but all locals and individual teachers are urged to stimulate comments, suggestions and proposals within their schools and to direct these to the appropriate committee. Home and School Associations are also sincerely asked for frank, constructive opinions on how well they think the program of the school is fulfilling what they consider to be the purposes of the school.

The various sub-committees and chairmen doing this work for our school system are as follows:

English: This sub-committee is studying the Reading, Spelling, Literature and Language elements in all seven grades. Miss Florence Law, 2880 Van Horne Avenue, Montreal, will convene a committee having representatives of some locals west of Montreal.

Social Studies: Miss Joan Skinner, Laurentide Inn, Grand'Mère, heads a committee with representatives from the St. Maurice Valley region. This committee welcomes suggestions on Social Studies in Grades 1-3 and on History and Geography to Grade 7.

Mathematics and Science: Comments on these two areas of the elementary school program should be directed to Mr. Norman Wood, 224 Ballantyne North, Montreal West.

Music and Art: This committee meets in Sherbrooke but comments on the effectiveness of the present courses should be directed to Mr. Wynne Dickson, Box 207, Richmond.

Health and Physical Education: This committee is convened by Mr. Edgar Davidson, 32 Thurlow Road, Montreal 29, and is concerned with the whole school program as it contributes to the mental health of the children, as well as the regular program in the two subjects mentioned.

Scripture and Moral Instruction: The Quebec and Lake St. John locals have representatives on this committee chaired by Miss Hazel Sinclair, 220 Brown Ave., Quebec, City. What is the school's share of the

responsibility for development in this area and how the school's job can be done better are problems on which Miss Sinclair would like comments.

This review of the elementary school program is a significant undertaking. The cooperation of the Home and School Associations and school boards is being sought in several ways. The Curriculum Committee has selected Dr. Evelyn Grieve and Mr. Mowbray Clark on the Home and School side, and Mr. Robert Flood and Mr. H. L. Land on the school board side to sit on the Curriculum Committee. There are members of these two lay groups on some of the sub-committees. When interim reports are prepared, they will be submitted to the executive groups of the two organizations for comment and modification. Thus it should be clear that, although the P.A.P.T. is taking the financial and organizational responsibility for the current study, it urges school commissioners and parents to speak up now on matters like texts, courses of study, correlation of courses, the extent of courses, the grade placement of areas of work, the system of examinations, the length of the school day or school year, the value of more activity-type experiences in the school program, the relative importance and success of the teaching of various subjects. Any comments on these points must be confined to the elementary school program and must reach the committees very soon. The reports of these sub-committees will just be the first step of many before final recommendations for alterations go to the Protestant Committee, the body legally responsible for changes in the course of study.

Why this activity?

Why has all this activity over curriculum developed at this time? This question is about as easy to answer as the question, why did the industrial revolution come when it did? In the first place, it is over ten years since there was a fairly comprehensive study of the school program and this focused its attention on the secondary school area. Since then the public has been aroused by sharply increasing costs, by many magazine and newspaper articles — and by Dr. Hilda Neatby. Some of our Quebec educators have made studies which resulted in questions and suggestions that caused serious concern over what our schools are doing and what they should be trying to do. In recent years, there have been numerous changes in texts and courses, and there seemed to be a decreased demand on the Curriculum Committee for work of this sort. These and other factors probably inclined the members of the 1953-54 Curriculum Com-

mittee to undertake a comprehensive study of the program of our schools as a foundation for evaluation of the various significant suggestions which had recently been made by certain Quebec educators. The committee realized that they were tackling a project which would have to spread over four or five years, but enthusiastic devotion to the task by all members has resulted in significant progress.

The very first step in the project was to develop a plan for procedure. The committee resolved to work closely with parents and school boards through members of their respective provincial organizations. This would serve to keep deliberations on an even keel rather than greatly overbalanced on the teachers' side. It would also serve to develop still better understanding among the three groups.

Basic to subsequent steps was an understanding on the functions which we expected our schools to perform. Although the value of a general statement is limited, the committee proceeded to develop the following outline: *The purposes of our schools*

Through the program of our schools, we should strive to preserve and strengthen those elements in our heritage which have meaning for us today, but in all areas of living, pupils must be prepared for uncertainty and change. It must be recognized, too, that certain ideals which we ostensibly cherish are in fact widely repudiated and, in particular, this applies to our conception of the worth of the individual. All too often the group to which he belongs determines our regard for him. We must emphasize, too, that education cannot achieve its ends by stressing mere passive docility. It must create a positive, adventurous attitude towards the challenges of contemporary society.

In general terms our aims are:

- A. To develop skills, knowledge and interests.
- B. To promote the establishment of worthy appreciations and attitudes — appreciation of beauty; integrity; courage, industry, initiative, love for mankind (social sensitivity or feeling of brotherhood of men).
- C. To develop self-discipline (which results from moral and mental discipline) — closely associated with mental hygiene.

In aiming for the above goals, the school program will contribute to the several areas of living — health, economic proficiency, good citizenship, family life and good use of leisure time.

The school's share in the attainment of these aims will depend upon the teacher's skill in

(continued on page 18)

Evelyn Grieve
reports on

"CAN YOUR CHILD GET INTO MCGILL?"

A panel discussion between members of the McGill Admissions Department and representatives of the English Catholic and Protestant High Schools, moderated by R. M. Fowler.

THE MCGILL Graduates Society rendered a service to parents and students when it organized a panel discussion under the chairmanship of R. M. Fowler on the above subject. Delegates from the Quebec Federation, the Provincial School Boards Association and the Provincial Association of Protestant Teachers of Quebec were invited and the meeting was open to the public.

The panel speakers were:

Dr. C. D. Solin, Assistant dean of the Faculty of Arts and Science. (in charge of Admissions).

Mr. George Glashan, ex-president of the English speaking Catholic Teachers Federation.

Mr. C. H. Savage, Superintendent of Westmount Schools.

Dr. R. A. Chipman, chairman of engineering department Admissions committee.

The two representatives from McGill presented the essential facts about admission requirements, and discussed some of the problems relating to the admissions policy.

The academic requirements for entrance to Arts or Commerce are a total of 650 marks in 10 subjects, (some required subjects, some optional) and no failure in any subject. For entrance to the Science Faculty, the requirements are a total of 700 marks in 10 subjects, (some required, some optional) and no failures. McGill considers these two requirements as equivalent, since it is easier to obtain high marks in mathematics and science than in subjects such as history and languages.

