

QUEBEC

Mr. B. Stark
3508 Walkley Ave
Montreal, Que.

HOME AND SCHOOL



Courtesy E. C. Button of Montreal

In this issue . . .

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- **EDUCATION IN THE DAYS OF THE "DUTCH BACK"**

VOL. IX, No. 2

• **MONTREAL, QUEBEC**

• **DECEMBER, 1956**



AT THE THRESHOLD OF A NEW EXPANSION

The Department of Social Welfare and Youth this year celebrates its tenth anniversary. In 1946, the Province of Quebec had four Technical Schools, three Special Schools—so called because they train young men for particular industries—and a few Arts and Crafts Centres poorly equipped, insufficiently staffed and housed in unappointed buildings.

This year, the Department operates eight Technical Schools, giving the four year Technical Course, thirty-six Arts and Crafts Schools, offering the two year Trades Course and the first two or three years of the Technical Course, and some fifteen Special Schools. Nearly all of these institutions are quartered in modern buildings especially designed to fill the requirements of industrial training.

Such a tremendous development has been achieved in ten years through the investment of over seventy million dollars representing the total cost of building, expanding and maintaining the schools. This sum does not include the credits involved in a number of allied services which would be too numerous to mention here, the most important of them being the granting of scholarships to young men and women enrolled with Universities, following day courses given by the Department's Schools, or attending Nursing Schools. Under this headline alone, about nine million dollars have been extended to over fifty-six thousand students who could not have continued their studies without this financial assistance.

Despite this remarkable development, Technical and Vocational Training facilities in the Province of Quebec are still at the threshold of a new expansion in years to come.

DEPARTMENT OF SOCIAL WELFARE AND YOUTH

HON. PAUL SAUVE, Q.C.
Minister

GUSTAVE POISSON, Q.C.
Deputy-Minister

WHEN DREAMS COME TRUE . . .

Christmas is a time when dreams come true. On Christmas Day, the young wake to a realization of material things: glittering, thrilling gifts that excite and entrance. And for those of us who are older, there is a realization of deeper, more significant things: the realization that, with Christmas in our hearts, the greatest of all dreams will one day come true — the dream of Peace on Earth, Good Will toward Men.



associated and subsidiary companies

QUEBEC HOME AND SCHOOL

Published by
THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS
3508 Walkley Ave., Montreal 28.
WALnut 9251

October, December, February,
April and June

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Authorized as second class mail,
Post Office Department, Ottawa

VOL. IX, No. 2 Montreal, Quebec December 1956



DOUGLAS WALKINGTON

THE PRESIDENT REPORTS TO YOU

SEPTEMBER AND October have been interesting for your president, largely because of the number of Home and School members I have met in points distant from Montreal. It might be very convenient if all our Associations were concentrated in some easily accessible area, but as this cannot possibly be, we must try to find ways to have as close relations as we can with all; whether they are in Montreal or far away — Quebec Home & School magazines, the Newsletter, insurance schemes, programme suggestions — all help in this and we are hopeful that more personal contacts by members of the board of directors would be possible in the future. Time and finances are the major problems.

A happy combination of business and other circumstances gave me the chance to do some travelling recently, and to visit some of our friends and exchange ideas with them.

Late in September I spoke to the Border Communities Association which meets in the Sunnyside School, Stanstead. I understand that in my audience were members of the famous International Adult education group which has carried on such a successful hands-across-the-border effort for many years. Any district considering adult education work should find out how it is operated down there.

My next trip took me to Abitibi County and the mining districts of Noranda, Malartic, Val d'Or and Bourlamaque. The parents and teachers there are just as interested in their children and in educational problems as we

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OUR COVER

What? No children in the picture? Well, no, after all, teachers and parents are adults and we should feature them once in a while. Besides, maybe a good brisk walk is all some of us should indulge in by way of winter activity. Let's leave the snow shovelling to the children!

LINCOLN R. THIESMEYER,
speaking to industry,
puts his finger on
today's most pressing
problem

M E N , M A C H I N E S A N D M O N E Y

Following are extracts from an address to the Technical Section of the Canadian Pulp and Paper Association by Dr. Thiesmeyer, who in addition to being President of the Pulp and Paper Research Institute of Canada is a member of Mount Royal High H & S Ass'n.

(After citing close to a hundred inventions and discoveries like antibiotics, jet engines, blow-out-proof tires, Mr. Thiesmeyer asked—)

AND HOW many of these miracles of our modern life existed even 20 years ago? Not a single one. Such has been the pace and momentum of science and technology on this Continent during and following the war. And such are the products of an effective interplay between men, machines and money.

Yet we are told by some of the leaders in research today that things in the laboratories and on the drawing boards of engineering design offices which may appear as products and processes and gadgets tomorrow will absolutely startle even those jaded souls who are not particularly awed by the list I have enumerated.

BUT . . . there is a great big IF about it. These promises can only be realized if we can get enough trained people to man the laboratories, the production plants, the management and distribution and sales and financial offices.

Growing shortage of educators

We hear a good deal about the shortage of scientist and engineers. It is a world-wide problem. And there is no doubt about their essentiality to an increasingly technological civilization. Since that is recognized, more is being done about it than about the shortages in other fields. But, I submit that the problem is a much broader one than has been generally recognized. It is, rather, a growing shortage of properly-trained people in many fields, and particularly of teachers of all

subjects at all levels in our educational systems.

To be effective, a scientist or engineer needs to know not only his basic mathematics and physics and other technical disciplines. He needs also to know how to read and write and spell. The scientist or engineer should have some command of languages other than his own, a basic knowledge of economics and at least an exposure to some of the humanities.