The admissions requirements in Engineering are 600 marks in 10 subjects, with not less than 60% in maths., physics, and chemistry. (In exceptional cases, the physics and chemistry may be taken in the first year university, if the student had biology and languages in high school.) The difference in entrance requirements is explained by the fact that in Engineering there are no optional courses. The student has a fixed objective, and carefully prescribed courses. Dr. Chipman asserted that there are no more freshman failures than in the other Faculties, and that the percentage failures in engineering is decreasing with the years, although the standards remain just as high.

The Law Faculty (Arts requirements) has a quota; — it accepts the first 91 students with satisfactory qualifications. Law is the only faculty in which latin is a prerequisite. (Further information about latin came out in the discussion period — see below).

For the Faculty of Medicine, admissions are on a quota basis. The entering class is limited to 116 students, because of limited clinical facilities. Although these are selected from 2500 applicants, the same students make application to many medical schools, hence the ratio of applicants to admission to some medical school is more like 2 or 3 to 1, — i.e. 33% to 50% of applicants are admitted to some medical school. And even with this high degree of selectivity, there are some freshman failures.

In the other Faculties at McGill, the percentage of applicants who are accepted varies from about 75% to 85%.

In cases of students with borderline marks, the Admissions Department relies heavily on the accompanying report from the High School principal, re character, work habits and general ability.

Scholastic aptitude tests are not required, but could be taken, at the student's expense, and are available in the city, at about \$10.00. In the opinion of Mr. Savage, such tests would be advisable for students who have taken matriculation exams twice, or had taken supplemental exams or had required extensive coaching.

Financial help, (scholarships, bursaries, and loans) is available to 600 to 700 students, including about 75 first year students. Bursaries and loans are available to many students who make the grade the first year, but require financial assistance in order to finish. Scholarships, (with the exception of 6 memo-

rial scholarships, which take into account financial need) are based on purely academic qualifications, i.e. are available to brilliant students. Bursaries are based primarily on financial need, of students who have passed their first year, and are established as good students. Loans are available to any students who have passed their first year. Total loans in circulation last year amounted to \$135,000, averaging about \$250 per student.

The problems of admissions policy are complex. This policy affects every phase of the University's operations — its size, intellectual standards, the quality of its graduates, its obligations to the professions, and its relations with the public.

The current bulge in student population is expected to produce a 60% to 70% increase in applications to the university by 1960. The Admissions Department is faced with the problem of how to maintain high standards and optimum size, under this influx. Should the admissions requirements be manipulated to maintain optimum size, or should the University permit overcrowding of buildings and laboratories, and overwork of staff? Should the University admit only those likely to pass? And what should the University consider a reasonable chance of passing? What is the University's responsibility for admitting "probable failures" — at considerable expense to their parents?

Dr. Solin considers that the probability of failure depends, not so much on inadequate preparation in subject matter, as on improper understanding of what a university education is. This reflects on public and parental lack of understanding of the nature of university work, of the degree of maturity required of university students, as well as the fact that the minimum intelligence requirement is relatively high.

Mr. Savage provided some striking statistics to illustrate the latter point. He had compared the matriculation marks, (i.e. University entrance requirements) of 200 students, with the intelligence ratings of the same students, determined from tests taken at age 9, and again at age 12 or 13. On the McGill admissions requirement for Science Faculty, i.e. 70% average: among the students with an I.Q. rating of over 120, 75% were eligible, whereas among the students with an I.Q. rating under 120, only 39% were eligible. Similarly, re the Arts admissions requirements of 65% marks, of students with I.Q. over 120, 90% were eligible, while under 120, 61% were eligible.

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There was considerable discussion about the advisability of an extra year of High School as a means of raising the eligibility of students for university entrance, and reducing the mortality from first year exams. Mr. Glashan maintained that an extra year of High School would be an advantage; he also stressed the point that this would provide time for more study in High School of cultural subjects, since under the existing circumstances, the pressure of preparing for a science course leaves inadequate time for study of history, literature and languages, which are again at a minimum at the college level. Dr. Solin agreed that an extra year or two of maturity was an advantage before entering university, and mentioned that this was often accomplished by students working a couple of years between High School and University. Dr. Chipman noted that in Engineering, the McGill requirement of 4 years High School and 5 years University is equivalent to the Toronto University requirement of 5 years High School and 4 years university.

But although there was fairly general agreement that an extra year of preparation would be advantageous, particularly for the average student, it was pointed out that practical difficulties make such a change almost impossible under present financial provisions. The High School buildings and staff at present available are barely adequate to handle the student population for 4 years, hence to make a 5th year available to a large number of students would cause considerable strain, unless more buildings and staff could be provided. Similarly the universities are operating at full capacity now, and are expecting greatly increased enrolment in the near future. Improvement in this aspect of the problem requires the enlightened interest of the community.

Clarification of the question of latin requirements for certain university courses was requested by the audience, — involving as it does the difficult decision for the student at about age 12, as to whether his future career will include the need for latin. Dr. Solin replied for McGill that latin is now a prerequisite for relatively few courses, and that even in those cases, McGill is ready to accommodate the good student who may have abandoned latin in High School, by offering to enter him in Arts with a 70% average and the requirement that latin be taken in his first year university.

Regarding the influence of McGill entrance requirements on the whole High School curriculum, the speakers representing the High Schools pointed out that even though only a small percentage of students reach college,

a much larger percentage of parents insist that their children be prepared for college. Hence they said High School courses are greatly influenced by the pressure both from parents and from McGill entrance requirements, with the result that in many schools the curriculum is not designed to benefit the greatest number of students; and preparing average students for exams tailored to satisfy university requirements puts undue strain on many of them. Only in the composite High School is an attempt being made to remedy this unhealthy condition.

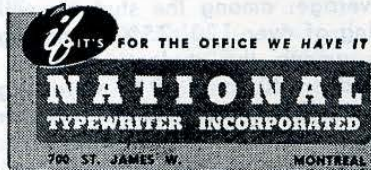
Mr. Savage's definition of the necessary prerequisites for McGill entrance are: intelligence, plus willingness to work, plus good instruction, plus financial backing. Of these 4 qualifications, good instruction and willingness to work may fluctuate, among students who succeed in getting to university, but one or the other is essential.

Mr. Glashan suggested that improved lines of communication between the University Admissions Department and High School principals would facilitate wiser selection of candidates, as well as better preparation academically. The University's Admissions Department relies on the principal's report and recommendations in the cases of borderline students. If the principals were enabled to trace the progress of their students through university, by means of reciprocal reports, they would be in a better position to evaluate the adequacy of the High School preparation. After an exchange of views on this point, the University representatives expressed the opinion that improved liaison with the High Schools would be worthwhile, and adjustments should be undertaken. Mr. Savage proposed the formation of a School-University co-ordinating committee. The amount of agreement reached on the value of increased liaison was one of the most gratifying aspects of the discussion.