Moreover, the scientific wonderboys will need competent machinists to build their equipment, able technicians to carry out the routines of their experiments, bookkeepers and accountants and comptrollers to keep their expenditures straight and pay their bills and their salaries, medical men and maybe even psychiatrists to guard their health, lawyers to deal with their patents and keep them out of jail, administrators to integrate their work, and skilled wives to cope with their mechanized households, raise their children and provide diversion of their normally one-track minds. In other words, the shortage goes across-the-board. All sorts of fields must be strengthened together because what we call "civilization" is a complex of inter-dependent specialities . . .

Already the increased birth rate of the post-war years has brought us to a crisis in education which is, I believe, the most serious problem we have to face. I shall not trouble you with a recital of many statistics. You are

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WHO WILL TEACH YOUR CHILD?

Dr. Laycock, besides being a renowned educator, a radio and TV personality, is a past president of Canadian Home & School and Parent-Teacher Federation.

IF YOU are a parent of a young child, you should be asking yourself two questions, "What kind of a person should my child's teacher be?", and "Will there be available during the next ten years any sort of a teacher, even with minimum qualifications, to teach my child?"

You see the classroom teacher carries the ball so far as your child's development in school goes. If your youngster hasn't a well-trained, competent and mature teacher it won't matter much how fine his school building is or how elaborate its equipment. Nor will it matter how good the curriculum is or how efficient are "the higher-ups" in education — principals, inspectors, superintendents and Department of Education officials.

What Kind of Teachers?

Parents need to do some serious thinking about what kind of teachers their boys and girls deserve to have. Fathers and Mothers wouldn't dream of allowing a doctor to treat their child's body without anywhere from seven to eleven years of university and post-graduate training. Nor do they allow a dentist to treat their child's teeth without five years' training at a dental college. Yet these same parents are often willing (as happens in some places in Canada) to allow a young inexperienced individual with a grade X, XI, or XII diploma and no teacher-training or six weeks teacher-training to guide not only the intellectual development but also the character and personality development of their child for five hours a day for five days a week for ten months a year. It just doesn't make sense. They do not realize that good teaching is a highly complex and skilled affair — not just a filling-station job or "pouring from a big jug into a little mug."

What then should your child's teacher be like?

(1) *A Teacher must Like and Respect Children and Be Glad to Be With Them.* A teacher

who lacks these qualifications should have no place in any classroom. Teaching is essentially a job in human relations. It is very difficult for a child to learn if he dislikes his teacher and also difficult for a teacher to teach effectively a child whom he dislikes. A child needs to feel secure not only in the love of his parents but in the regard of his teacher.

Teachers are human. The poorly trained teacher is apt to dislike the child who is a nuisance — "smart-alecky", "limelighty", impertinent, bossy, boastful, or a bully. However, the well-trained teacher knows that such behaviour is likely to be the result of the child's environment at home, at school and on the playground. He knows that *the troublesome child is usually a troubled child* — one who is tense, anxious, emotionally upset or who feels insecure and inadequate. With such a child, the teacher's antagonism is merely another push down hill. The well-trained teacher takes steps to understand such a child and to help him solve his problems.

(2) *Teachers Should Be Emotionally Mature Persons*

To do a good job for your child, his teacher should feel reasonably comfortable about himself — that is reasonably secure and adequate. Otherwise his personality weaknesses are almost bound to be reflected in the behaviour of his pupils. The "dithery" teacher has a "dithery" classroom and the tense teacher a tense one. In addition emotionally immature teachers are likely to take out their inner resentments, hostilities and insecurities on the children through the use of sarcasm, ridicule, belittling pupils or by being too bossy or coddling.

(3) *Teachers Should be Above Average in Intelligence.*

While teachers with average intelligence who have good personality qualities can often

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GLADYS TALL TAYLOR

makes us glad to
be alive today — in

EDUCATION IN THE DAYS OF THE "DUTCH BACK"

ONE HUNDRED and fifty years ago Eastern Township teachers received from \$4.00 to \$7.00 per month, lived with each of their pupils in turn and split the wood for their own "Dutch Back". "Home and School" as an association was unheard of (though at probably no other time before or since has the home and school been in closer contact than during those days of "boarding round") and teachers were usually men because their success so often depended, not on their brain alone but on their brawn.

"Boarding round" as a part of the school system was for the most part distasteful to both parents and teachers. So obstinate a habit was it, however, that it took almost a century to break it. It was finally eradicated by the somewhat drastic means of withholding school grants so long as the unsatisfactory custom was maintained. By 1885, due to the efforts of Dr. E. I. Rexford, Secretary of the Department of Public Instruction, "boarding round" had been abolished in every township in the province except Barnston. Barnston came into line later.

One of the worst features of "boarding round" was that the length of time spent in each home was determined by the number of school children in the family (the number of days was divided by the number of pupils and the teacher was boarded so many days for each child) with the result that those with the largest families, who could least afford either the room or the food, bore the brunt of the teacher's maintenance. The same was true of wood. It was customary for the family boarding the teacher to supply the school wood. Hence the father of a large family carried the additional burden of heating the school for most of the term. The wood was usually brought in "sled" lengths and the teacher generally had to chop it along with his teaching. He also swept the floor — unless he kept someone after four and designated that as punishment. Brooms were not supplied, he or the pupils made them by gathering hemlock or cedar boughs and attaching them to a stick.