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EDITORIAL (continued)

To dear, dear Myrtle Migraine, that fluttering flibbertigibbet, for helping me fill up a column or two. I have a feeling I shan't be meeting her again;

To all the officers, members of the Board of Directors and committee chairmen for their co-operation;

Finally, to all of you, who make Home and School one of the finest organizations anyone can be associated with, for having done me the honour of having me as your president.

And now, with my hand on the door knob and one foot on the sill, (Stop pushing, Hasley — I'm going, I'm going) may I wish you a pleasant summer. And as the sun slowly sinks in the west to the soft music of editorial sighs of relief . . .

(ED. NOTE: Stop dragging it out, Resin. Go, already!)

It's all yours, Mr. President.

(EXIT. SOUND OF EDITOR SLAMMING DOOR. FURTHER SOUND OF EDITOR APPLYING IMPENETRABLE LOCKS.)

Reuben Resin.

Dr. Lewis E. Socolow

THE OFFICERS, Board of Directors and members of Quebec Federation of Home and School Associations learned with deepest regret of the death on March 17th of Lewis E. Socolow, M.D., one of its Vice-Presidents.

Dr. Socolow had been a member of the Home and School movement since 1944 when he was one of the organizers of the Bancroft Association of which he was President 1947-50. He was an organizer of the North End Regional Council in 1948. Serving on the Board of Directors of Quebec Federation from 1948 until 1954, he was a Vice-President 1951-54. In 1953 he was a Quebec Federation delegate to the Annual Meeting of the Canadian Federation of Home and School and Parent-Teacher Associations.

His indefatigable work and unremitting interest in this magazine, Quebec Home and School, will perhaps be longest remembered. As Chairman of the Editorial Board, Dr. Socolow gave unstintingly of his time and talents to the building up of the circulation — his dearest ambition being to see a copy going to every member of Quebec Federation. He will be sorely missed.

R. I. P.

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COMICS CODE CAME UNDER REVIEW

A report by BILL GREENLEY, Assistant
Editor, *Printers' Ink Magazine*

THE FOUR-and-a-half-month-old comics magazine code authority will plug away with its current clean-up program despite flaying criticism leveled at the public hearing in New York.

A day-long session, the hearing was held by a New York state joint legislative committee that has been investigating comics along with TV, pocket books and obscene literature.

Judge Charles F. Murphy, code administrator for the Comics Magazine Association of America, says his office has under way a program of steady and increasing censorship. The worst of the horror, terror, violence and vulgarity has been eliminated. Next step is a program of refinement, including weekly meetings with his staff of reviewers followed by educational sessions for publishers, editors and artists.

Not satisfied with progress already made, the investigating committee considers that the code itself is reasonable, but "there is yet much to be done."

After hearing Judge Murphy state his case, committee chairman James A. Fitzpatrick, R., Plattsburgh, stepped to an easel exhibit and peeled off display after display of obvious code violations culled from comics books bearing the authority's seal of approval.

From other witnesses there was more damaging evidence:

Psychiatrist Dr. Frederic Wertham (see *Quebec Home and School*, October issue) brandished a bull whip and a throwing knife he claimed he had ordered through ads appearing in approved comics books.

Guild Films, New York, reeled off a devastating half-hour film dealing with horror comics that has already been seen in Los Angeles and will soon be distributed nationally in a film package deal.

Helen Meyer of Dell Comics (which along with Classics is outside the industry group) testified that she believed enough time had elapsed for a good policing job and that comics books in violation of the code should have been pulled off the news-stands immediately.

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And New York Commissioner of Police Francis W. H. Adams said he found a direct connection between this sort of literature and crimes of violence. He urged stronger legislation against obscene literature.

Dr. Wertham, long-time foe of comics and author of *Seduction of the Innocent*, an expose of comics, charged that the industry's clean-up is not different from the dismal attempt at the same thing in 1947. He claimed a link between horror comics and crimes of violence. Examination of Brooklyn's recently convicted teen-age killers, he said, convinced him that they had been directly influenced by comics magazines. He said that all of their crimes — whipping, drowning, beating, burning — have been described time and again in detail in comics magazines.

"None of the points we regard as harmful to children has been altered," he added.

The psychiatrist's testimony brought Judge Murphy bounding back to the witness stand. He held up a book of Dr. Wertham's, *The Show of Violence*, and shouted, "Here's a real how-to-do-it book. How to commit murder." The book, published in the late '40's by Doubleday, contains several case histories of psychopathic killers, tells how the killers were dealt with in the courts.

The Judge challenged Dr. Wertham to produce the ad he used to get the bull whip. Earlier Judge Murphy had handed the committee a bull whip ad his office had rejected.

Dr. Wertham returned to the stand and testified under oath that he got the whip through an ad from a seal-bearing magazine. He said he will mail the book to the committee.

During her testimony, Mrs. Meyer read a statement from Dell publisher, George T. Delacorte, Jr., declaring that he is in sympathy with the comics association, but that his company will not join until it adopts a code pledging "elimination" instead of mere "regulation" of questionable comics.

Chairman Fitzpatrick said the committee's intent is to bring the comic book situation to the attention of legislators, "to co-operate with any agency in an endeavor to eliminate this menace."

Although he said the committee will not seek legislation at the next session, he asked Judge Murphy if he will approve a statute based on the association's code.

"I question the constitutionality of such a statute," answered the judge. "There are 2 ways to do a thing. There's the right way — self-regulation, voluntary effort. And the wrong way — censoring method by legislation."



MRS. EVELYN GRIEVE

Member Willingdon since 1942 — later of Westward and West Hill H & S.A.'s; on executive committee at Willingdon; organizer and chairman first 2 years of Education Forum at Willingdon, a new idea in H & S programs; Director, Quebec Federation 1949-53; Recording Secretary, 1949-50; Vice-President 1950-52; Assistant to President, 1952-53; Quebec Federation representative to Canadian Federation annual conferences in Toronto, 1950, Halifax, 1951, and Banff, 1952. The Buzzell Award is given for outstanding service to Home and School in Quebec.

OUTREMONT HAS EXCELLENT YEAR

SOME HIGHLIGHTS from Outremont's excellent program for the year may be reported as follows:

Our November meeting was particularly interesting. We held a panel discussion on "Teen-age Problems" when the panelists were two parents, two guidance counsellor teachers and two Grade XI students of Strathcona Academy. This reporter acted as moderator.

At our January meeting we showed the film, "Of Human Growth" and were honoured to have Dr. P. W. Rowsell of the Montreal Mental Hygiene Institute as guest speaker. The discussion provoked by this film resulted in a decision to show it to Grade VII pupils in our schools.

Our February meeting featured as guest speakers Dr. I. Copnick, surgeon dentist, Dr. H. Magdor, ophthalmologist, Dr. V. Goldbloom, pediatrician, Dr. J. Shugar, orthopaedist, in a symposium entitled, "Your Child From Head To Foot".

Mrs. IDA UNGAR

HOW TEACHING SKILLS ARE IMPROVED

Mr. Allen, a teacher at the High School of Montreal, reports on why, how and where teachers themselves "go to school"

"The teacher must place above every other consideration the welfare of his pupils. He should regard it as a professional obligation to study critically current trends in education particularly with reference to his own subjects, with the object of improving continuously his effectiveness in the profession." . . . Code of Ethics, The Provincial Association of Protestant Teachers of Quebec.

"Teachers who desire to attain and maintain efficiency must keep themselves informed regarding current practices and new methods of instruction." . . . Handbook for Teachers in the Protestant Schools of the Province of Quebec.

TO KEEP abreast of the times; to grow and develop in knowledge and skill — such is the challenge of the teacher's profession. It is a challenge of which he, the teacher, constantly is made aware. Today's news story is tomorrow's history or geography reference. The novel he reads for pleasure provides next lesson's anecdote in literature. Few professions are as persistent in their challenge of continual self-betterment as is teaching. No profession offers its members quite the opportunities for educational advancement and personal growth that are the teacher's. It indeed is rewarding to view phases of the profession's reaction when "opportunity knocks" and a chance for personal and vocational betterment is at hand.

You might stop by at a teacher training institution in summertime and see hundreds of young members of the profession working to make themselves better teachers when they return to classrooms in the fall. You might visit noted universities, where teachers on "holiday" or leave of absence "burn the midnight oil" preparing themselves for higher degrees.

Or you might look in at an average elementary school, and view professional activity "behind the scenes".

Miss A is teaching geography. The text books are closed this lesson, for Miss A is telling children about Mexico on the basis of her own trip the previous year. Snapshots are being passed around and examined. Geography has taken on an added realness because a teacher has broadened her horizons and brought a new self to the classroom to teach.

Miss B's work is done for the day, papers are corrected, workbooks laid aside. A thick volume on child health is on the desk. Miss B makes notes. She is readying herself for her evening class in Health Education that her School Board has provided. Her sole reward

is her personal satisfaction. And the knowledge that a challenge is being met and a difficult job that much better done.

Miss C stops by the Office as she leaves the School. She chooses a volume from the bookshelf. It is educational philosophy. Miss D is seated in the Office. She is discussing teaching methods with the Principal and Supervisor. Not "all part of a day's work", such added activity, but of a life's devotion to a professional cause.

PERSONAL GROWTH

One of the greatest falacies among beliefs pertaining to the teaching profession might be stated thus:

"Miss Jones is teaching one of my girls in Grade Five this year. Miss Jones was teaching Grade Five when I went to school. She must be in a rut!"

An extreme example, perhaps, but one that by no means is unique. The point that often is missed is that if Miss Jones is teaching Grade Five as she did a generation ago, she is more than in a rut — she is a failure from the viewpoint of personal growth. If, on the other hand, she has kept her mind open, her

approach fresh and her interest keen, she cannot help but be a fuller person, a better craftsman, and a far superior teacher in every sense.

Many are the avenues for personal and professional advancement open to the teacher. Some lead to higher certified qualifications and greater remuneration. Others are less tangible in their end product, but equally significant in their effect of enhancing the quality of professional work.

ACADEMIC CERTIFICATION

Quebec's Protestant teachers are paid according to experience and educational qualifications. Teachers are certified competent. They are not "rated according to merit" for remuneration — it is not their wish to be. The recommended salary scale of the Provincial Association of Protestant Teachers of Quebec, their professional organization, is designed to encourage advancement far beyond minimum professional qualifications. Quebec school boards, to a less marked extent, reflect PAPT policy in salary scales actually paid.

Quebec salary scales are based on a "category" system. Most Quebec school boards hire teachers from five categories, each category recognizing an additional year of professional preparation beyond High School Leaving (Grade XI) Certificate. Thus, the young teacher who has spent a session at a training institution after completing her high school course is considered to be in "Category One" and is paid accordingly. Her salary rises each session, in recognition of increased professional experience, but is considerably below the salary of a colleague with equal experience and greater professional qualifications. She therefore is encouraged to better her qualifications through night school, Saturday class, correspondence course or summer school attendance. Maximum qualifications recognized by most boards represent the equivalent of four years' university work and a year of professional training.

The teaching profession itself seeks recognition for still higher qualifications. The recommended scale of salaries recognizes eight categories, allowing for postgraduate university work to the doctorate level, PAPT president Barbara Lax points out. She feels that the broadened viewpoint and widened outlook that come with higher education are valuable to the teaching profession, and to be encouraged.

She recognizes, rightly, that personal education has a necessary place, alongside for-

mal instruction, in promoting the teacher's personal growth.

A tendency to overlook the academic side of the teacher's professional and personal development is noted by one Canadian educationist. "I think there is a very general tendency on the part of our better teachers to improve both professional and academic status. The high school teacher can increase his service and usefulness through earning masters' and doctors' degrees in those fields in which he teaches," Professor John Hughes observes. Professor Hughes long has been associated with teacher training in Canada. He commends those school boards which have seen fit to provide further salary increments as added incentive to study towards higher degrees.

Teacher exchanges, where a Canadian teacher trades posts for a session with a teacher abroad, are highly recommended by Professor Hughes, who stresses the broadening influence of travel for the teacher. He terms a year's "exchange" in Europe, "the Twentieth Century equivalent of the Grand Tour" and "an invaluable means" of furthering education and personal growth.

Dr. W. P. Percival, Quebec's Director of Protestant Education, makes reference to the scope of teacher exchange activity in a comment for this article. The Exchange Programme, organized by the Canadian Education Association, has enabled teachers to spend a year in the United Kingdom, the United States or another Canadian province. Since 1946, exchanges have been arranged for 55 Quebec Protestant teachers, and for the current session six have obtained appointments in the United Kingdom, Dr. Percival notes. He reports that special travel tours are available for teachers in a number of areas.

The Professional Library of the Department of Protestant Education, a ready source of professional literature, has been increased to 1,700 volumes on various aspects of education, circulated without cost to teachers.