Though now women predominate as teachers, in the early years men more often held the job, chiefly due to the fact that teaching was then one of the more rugged occupations. It was particularly rugged in winter schools. Education, as a point of interest, was at that time available in two "three-month spasms", one in the summer and one in the winter, which gave rise to the terms "Summer" and "Winter" schools. Winter schools were almost invariably taught by men, often youths whose knowledge might not be up to that of all their pupils but whose good right arms were stronger. They had to be or their pupils might have manhandled them. (This in a pre-delinquent era!) In winter the schools were crowded, usually by bearded young men and marriageable girls. During the summer the younger children attended, the older ones being needed to work on the farms. That teaching was so harsh a life was due largely to physical circumstances, among them the intense cold, deep snow and an almost complete lack of roads. There was nothing but trails anywhere in the Eastern Townships until 1810. Walking was the usual means of locomotion, which gave rise to a favorite

"preacher" quip. It could have been equally true of a teacher. "Though he was destitute of equestrian skill, he was unequalled throughout the whole country for his pedestrian ability".

Despite the difficult nature of the life however, we find references to many women who did, courageously and successfully, help in the educating of Quebec's youth — some at a very tender age themselves. For instance we learn that "A Miss Brown of Dunham was authorized by the inspector, Dr. Rotus Parmelee, to teach a summer school at the age of twelve years." We are told that "she entered diligently upon the work and was very successful".

In 1889 Mary Barber taught in the Eastern Townships for \$1.00 a week and her board. She had previously taught several terms for 4 livres a week, a livre being 16 $\frac{2}{3}$ cents and did weaving for her board. She saved money! In 1889-90 the highest salary paid an elementary teacher was \$17.00 a month (very few received that) but with board obtainable at from \$4.00 to \$6.00 a month, there was still a small margin for profit.

In 1854 this diploma was issued to Miss Laura Knowlton, a name well-known in the Eastern Townships.

This may certify that I have examined Laura Knowlton of the Township of Brome and believe her to possess such qualifications as will enable her to teach with success Reading, Writing, the Elements of English Grammar, Geography and Arithmetic as far as the Rule of Three, inclusively, according to the requirements of the tenth clause of the Act, 9th Victoria Cap 27th and Sec. 50, March 21, 1854.

R. Parmelee, Inspector of Schools.

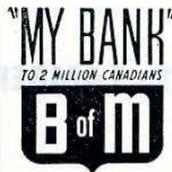
Emphasis of course was on the three "R's" but, that memory training was not overlooked is evidenced by the fact that an ex-pupil of these early Eastern Township schools is recorded as being able to recite "the whole of the New Testament verbatim".

In 1834 a book, now very rare, was printed and published in Stanstead. It was a Canadian Reader by Mark Randall Jr. and widely used in the Eastern Township schools.

The "Time-Table", that guide or master of the modern teacher, made its first appearance in the Eastern Townships in 1860. Its debut was quite informal. The schoolmaster wrote on his small blackboard, few schools had adequate blackboard space in those days, these words, "Paddle Your Own Canoe". Under this heading followed a statement of the time for calling up each class and subject. He told those who could write to copy this as he could not leave it long on the one small board. He hoped, as does every teacher every day, that this would eliminate the continual wail of "Please, what'll I do next?"

There are two teacher stories of this period which bear repeating. One concerns a young man named James C. Peaslee who overcame almost insurmountable difficulties in his life-time. As a boy he lost his right arm. The pain of the amputation brought on lock-jaw and he was never able afterwards to move his lower jaw. The only way food could be introduced was by breaking out his front teeth, which was done (sans doctor; sans dentist) and he remained that way for the rest of his life. His mother was a poor widow and he was thrown out by a brutal stepfather

*Mrs. Taylor, a contributor to **Quebec Home and School** for the past two years, is the recent winner of the much heralded Ryerson Novel Contest. Her winning entry, "The Pine Trail", is a delightful book you will want to read. Our heartiest congratulations to Mrs. Taylor — and best wishes for that next novel!*



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but due to the sympathy of friends he was placed in school and later taught several schools. He had one ability which intrigued his pupils. He could hold a quill between his knees and shape it with his left hand. James Peaslee was a careful fellow and before long he was able to save some money from his wages. He used it to buy and sell and eventually succeeded in building up a large business. He died in Illinois.

The other story concerns a young woman, nameless for various reasons, who was so nervous of a thunderstorm that on its approach she, in the presence of her pupils, would remove every pin from her clothing and even take off her corsets because they contained steel!

In 1800 there were some four schools (not schoolhouses) in Stanstead. Schools in those days were usually the most central log house or barn. And even when school buildings were built they generally served a dual purpose as school and church. To show the place of schools in the life of the settlement in those days, we quote this story from the Rebellion period of 1837-38. "Here also was the second schoolhouse built in the town and from its size and central location, used for a place of worship. Not far from the school stood the building used as a distillery. During one of

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ST. LAMBERT'S BOOK FAIR

*Mr. Brigden is Principal
of St. Lambert Elementary
School.*

ON NOVEMBER 16th a Book Fair was held for the St. Lambert Elementary Schools in the Gymnasium of the Elementary School. The schools involved have an approximate enrolment of 1200 children. In the face of very inclement weather, the Fair was very well attended by the parents, both the afternoon and the evening session. Some 1150 books were placed on display of which 914 were sold. All books were obtained on "an approval" basis with the understanding that unsold books could be returned. This was arranged through the courtesy of the Montreal Book Room. All books on display were from the selected list as published by the Department of Education, a list compiled by Mrs. Donald McCabe (supervisor of English Dept. of Education) and her committee.

Very briefly, what is a Book Fair? The idea is not a new one. Most of us at some time, have belonged to a book club where each member contributed one good book, thereby becoming eligible to read all the books on circuit in the club. This is the idea of the Book Fair with slight modifications. Parents were invited to come to the Fair and to buy at least one book for their child. After the child had read his book, he presented it to his classroom library, as did the other children. Into all books thus presented was placed a sticker showing the child's name and grade. Thus, it was hoped that each child of an average class of 30 would be able to read some twenty to twenty-five books depending on the success of the Fair and the numbers of books returned as donations to the classroom libraries. The success of the Fair is a fact at this date; it remains to be seen how generous the children will be. I have little doubt that results will exceed expectations in view of the generosity with which the parents supported the Fair.

The local Home & School sponsored this very worthwhile programme through the library committee. This committee was selected largely outside the executive and with a view to including as many people as possible who were prominent in local groups, e.g., Lion's Club, IODE, Church Groups, Women's Groups,

Local Librarian, etc., in short, representatives who themselves had contact with, or held offices in, various groups active in the community. A total of seventeen groups was represented on the committee, either directly or indirectly. In any community, there are those public minded citizens, gatekeepers of community affairs, who are always ready to give of their time and energy. Indeed it might be said that a great deal of the cultural growth and development of any community is rooted in the few unselfish individuals who somehow find the time to contribute in so many ways. An attempt was made to build the committee of these individuals.

Plans were laid several months prior to the Fair. A total of three meetings was held with the full committee, while there were numerous meetings of the smaller groups in charge of special aspects such as finance, publicity, etc. It soon became apparent that four important tasks were involved; (a) selecting books, (b) preparing books for the Fair, (c) actual display and sale of books, while overriding all, (d) publicity. One remaining aspect was prepared for but presented no real problem, namely, return of unsold books.

I would like to say a few words on how our committee dealt with each of these. A committee of teachers was to undertake the selection of the books for the Fair. An attempt was made to ensure a fair distribution on basis of numbers of families represented by pupils through the various grade levels from Kindergarten to Grade VII. This sub-committee consisted of eight teachers, representing each grade level. Further, they were to prepare lists permitting some duplication in lower grades (I-III), little or none in upper grades. They had charge of ordering books and on delivery, checking invoices. A second committee took over once this had been done. This committee, under the very capable direction of Mrs. W. Hindess, had two important tasks. First, each book had to contain a typed slip showing Title, broad Grade Level and Price. This represented considerable work. In addition, the books were now placed roughly into three divisions; Grades K. to III, IV to V and

VI to VII. It was planned to display them in these broad groups.

A sub-committee under Mrs. G. B. Clarke undertook to arrange the books for display. The display was spread along three sides of the Gym in three horizontal rows, on tables. The tables had been covered with brown wrapping paper, with small strips of wood nailed in three parallel lines to prevent books from sliding to the floor. It formed a very colourful display even without "Fair" decorations.

Mrs. Hindess, with a further sub-committee now took over the actual sale of books. Four cashiers were provided with the necessary "tools" of their trade: staplers, scratch pads, bank "tellers" trays with \$40.00 in silver and bills, red pencils, etc. Other ladies were stationed behind the display tables and provided with Book Order Forms (for orders of books which might not be on display) and copies of the Provincial Library List, etc. These ladies helped parents to select books, while all the members of the school staff were present to discuss any specific reading problem and make recommendations. Teachers had been provided with a list of books especially suited for reluctant readers. Parents selected the books they wanted and, as they left the hall, presented the books to the cashiers who removed the slips and collected the money. Where purchases were over \$3.00, a 10% discount was given, bills being stapled together and the net price entered in red on the topmost bill. Where new Book Orders were placed and paid for, cashier placed a large red D on the bill; if the order was not paid for, a large red C.O.D. was written on the bill. Each cashier balanced her bills and cash with the finance sub-committee director.

The sub-committee covering publicity had probably the most important contribution to make, since on their efforts depended to a large measure the success of the venture. Mr. A. Hammond, manager of radio station CFCF did an outstanding job. At least two articles on the purpose of the Fair appeared in each of the local papers, as well as articles in the Gazette and Montreal Star. Three considerations dominated the publicity sub-committee's plans. We were attempting to do the following:—

1. Introduce parents to a rather large selection of good books suited to the various grade levels.
2. Provide a plan whereby for a very modest cost, a child would have access to as many books as possible, certainly far more than any one Parent would want to buy.



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3. Sell the Parents on a Reading Programme for the children in our schools.

Two broadcasts were made over CFCF, one in conjunction with the publicity for Young Canada Book Week, during the programme "Time for Youth". A further broadcast was recorded on the day of the Fair when parents and children were interviewed; this was recorded and rebroadcast on Home & School of the Air.

Fifteen talks were given to local groups; IODE, Lions, etc. at their regular meetings prior to the actual Fair. On the day of the Fair, 8,000 milk collars were distributed through the courtesy of major milk distributors in St. Lambert. These collars were placed on the milk bottles as they were distributed and an effort was made to repay the milk companies for their co-operation in this manner. Around the collar was printed "Milk for Growing Bodies — Books for Growing Minds", beneath which followed a brief notice about the Fair, Date, Place and Times. Posters were prominently displayed throughout the town. The showing of slides in Local Theatres advertising the Book Fair, as well as the use of printing "slugs" for the cash registers of some of the large local chain stores was considered but not acted upon. One week prior to the Fair a newsletter was sent home with school children explaining the purpose of the Fair, what we hoped to accomplish and the mechanics of how it would be run. The day prior to the Fair, a personal invitation in the form of a printed card was sent home with each child, addressed to the parent in the child's own handwriting. The address of this invitation varied all the way from a very formal Mr. & Mrs. in Grade VII to just "MOM" in Grade I. The Rectors of the various churches very kindly read brief announcements prior to the Fair.

It is the writer's earnest hope that other communities will attempt a similar project. Few would care to contest the statement that the child who reads will do well in school. Much can be done to improve both the quality and the quantity of the books in our school classroom libraries. ●

Of Vocational Interest

There are now over 40 monographs and pamphlets in the "Canadian Occupations" series — most of them 10¢ per copy. A list and prices may be obtained from the Queen's Printer, c/o Superintendent of Publications, Ottawa.