SUMMER SCHOOL TOO

Summer school attendance for at least one session is obligatory for all but university graduates but voluntary enrolment for refresher courses and specialized training is encouraged, with satisfying results. The creation of advanced and specialist diplomas and the crediting of summer school work toward evening degrees has provided added incentive for putting summer weeks to formal academic use. Summer school attendance at a number of universities leads directly to advanced degrees.

The greater part of teachers' efforts toward

personal advancement is less formal than university work, and receives little recognition other than in a job better done. Miss E spends two evenings a week at the library, Miss F takes art lessons, Miss G makes a point of visiting museums and historical sites on vacation trips. It all adds up. A major additional phase of professional training, often overlooked in discussion, is undertaken by school boards and in part is inseparable from the prescribed method of school organization.

As one board officer puts it, "As soon as you put one educator over another you have the beginning of an in-service professional training program." He refers to the position of Principal, in which an educator is responsible for the overall organization of a school, including the work of its staff. But so-called "in-service training" has extended in many cases far beyond the realm of the informal teacher-principal or teacher-inspector conference. A number of school boards have developed comprehensive training and educational programs for their teaching staffs, with rewarding results. Efforts of the Protestant School Board of Greater Montreal immediately come to mind.

"IN-SERVICE" GROWTH

The Greater Montreal Board looks upon as within the scope of its in-service program, "anything we do that helps the teacher to do a better job or be a better person," in the words of Education Officer D. E. Pope. Board efforts are viewed as falling within four broad categories:

Firstly, the work of the Board supervisory staff: principal, subject supervisor, supervising assistant and education officer, in assisting teachers to improve the calibre of their professional work;

Secondly, the salary scale itself, offering tangible returns for academic advancement along prescribed lines;

Thirdly, work of committees on curriculum and related questions, providing insight into basic questions of education;

Fourthly, the formal program of in-service training or teacher education courses, looked upon as stimulating the teacher's personality, providing a broadened background for teaching, and demonstrating certain teaching techniques.

Reaction of Montreal teachers to the Board's formal program of in-service courses is revealing. The program was inaugurated five years ago, and has grown to embrace such diverse fields as music, needlework and art; science, geography and history; child development and health education. Lecturers are recognized authorities in their fields. At-

tendance is purely voluntary in all courses except a few for beginners; series of weekly, 90-minute lectures or workshop sessions last for from four to fifteen weeks. Emphasis may be on subject matter, underlying principles or teaching techniques.

Five distinct courses currently are offered in fields relating to the teaching of French.

Montreal teachers applying for admission to such in-service training courses are encouraged to offer alternate choices on their application. Experience has proven that more teachers will apply than can be accommodated at a number of the courses each year. Many will apply for more than one course, and will return for further study the following session. Enrolment is recorded in the Board's Annual Report as 275 in 12 courses last session.

New courses on the in-service program are suggested by the teachers themselves, through surveys. A workshop course in audiovisual education grew out of such requests. The Board looks to in-service training as "stimulating": if a teacher becomes interested in a particular topic, immediately he responds in terms of personal growth, Mr. Pope believes. One of the strongest indications that in-service courses have proven both successful and worthwhile is that teachers take them for their intrinsic worth and not in hope of extrinsic award, Mr. Pope notes.

Committee work, providing insight into basic issues of education, offers a valuable contribution toward broadening the teacher's horizons. Mr. Pope cites Board committees. Dr. Percival makes reference to the PAPT which, with its local associations, provides teachers with "excellent opportunities for professional growth". Committees deal with such matters as finance, pensions, public relations, teacher status, insurance and the curriculum in its various aspects. "Much research is often involved in the planning of policies and programmes, and, as a large proportion of our teachers are engaged at one time or another in these activities, their contribution towards developing a professional attitude and thus raising professional standards is of great importance", Dr. Percival observes.

A number of Quebec teachers have distinguished themselves by producing textbooks or engaging in other forms of literary activity, Dr. Percival points out, including texts in French, Language, History, Geography and Science.

Scholarships and bursaries to enable teachers to advance their professional status are

available through school boards, the PAPT and universities, and a considerable number of younger teachers avail themselves of the opportunity of putting summer vacations to academic use. Leave of absence is available for acceptable degree or professional work. Teachers and administrators further are brought into contact with the most recent of educational thought through worthwhile conferences and conventions, notably but not exclusively those of the PAPT.

Quebec's Education Act provides a place in the academic world for the young man or woman with liking for children and knowledge, enthusiasm for teaching, and minimum adequate training and education to begin. The individual picks up the challenge from there. Some attend compulsory summer sessions and continue their personal growth through reading, discussion and leading a full life. Others, in their wish to learn and to teach, carry their studies beyond maximum recognized academic qualifications.

It is difficult to cite individual examples, for teachers who seek personal growth treat it as a personal mission, but two illustrations come to mind:

The author attended an advanced lecture on Spanish geography one evening last winter. The lecturer was a European and the audience was a group with well-developed interest in the subject. It was revealing, but not overly surprising, to recognize among the assembled group at least five members of the teaching staff of an elementary school of an adjoining municipality.

Teaching is a way of life. A man who has spent three decades in the classroom may joke about counting the years to his retirement, but he has a deep feeling for the academic world or else would not have remained a success. The other week, a senior member of the teaching faculty of a large high school was discussing his coming retirement with

colleagues. Compulsory retirement would have one advantage, he observed, it would enable him to delve further into his teaching subject. He intended to set to years of work on his doctorate degree in Canadian history when his last history lesson was taught.

Such a man could not other than pass on his enthusiasm for his subject and for the intrinsic worth of learning to young generations he had taught.

The teacher's rewards are many: first among them is the satisfaction that comes from devoting a life's energies to the vital, demanding work that his profession ever challenges him to do.

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MONEY ON THE CAMPUS

THE GREAT debate about teaching methods goes on, and we hope it never stops; from all the heat produced by the friction between theories, some light is bound to come. But it is a pity that the same lively examination is not being given a more urgent and difficult problem, one that can be expressed in one word: money — money for teachers, students, equipment and buildings. Higher education in particular is being starved by lack of funds, and unless we are willing to let it exist in a state of chronic malnutrition, we must find some remedy, and quickly.