THE PRESIDENT (from page 3)

are in Hudson and Montreal. There are quite a number of Home & School associations in the district — not all affiliated with Quebec Federation. I spent one evening with the executive at Malartic, which has an elementary school from which the students go on to Percival County High School in Bourlamaque. Another evening was spent with the Noranda Executive and I spoke to the association there. The Noranda association takes care of a high school and two elementary schools.

At Noranda I was pleased to have representatives of the unaffiliated Rouyn association in the audience, and I am hopeful that they will join Federation shortly. I was even more delighted to find that three members of our tiny Perron Association had driven 100 miles to be at Noranda, and had the same distance to go home after the meeting. The Perron school only has grades one to four — after which it is necessary to travel to Bourlamaque. Securing a teacher is the problem and at present one of the mothers is doing duty in all four grades.

Later in October I spoke at the Gatineau and Brownsburg Associations and had excellent audiences at each.

Everywhere I went the interests are the same. How can parents and teachers cooperate in giving our children and young people the best education possible and encourage them to become worthy citizens of Canada? Programme suggestions, safety, health, insurance, leisure reading, parent education were all subjects of discussion. I tried to encourage all those with whom I talked to send representatives to the May conference — so that they may absorb Home and School atmosphere, programme ideas and inspiration. I hope they will come. If they do, some of you may be asked to billet them for a night or two.

A RECENT announcement that Mr. A. M. Patience has been appointed Vice-President in charge of RCA-Victor operations in Mexico reminds us that the first four presidents of Quebec Federation have moved out of our province. The first, Gordon Patterson is in Winnipeg; Mel. Patience who followed him went to Prescott, Ontario and is now in Mexico. His successor, Ken Fenson is in Vancouver and our fourth president Dr. McLeish after a period at University of British Columbia is now Registrar at Carleton College, Ottawa. The other past presidents Ted Powell, Mowbray Clarke and Reuben Resin are fortunately still with us and form the president's advisory committee.

Executive members of all associations should have received the first issue of Quebec Federation's Newsletter. This is an effort to improve our communications, and we hope to eliminate all complaints by people who have not heard about a Federation activity in which they were interested. A number of copies sufficient to provide one for each Executive member and committee chairman have been sent to your president. If you have not received one, you know who to see.

In some organizations the most important aspect is that you meet the right people and the programme is secondary. It is of extreme importance in Home and School that parents and teachers get to know each other better, but as we are an educational body, the programmes at our meetings are of fundamental importance. Let us be sure that each programme is designed not merely to draw a crowd, but rather to make us better able to advance the interests of children and young people.



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Ask them!

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Children's Leisure Reading: Miss B. Bunting, Box 271, Macdonald College, Ste. Anne de Bellevue.

Citizenship: Wm. Asherman, 3888 Clark St., Montreal.

Constitution: Dr. Edward C. Powell, 340 - 44th Avenue, Lachine.

General Health: Dr. F. M. Jones, 4844 Wilson Ave., Montreal.

Insurance: Jack Chivers, 20 Russel Ave., Town of Mount Royal.

Mental Health: Heber Matthews, 14 Roy Ave., Dorval.

Parent Education: Mrs. G. A. Gordon, 4847 Draper Ave., Montreal.

Program Planning: Mrs. T. K. Stephens, 2640 Blvd. Fortin, Three Rivers; Mrs. P. Jobin, 4647 Clanranald Ave., Montreal.

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School Education: C. H. Savage, 110 Plateau Ave., Grand'mere.

School Finance: Colin E. Jack, 333 Curzon Ave., St. Lambert.

already conscious of over-crowded schools, part-time schooling on short sessions, the threatened doubling of enrolments in our universities by 1965 and the fund-raising campaigns being organized to add to their plants and to create new universities and technical schools, the deterioration of standards in the schools, the falling enrolments in graduate work in science and engineering, the constantly growing demands of industry for trained people. The Fundamental Research Committee of the Technical Section (of the pulp and paper industry) recently completed a survey which showed that this industry will want about 60 Ph.D's in the next five years. That is more than will be trained in all of Canada in the pertinent fields. Where, pray tell, are we to get them?

The most shocking statistics have to do, not with the needs in the immediate future but with those ten or fifteen years ahead. There is already a sizeable deficit of teachers in our secondary schools. To catch up and keep pace with an exploding population we will need to add to our teaching force more qualified people in the next 10 years than we have added during the past 25 to 30. To put it another way, half of all our college graduates during the next 10 years will have to go into teaching for at least a few years if we are to meet the projected need. With the competition of industry, the requirements of military services, and the compelling forces on the female graduates toward marriage and family-raising, what do our chances of doing so look like to you?

Brains deserve more money

Now let's talk again about money in relation to this need for manpower and womanpower. Today the average annual

earnings of telephone operators are higher than those of teachers in small town elementary schools, those of railroad conductors are far above those of teachers in large city high schools. Railroad firemen are paid more than associate professors in most universities. Furthermore, the wage increase granted to a graduate who entered a large corporation 5 years ago are half again as much as those of a graduate who entered a large city high school 14 years ago. Thus the teaching salary structure is not only too low to begin with; it is also too narrow from bottom to top. One can add that it is so stereotyped that advancement is governed more by time served and credits accumulated than by differences in ability.

Admittedly, there are dedicated people who will work under most difficult conditions and at low pay. But there will never be nearly enough of these to meet our needs . . . It is only natural that most of the better people of professional calibre and interests will be attracted to the higher paying professions. This has, indeed, already been happening for a good many years, with the inevitable result that our school systems and colleges are already harbouring many individuals of dubious fitness for teaching. Each of you could cite examples from your own experience. What, then, is the merit of spending millions for scholarships to place our students in an environment where mediocrity and incompetence are being compounded with each passing year, so long as we do nothing about it?

Nothing short of drastic upward revision of teaching salaries will be sufficient to reverse the downward curve of new recruits for careers in education. And with this must go very major outlays for new classrooms and laboratories and libraries. In short, meeting



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the problem of securing enough men to design and man the machines of our technological age, and at the same time enough teachers to maintain a flow of skilled and trained personnel, is going to take a lot of money — in staggering amounts, comparable with those we spend for major segments of our programs of military preparedness. Yet, in the end, those outlays may be more important than all the support we as taxpayers continue to give the perpetuation of military forces which are already obsolete in terms of the hydrogen bomb and the intercontinental missile . . .

"Industry has called for a grassroots campaign for improved standards of higher technical education . . . But industry cannot do the job alone, any more than any one section of the nation can. Every enlightened citizen will have to play his part, even if it is only in . . . discussing it within the various organizations to which he belongs." — **J. N. T. Bulman**, President, Canadian Manufacturers' Association.

Admitting the seriousness of our situation at the university level and not wishing to detract one bit from the importance of finding solutions there, I must nevertheless point up the conclusion, now being reached by many people, that the real crux of the emergency is in our elementary and secondary schools . . . *Women can help greatly*

Now there are things which you girls can do, too, at least those of you who do not have small children at home. Again I will list a few suggestions:

(1) If you already have formal qualifications for teaching or could secure them, there is no more important way you could spend your spare time than in serving as an emergency teacher or a part-time one.

(2) If you lack formal qualifications but enjoy dealing with children, volunteer to serve as an aide to a teacher, taking off her shoulder some of the innumerable routine chores which take up at least a fifth to almost half her time.

Such activities would include clerical work, helping absentees to catch up with work missed, supervising recess, correcting papers, etc. Teacher aide programs are already being used experimentally in several schools and the results show that the children learn more

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and the teachers have more time for individual instruction, yet the classes can be half again as large.

(3) In your contacts with other women — speak up about this crisis in education and its meaning to our way of life, so that you encourage ready acceptance of the increased school taxes that are certain to come to all communities . . .

Let's pitch in

The threat of Russian supremacy in technical, scientific and other skilled manpower is a very real one. But it would obviously be senseless, as is being pointed out by some of our educators, to engage simply in a numbers race with the Russians. Our emphasis should be on quality and on the breadth of training which gives versatility to the play of free minds. It is now clear, however, that even if there were not the ominous overtones of international competition for men to devise and wield machines of destruction, we would still have to make enormous outlays of money and time and effort to provide the myriads of machines that promise to enrich our lives and bring the age-old dream of peace and plenty to reality. Hence, whether our outlook on the future is pessimistic or optimistic, the challenge of the present is to do the same kind of a job in either case. We cannot tolerate a moratorium on scientific progress.

Reprinted from Pulp and Paper Magazine.

WHO (from page 5)

do a good job of drilling facts into youngsters, it takes a teacher of above-average intelligence to develop his class as a co-operative group where children learn to discover problems which are meaningful to them and to think their way through such problems. So long as teaching is thought of as pouring information over children like syrup over a pancake it doesn't matter so much whether the teacher is intelligent or not. However, it takes a resourceful and intelligent teacher really to stimulate children to think and to discover and solve problems in an active fashion.

(4) *The Teacher Should Have a Broad Background of Knowledge and Experience.* He should be a *stimulating person*. The elementary school teacher needs far more than a knowledge of the material to be taught. He needs to understand how children grow and develop and how to use his own background of experience to stimulate that growth. The good teacher at the elementary school level should have some university training, should read widely, and keep up-to-date through other forms of in-service education.

The high school teacher needs to be well-grounded in his area of specialization — science, mathematics, English, history, etc. In



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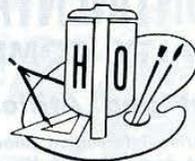
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addition he needs a thorough knowledge of the needs and problems of adolescents. He needs, too, to know how best to help teenagers to solve their personal problems — educational, vocational, social and recreational problems.

(5) *The Teacher Should Be Able to Put Himself in the Pupil's Place and to Understand How He Feels.* Only so can he really enter into a vital relationship that will enable him to guide his pupil's best all-around development.

(6) *The Teacher Should Have a Special Facility for Explaining and Illustrating.* Not all highly intelligent people have this gift but it is essential for good teaching.

We're Desperately Short of Teachers

The teacher supply situation according to the research conducted by Dr. M. E. Lazerte, is a grim one. In Canada we shall need 55,000 additional teachers by 1965.

Traditionally when Canadian parents and the public are faced with a shortage of teachers they demand of Departments of Education that the standard of entrance to the profession be lowered. This is disastrous from every angle. The point of view of this article is that our boys and girls need mature, intelligent and well-trained teachers, not immature, poorly-educated teachers of mediocre ability. Some wag has said that the public is willing to admit anybody to a teacher-education institution "if the body is still warm". The ostrich-like habit of lowering standards until enough persons are secured to man the schools is utter folly. It short-changes the youngsters and it drives out of the profession our best young people who go off to a profession where the prestige of high standards prevails.

The basic cause of the teacher shortage lies in the short-sighted view of parents and the public of what kind of a teacher their boys and girls should have. Until some hard thinking is done by parents the situation will get worse instead of better. If Canadian parents will raise their sights as to the kind of person who should teach their child, then school boards and governments will be able to take the necessary steps to meet the teacher shortage. These necessary steps are (1) higher academic standards for entrance into the profession, (2) better selection of candidates on the basis of intelligence and emotional maturity, (3) the giving of greater prestige to the work of the teacher, (4) providing better living and working conditions for teachers, and (5) paying higher salaries.