Dr. Sidney Smith, President of the University of Toronto, told an audience a couple of weeks ago about the difficulties of competing with business and industry for the brilliant young graduates who are needed in academic life if universities are to maintain and improve their standards of instruction. But there is much more than this to be considered, as Dr. Smith has warned in the past. Within the next five years Canadian universities will begin to feel the pressure of the steadily increasing enrolments in public and high schools. Must



A. R. COLMAN

On June 2nd Mr. Colman will be granted honorary Life Membership in The Canadian Home and School and Parent-Teacher Federation at its annual meeting in Fredericton, N.B. Only the third Quebecer to be so honoured, Mr. Colman's selection was based on his outstanding work for Quebec Federation from 1944 to 1951 (the last 2 years as Executive Vice-President) and for the Canadian Federation as Treasurer and then Vice-President. Art, as he is known to a host of home-and-schoolers, received the Buzzell Award of Quebec Federation in 1952.

they raise their entrance requirements or their fees to restrict severely the number of students they accept? If not, they require more buildings and staff. Even without considering the needs for new or improved facilities, the universities are in a pretty shaky financial state. If they raise their fees any more, they will become exclusive clubs for the children of the well-to-do, and the whole country will suffer. Indeed, the cost of higher education has already reached the point where it keeps too many fine young minds out of the universities. On one Canadian campus, for instance, there has been a drop of 14 per cent in the number of students from rural homes and of about 10 per cent in the number from urban working class homes.

The same problem exists in the United States, but there a start has been made on a solution. Industry, realizing its debt to the universities, has begun to make substantial endowments. In the U.S., however, there is a much more liberal system of tax deductions for philanthropic and educational purposes than we have in Canada. What is needed here is an awakening by both government and industry to the national necessity of an enlarged, financially healthy higher education.

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Rough Notes

by Al. Rough

Please send your notes to the Editor — and please sign your name to them

Don't laugh, this is serious Department: A study is under way in the United States, famed educator **Robert M. Hutchins** announces, to assess the degree of fear among high school teachers in such matters as the handling of controversial subjects in the classroom; their relationship with students, fellow teachers and administrative superiors; their feelings about expressing unpopular opinions in professional publications; their willingness to take part in extra-curricular and community affairs; and the influence of tenure on academic freedom . . . Too bad the study couldn't be extended to Canada but then the results may be such, anyway, as to be of help here.

Programming: Kensington H & S.A. featured the teaching of French at one of its recent meetings when **Miss Evelyn Eaton**, Supervisor of French for the Protestant School Board of Greater Montreal, outlined the methods of teaching this subject. A talk by Miss Eaton, demonstrations by pupils of 4th, 5th and 6th grades, and a puppet show lent variety to an interesting program . . . **Merton H & S.A.** had the pleasure of hearing **Robert Flood**, past president of the Quebec Association of Protestant School Boards, give his spirited and provocative address, "Share the Load and Foil the Child."

Timely Subject: Dr. Osborne, head of Teachers College at Columbia University, spoke on a timely subject at the annual meeting of the **Montreal Mental Hygiene Institute** when, from a wealth of personal and professional experience he urged teachers and leaders to remember that, "Parents Are Also People". The theme which Dr. Osborne developed with striking examples from his wide and very varied experience was that professionals in their great desire to help the child are in grave danger of becoming anti-parents. Much like Mr. Flood, Dr. Osborne pleaded for co-operation between teachers (and other leaders) and parents for the good of the child.

On books: Miss Rita Sheppard and her wonderful **Children's Leisure Reading Committee** have come up with a fascinating treatise on "How To Make Books Available and How to Encourage Children To Read Them" which is being made available to every H & S.A. Aside from known sources, which are mentioned, here are just 4 suggestions for getting books to read: (1) Junior books clubs — under parent or teacher supervision; (2) Have groups of children buy books and rotate them on a set day each month; (3) One parent in an area may take younger children to the nearest library once a week; (4) A band of interested citizens may take steps to set up a library in the community. If interested, be sure to borrow the treatise, with its lists of recommended books from your President or Secretary!

Statistics: Enrolment figures for provincially-controlled schools rose by approximately 500,000 to 2,645,249 between 1945 and 1953, according to the Canadian Education Association figures. Dominion Bureau of Statistics figures on teachers for the same period show an increase of nearly 23,000 to 97,763. Teachers' salaries have more than doubled in the last ten years and trebled in the last fifteen. The average salary in provincially-controlled schools other than in Quebec, which does not report to the Bureau of Statistics, was \$2,510 in 1953. This compared with \$1,057 in 1943 and \$851 in 1938.

A chuckle: Biggest worry of a doting father is a dating daughter . . . 'Tis said a boy gives his mother 50% of his love; a husband his wife 75% but a father his only daughter 100%.

And a good summer to you! We hope to be back in October with more of the same — providing Secretaries and Publicity Chairmen give us a few notes now and then . . . Meanwhile, our thanks to every one who has contributed and thus made this page possible.

CATCHING (continued)

guiding the development of behaviour and in stimulating mental growth, i.e., in knowing how to help the child to learn. It will also depend upon the opportunities offered by the community in the school for developing in a suitable environment the skills, abilities, attitudes, etc., that are required in the various activities that constitute human life.

We recognize that the individual is the joint product of the school, the home, the church and the community. The influences of these agencies are not confined to specific fields but, generally speaking, interact and combine their influences in producing the end result. The relative responsibility of the different agencies in the different areas of effort varies with the nature of the area and, possibly, with the individual. The satisfaction felt over the school's fulfillment of its part depends, of course, on what the community thinks the school should do.

One of the greatest problems in connection with proposed curriculum change is that of providing for effective implementation in the classroom. The discussions of the Curriculum Committee revolved around this point until it was ready to develop a statement which originated with Professor Wayne Hall of the School for Teachers. That statement follows:
The relation of the teacher to the curriculum

It has been said that the curriculum consists of everything which a child experiences while he is under the control of the school. It cannot be limited to a list of skills to be developed or of facts to be learned by the pupil. Instead, the curriculum includes the attitude, point of view, habits, and standards which are transmitted to the pupil through his contact with the teacher and the other children in the school. The child is affected directly by such things as the way in which the teacher speaks to him, the methods by which the teacher induces him to work, the values by which she assesses his behaviour, the goals which she holds before him, the manner in which she co-operates with other members of the staff, her attitude towards authority, her interest in worthwhile activities, her alertness, her tact, her integrity, and her enthusiasm. Much of what the child ultimately becomes as a result of his experience in school can be related to the methods, personality, and convictions of the teachers who instructed him.

Even in instructing the children *in the material which is prescribed in the course of study*, much more than knowledge of the subject is involved. The following list indicates something of the scope of the teacher's activities in directing the learning of the children.

1. Learning to know each child.
2. Planning, arranging, and evaluating learning materials.
3. Choosing methods of teaching in the light of the goals to be achieved, needs and abilities of children, and materials on hand.
4. Maintaining effective person-to-person relationships.
5. Maintaining physical environment conducive to learning.
6. Presenting problems.
7. Guiding in the solution of problems.
8. Evaluating learning.
9. Recording progress.
10. Keeping parents informed.
11. Studying research in order to clarify educational problems.

It follows that the teacher is a more important factor than the course of study in the educative process. It is also apparent that knowledge, skills, and information will be imparted most effectively in those classrooms where the teacher realizes that the attitudes of the children and their progress towards mental and moral self-discipline are *both the means and the end* of education.

The above clarifies the significance of our earlier statement to the effect that the teacher makes the curriculum. However, no short or lengthy statement can describe adequately the importance of the teacher in the educational process. Although we hear that teachers are born and not made, the best teachers

BANCROFT MEETING FULL OF VARIETY

BOTH TEACHERS and pupils participated at the general meeting of the Bancroft H & S.A. on March 2nd.

There was a demonstration of Square Dancing given by some of the pupils under the direction of MISS I. IRWIN, our physical education teacher. MR. S. ROSEMARIN, our Music Specialist, led a group of pupils in classroom singing. MISS E. LAWSON accompanied these groups.

DR. B. PRIMEAU, M.P.H., Superintendent of the Child Hygiene Division, City Health Department, spoke on "B.C.G., Vaccination Against Tuberculosis". This was followed by a question period which was found very interesting by one and all.

DORIS MELAMED

find that there is no end to the preparation for teaching, and the suggestions in the above statement for areas of study by practising teachers indicates that the true professional will devote much time, effort and expense to in-service preparation for the work.

A consideration of the most appropriate method of establishing a course of study next occupied the Curriculum Committee. With much help from Mr. Norman Wood, the committee arrived at the following consensus:
The course of study

How should the course of study be determined? The Curriculum Committee endorses the current provision of the law which vests in the Protestant Committee final authority for making changes in the Curriculum. In order that it may be suited to the constantly changing times, the Curriculum is in need of constant study and change. This Committee considers that it is a major professional responsibility of the P.A.P.T. to make such a study, as it has done in the past, and to forward its recommendations to the Protestant Committee. Inasmuch as the curriculum is of direct concern to parents and school board members as well as teachers, the Committee feels that organizations of such persons should also actively study the Curriculum, and it is ready to collaborate with them in such studies.

The Committee accepts as desirable a course of study which in its main elements is common throughout the Province. Nevertheless, it is of the opinion that local variations in some areas of the course of study should be encouraged so that local interests and needs can be met by the school program, and so that representatives of local groups can exercise and develop their interest in the school program.

The problem of authorized textbooks caused some concern. Questions of expense, local variations, alternates and such were aired. The conclusion arrived at was this:

Textbooks

Textbooks should be authorized for those courses where they are needed. In some cases alternates are desirable. For many courses abundant supplementary material should be available to the pupils, for the textbook should be regarded merely as a convenient though important tool. Only minor aims of our school program can be achieved by teaching a textbook.

The one further distinct aspect of the elementary school program which the Curriculum Committee discussed at length concerned the most desirable method of instruction. Dr. Owen of the Department of Education and Mr. William Perks of the Montreal Protestant Board made particularly significant contribu-

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tions to the discussions of the committee on this subject. The distillate follows:

The Curriculum

What method of approach will best serve our purposes? Many classrooms in our schools are providing excellent opportunities for pupils to achieve the purposes of our schools. The teachers of these classes use the subject compartments as indicated on the course of study sheets, but do not hesitate to place their own emphasis on certain parts of a course even to the extent of merely skimming other parts. They correlate the work of different subjects to round out the experience. They frequently fuse the work of several subjects into projects which are often suggested, planned executed and evaluated by pupil-organized groups of pupils with a minimum of teacher guidance. This approach is highly desirable but cannot be called the subject curriculum, the correlated curriculum or the experience curriculum. Those teachers who blend the various approaches to take advantage of the distinctive values of each determine their own mixture. Ideally, this mixture would correspond with the needs of the pupils.

So much for the recent past. What about the future? Where will all this lead? That will depend largely upon the response by teachers in particular and by other interested bodies to the efforts of the currently functioning committees reviewing the elementary school program. This response will be evident early in 1955-56. In the meantime, during 1954-55, the Curriculum Committee is guiding the work of these sub-committees and at the same time tackling prominent problems regarding the program of the secondary school level. Probably it will come up with statements relating to this area and possibly set up committees to study aspects of this level during 1955-56. During that year, the findings and recommendations of the 1954-55 sub-committees should be ready for study and submission to other interested groups for criticism.

To date

The above is an account of a current attempt by the P.A.P.T. to catch up with curriculum. Other organizations are invited to share in the effort. The Protestant Committee has done excellent work in keeping our courses of study well adapted to the needs of our schools, but the survey described herein should serve the valuable purpose of presenting the findings of the participating organizations on the effectiveness of the program as a whole. Surely parents and school board members will lend their support to this project in order that our Quebec Protestant schools will receive the maximum benefit from this undertaking. ●

"QUARTERS FOR HEADQUARTERS" CAMPAIGN CONTINUING

QUEBEC FEDERATION'S Chairman, Mrs. Isobel Shuster, reporting at the middle of April, advised that 84 Associations have either paid their quota in full or have made some substantial contribution toward quota. At that time \$3,100 had been received.

This means there are about 60 Associations that have not paid anything into the Campaign and that only about 60% of the objective has been reached. Naturally, it is the hope of the Federation's Directors and Campaign Chairman that these Associations will make the necessary effort to enable Federation to wind up the Campaign as quickly as possible.

"We hope that by the Fall we may be in a position to publish a complete list of all the Associations' contributions. If, for any reason, there are Associations who have closed their current season without taking steps to make their contributions I will be in touch with them during the summer," Mrs. Shuster reports. "A number of individual contributions have been most gratefully received but, of course, we still welcome them as real aids to fulfillment of our pledge."

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VALOIS HOME AND SCHOOL ASSOCIATION

ON MARCH 4th, 1955, the Knowlton High School Band, under the direction of Mr. Harry Long, presented a delightful programme of band and concert music in the auditorium of Valois Park School. Mr. J. Edward Perry, Supervisor-Principal of Knowlton Composite High School, very graciously consented to his students in the Band travelling over eighty miles to show the parents of Valois what can be accomplished by pupils of both elementary and high school age in the field of instrumental music.