In such an emergency as war, our citizens tax themselves at a level which would seem

fantastic in peace time. If the best possible development of boys and girls is considered important enough, money will be found to provide for this.

The information coming out of Russia indicates the tremendous opportunities which are now being given children to achieve as much education as their abilities permit. This is probably provided for by the Russian people, willy-nilly, doing without many luxuries. Surely citizens of free Canada should be willing, voluntarily, to do without some luxuries (even liquor, tobacco, cosmetics, and high priced cars) to provide more adequate education for their children. Indeed, on the very practical issue of competition with the Communist world, they may be forced to do so — or perish.

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Rough Notes

by Al. Rough

OF PEOPLE: Congratulations to **Reginald J. Perry**, new president of Quebec Association of Protestant School Boards — and best wishes for a highly successful term in office . . . And the same to old friend, **Arthur W. Lang**, re-appointed Executive Secretary of that fine Association . . . Our compliments, too, to **Mrs. Grace Heard**, who has been appointed Chairman of the National Parent Education Committee . . . Still more congratulations — this time to **Mrs. Margaret Dow** who has accepted the chairmanship of our Conference Committee.

WE SEE BY THE PAPERS: **Dr. J. A. B. McLeish**, a past president of Quebec Federation, had a provocative article in *Saturday Night*, issue of Sept. 15th, entitled, "Who Should Go To College?" Worth looking up in the public library . . . If you are interested in high school curriculum and practices, then by all means read a highly controversial article by **William James Hall**, a high school teacher in Ontario. This, too, was in *Saturday Night*, issue of October 13th . . . Incidentally, this columnist or your Editor would appreciate having such articles drawn to the attention of either. Just write the Magazine, please! . . . Did you notice how the *Montreal Gazette* and *The Star* reported with apparent relish how **McGill's dental faculty** fooled 62% of its visitors during Open House by asking them to say whether or not the water they were asked to drink contained fluorine. Pretty conclusive!

OF BOOKS: **British Book Service** has brought out a most interesting volume entitled, "First Flowering" which is a selection of prose and poetry by the youth of Canada. Some 5,300 entries in a nation-wide competition in secondary schools provided the material from which this excellent collection of young folks' thoughts, emotions and fantasies . . . Not exactly a book, but rather a booklet, **The Canadian Bank of Commerce** has issued a dandy on safety for children. It's called, "Never, Never Be a Dodo" and is profusely illustrated by cartoons. Ask your local branch about it.

LET'S REMEMBER: **National Health Week** is in January. **Education Week** is in March. Programs can make much of both events.

WORTH NOTING: **Harriet Hill** in *The Montreal Gazette* reported, "The Junior League of Montreal's radio program for children (and incidentally it's a complete bull's eye) goes on the air for another season on Sunday mornings at 8.45 over Station CJAD. This year's series deals with stories from different countries of the world . . . The series is called 'Turning Pages' and the League's radio committee handles everything including the script-writing . . . We hear the schools have more than nodded approval at the League's product. The committee frequently gets requests from the schools for tapes."

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the "war scares" the Guard had powder for their muskets but were short of bullets. Few of them but revered the still, for potato whiskey was a part of the life of the settler, however whiskey must wait in times of stress so out came the still to be cast into bullets. As it turned out the scare was only a rumour but a few days later, as some of the people gathered at the schoolhouse to worship they found a small cask of powder buried in the ashes of the stove."

In 1827 Missisquoi County boasted 7 schools. Also 7 potash and pearl ash factories — and 15 taverns.

In 1800 an Act was passed by the Provincial Parliament authorizing the establishment of schools under what was termed the Royal Institute. For many years this act was a dead letter in the Townships, few of them being able to comply with the requirements, namely "any town or parish could, by petitioning the Legislature receive \$240 as an annual salary for the teacher if a house furnishing ample accommodation for the school and family of the teacher be built by the people." One was started in North Hatley in 1818 and another in Stanstead but they were not considered too satisfactory. In 1829 the Elementary School Act was passed. This appointed a commission in charge of the system and grants were made for building new schools and the support of the teacher. At this time the wages of the teacher were to be \$80.00 a year. However most schools went along for another fifty or more years under the old system, the people sustaining the schools, the teacher "boarding round", splitting his wood and receiving his meagre salary, more often than not in grain or articles of clothing.

Schools of this period were, for the most part, roughly built and often uncomfortable. Heating was usually a major problem — and it was here that the "Dutch Back" played its part. A "Dutch Back" was constructed as follows. Large flat stones were laid on the floor along one side of the room to an extent of about 6 feet square. On top of these and against the side of the building a wall of stones was raised up to and through the roof. This wall took the place of a chimney and a considerable opening in the roof was left through which the smoke could escape when a fire was built upon the flat stones on the floor. When the wind was unfavorable the smoke would fill the room, much to the discomfort of the occupants. Later this "Dutch Back" was superseded by an inverted potash kettle with a large hole in the bottom which

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was placed on a stone in the centre of the room, and a smoke pipe placed over the hole in the kettle. This pipe passing through a hole in the roof carried the smoke more effectively than the "Dutch Back".

Schools of this day also had long benches with tops for writing on, and other long seats with backs but not tops, where those not advanced enough to be able to write their lessons, sat. When they wrote "copy" they, "Amarilla, Electa, Comfort, Chauncey, Phineas, Jeremiah and Thankful, the counterparts of our Johnnys, Billys, Susans and Marys" were allowed to move to the long benches with tops on them where writing could be done. And they *did* write — the wonderful history of the Eastern Townships educational development from the days of the "Dutch Back" to the modern "Back the School" movement — of which joining the "Home and School" makes you and me active participants!