This concert was sponsored by the Students' Council of Valois Park School in aid of their Scholarship Fund. The Valois Home and School Association, however, have every reason to be proud of their part in this affair, for it was, in every sense of the word, a cooperative venture. At the outset, it appeared as though the administrative details would be insurmountable for a Students' Council consisting of eight members from Grades 5 to 8. The Home and School Executive, however, supported the Students' Council wholeheartedly in this venture.

Mr. Perry stated that he would be bringing a party of about forty, including Mr. Long, the Director, Miss Nesbitt the Music Specialist, Miss Miller the School Nurse. This group had to be billeted for the night and, of course, fed. This is where the Home and School Association took over and helped out tremendously. The Staff of Valois Park School offered to prepare supper in the school for the Band and the Students' Council. The Home and School Association prepared salads, cookies and cakes and the supper was a success.

The Secretary of the Valois Home and School Association, Mrs. F. Clayton, offered to contact parents in order to provide billets for the Knowlton Band. I shudder to think of the number of phone calls that had to be made to provide satisfactory billets for all, for this was done on the basis of age. She had a list of the boys and girls from Knowlton and was able in a short time to place each one, boy or girl, in a home where there was a boy or girl of the same age. The response of the parents to this request was heartwarming. As a matter of fact, many parents, on the night of the concert, were most disappointed because there were not enough Knowlton students to satisfy the number of the parents who wished to billet children.

Needless to say, with this type of cooperation, the evening was a huge success from every point of view. There were in attendance at the concert over 750 parents and children

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who were charmed by the professional-like handling of some very difficult instrumental selections. The parents were most forcibly struck by the ease with which youngsters of Grade 4 and 5 age handled their instruments. I would like to quote a paragraph from a letter written to me by Mr. Harry Long, the Musical Director of the Knowlton Band. He wrote, "We have never received as cordial a reception as you and your school accorded us during our visit with you. It was an experience which we shall always remember with the greatest of pleasure."

We too received a great deal from this visit — the pupils, the Students' Council and the Home and School Association. That the venture was a success was in large measure due to the backing and cooperation of the Valois Home and School Association and through this brief account I should like to take my hat off to a Home and School Association that is working hand-in-glove with the School.

**E. W. CARON, Principal
Valois Park School.**

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E. Kruse	
Mrs. G. W. Bond	
Rev. H. G. Lester	D. Walkington
Desmond Kelly	Dr. E. C. Powell
J. Ramsay	Mrs. S. Shuster

We also extend a hearty welcome to the new SHERBROOKE AND DISTRICT REGIONAL COUNCIL which has invited the following Associations as members:

Ayer's Cliff; Asbestos-Danville-Shipton; Beebe; Bulwer-Island Brook-Cookshire; Border Community; Bury; Coaticook; Lennoxville and Ascot; Magog and District; North Hatley; Lawrence (Sherbrooke); Sherbrooke; Windsor Mills.

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REUBEN RESIN

PRESIDENT'S
AWARD TO
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Home and School member since 1942; a founder of Fairmount H & S.A. and President 1943-46 and 1948-51; a founder and first President of North End Regional Council 1949-51; Director of Quebec Federation since 1948; Vice-President 1950-53; President 1953-55. The President's Award is given for outstanding service to H & S as Federation President.

FARNHAM EXPERIMENTS WITH HOBBY SHOW

IF YOU Home and Schoolers are looking for a new programme idea, how about an adult hobby show? We of the Farnham Home and School Association tried it out in a small way for our February meeting. Actually, children's hobbies were included, but we were agreeably surprised by the numbers of adults, members and non-members, who were intensely interested in the adult hobbies that were shown.

The usual arts and crafts were represented, of which oil paintings by MRS. T. R. MACDONALD, the stamp collections of MASATO HAYAMI and JOHN YOTT, ROY COOK's photography set-up and MRS. GUY STURGEON's crochet work were outstanding. Soap carvings by SHEILA KINSEY, one of the student exhibitors, were also exceptionally well done.

Of the less usual hobbies, VERN HILL's demonstration of sculptural techniques was very popular. A local history exhibit, from G. P. HAWKE's collection, including old maps of Farnham and district, pioneer newspapers, pamphlets, and the works of Eastern Townships historians interested many.

A few amateur poets were also persuaded to exhibit their work. The writing of poetry is evidently regarded as a secret vice by the many people who indulge in it. It is rather difficult to detect them, and still harder to persuade them to expose their brain children to the public gaze, but if you succeed such a display will capture the interest of your members. You might even persuade Reuben Resin to contribute.

All our members are asking for a completely adult hobby show next year with a greater variety of subjects.

G. P. H.

A Savannah, Georgia, newspaper editorial says:

CANADIAN TEST PROVES VALUE OF FLUORIDATION

Ten years ago the City of Brantford, Canada, decided on fluoridation of the water supply as the way to a generation of citizens with better teeth. Brantford this became the first Canadian city to take the step.

The report is in now on results after a decade of tests. Dr. W. L. Hutton, medical officer of health for Brantford, said that in 10 years tooth decay among school children dropped 54.2 per cent.

The antifluoridationists would have us believe that the movement in this country was started as a diabolical plot by Oscar Ewing and the federal public health officials. But Brantford is outside the United States and hence not subject to Washington control or influence.

Fluoridation was adopted in the Canadian city as a public health measure. After trying it 10 years our Canadian neighbors seem well satisfied.

(Editor's note: Maclean's Magazine of April 16, 1955, has an interesting, thought-provoking article entitled, "The Bitter, Tragic Battle Over Fluoridation" by Sidney Katz, to which the editor's lead-in read: "Millions of Canadian children are being denied a proven preventive to tooth decay. Why? Because a tiny but determined group — almost all of them laymen — has succeeded in overriding the findings and advice of our most respected scientists and medical societies." Read the article at your library!)

WE'LL BE BACK!

THIS IS the last issue until the Fall when we will be back with your October number. It already shapes up as a big issue with H. Don Allen telling us parents what the Redpath Museum has to offer us and our children; with Ken Johnstone giving us some highlights on ballet; with The Very Rev. Dr. George C. Pidgeon outlining the situation regarding, "Religion In the Public Schools"; and Wilbur A. Yauch reporting on how some, "Parents Pitch In At School".

September and October will be the months for Magazine Chairmen to get in their lists of subscribers so that nobody misses a single issue. Quebec Home and School promises to be bigger, brighter and more varied. Both the parents of pre-school children and of high school young folk will get more attention than in the past. The fare will be well-rounded to cater in some part to all parents.

May we suggest that you get your subscription in early?

Have a grand summer!

THE EDITOR



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