NORMAN BARTON
gives some pointers on

SHOWING FILMS

*This is reprinted from
British Columbia
Parent-Teacher Magazine*

TODAY, we frequently use films for a specific purpose — to illustrate a subject, to provide instructions on a process or to stimulate discussion. We, therefore, need to use the modern approach which, for a successful presentation, includes these five steps:

SELECTION

Before we look for the film, we should know the subject or purpose of the meeting, the job that the film is intended to do and how much time the program chairman has allotted to the film showing. Then we can select "the" film from a catalogue, evaluation sheets, our own knowledge, or suggestions made by people who have used films before. All of this should be done well in advance of the date of the meeting, so that we can be assured of receiving the right film on the day we want to show it.

SELF PREPARATION

The film selected should be screened to determine that it will meet our program needs, that it contains enough information and that we can understand the differences between our ideas and those presented in the film. Rarely will a film fit a program exactly. By screening it in advance, we can make our plans to interpret or adapt the film to the local situation existing at the time it is to be shown,

and also check its quality — sound, pictures and material.

AUDIENCE PREPARATION

It is now necessary to introduce the film to the audience.

The introduction, which should never be longer than three minutes, is intended to explain why the film is being shown, to give a brief summary of the subject matter and to bring out any peculiarities of the film which may be distracting or which may create false impressions. Of course, the introduction should always adapt the film material to the local situation.

THE SCREENING

A well planned presentation will always include a professional screening of the film. An inexperienced operator or poor equipment can completely destroy the effectiveness of the program.

FOLLOW-UP

Like any other program, our film presentation will be enhanced if the audience can be involved in a discussion, such as a panel, forum or even an informal discussion. However, since this is not always possible, other types of follow-up could include the showing of film strips, an address based upon the film; books, pamphlets or other printed materials available for distribution immediately after the showing; and projects which arise directly from the showing or the meeting.

This five-step presentation may seem complicated. Actually, it isn't, but it will help us to get the most out of a film program.

If you are interested in obtaining more information on film presentation techniques, may we suggest that you screen one or more of the following films: *The Film and You*, idea for film use; *The Gentle Art of Film Projection*, good projection techniques; *Let's Talk About Film*, how to create a discussion after the film showing and *How to Conduct a Discussion*, the steps necessary to get a good discussion. ●

de BELLE & WHITE

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SO YOU WANT TO

SEE IT IN THE PAPER

EVER WONDER why you can't get more stories about your Home and School Association in the local paper? Then try looking at it from the editor's point of view, and watch your news reports blossom into print.

The editor is not interested in Home and School Associations as such. He is interested in news, and that means what is NEW and different. If your newspaper report just says that the Home and School Association held its regular meeting at such a time and such a place, and so-and-so gave an inspiring address, the editor is not impressed. People are always holding meetings, and it is amazing how many inspiring addresses are given, according to press secretaries. But if the speaker says something interesting, or provocative, or amusing, and you tell what he said in your story in a concise, straightforward way, then the editor can't get your "copy" to the printer fast enough.

The same principle applies if your Association passes a resolution on a topic that is currently in the news; or decides to do something new and different; or takes issue with some public figure or recent official announcement. If it is new and different, the editor will want it.

This doesn't mean that editors are only interested in the outlandish, the startling and the sensational. To be sure, if the roof falls in on your meeting the editor will calmly say it's a good story. But he will also say it's a good story—good enough to print, anyway—if your Association reaches a record high membership, or if membership drops so low your Association is in danger of folding up; if your school bazaar makes \$1,000.00 profit or only \$1.00 profit; if one of your members, during a discussion, gives the school principal a hearty pat on the back or a lusty kick on the shins.

Never mind if you don't know shorthand—few newspaper reporters do. You can remember a few key sentences long enough to write them down in longhand, and that is all you need.

And here are a few rules to help you write a good news story.

1. Make it interesting to people who are not Home and School members.
2. Get as many facts as possible, names, initials, direct or indirect quotations, explanations if necessary.
3. Take pains to be accurate; wrong initials, a wrongly spelled name, and inaccurate quotation, are anathema to all editors. ☉

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HOME AND SCHOOL NEWS,

our sister publication
of the Nova Scotia Federation,
has some excellent
suggestions

ON CONVENTION REPORTING

SO YOU sent a delegate to the Convention? What will your Association receive in return?

You *should* expect a report — but what kind of a report will you expect, or request? Some will say, "Miss Brown, we'll give you five minutes in the meeting to tell about convention — you know — just the high-lights!" (Some may forget even to include it on the program in September.) What could you expect?

A few associations invite the delegate to meet with the executive to discuss informally Convention recommendations and suggestions. Items of general interest only are then reported by the delegate to members at the meeting, but the executive has information on all items requiring action.

Do you request a *written* or a *verbal* report?

Unless your delegate meets the executive, the best procedure is to call for *both*. The written report will contain details of business, necessary statistics for reference, wording of any resolutions referred for discussion or action, etc. The verbal report given at the meeting is then free of these necessary — but often wearying — statements; and can be as interesting and stimulating as the lively interpretation of the delegate can make it.

Your delegate will probably put hard work into the report. He or she (or they?) will deserve from the members courteous and interested attention, and time to make a real contribution to the program.

If you are the delegate

Are you dreading this report? Here are a few suggestions, including some gleaned from the February, 1952, Royal Bank Monthly Letter on "Writing a Report".

First, find the amount of time allowed for verbal report. This is an "information" report.

Don't be tempted into a chronological recital of events — that is time wasted for everyone. Ask yourself:

"What will the association want to hear? What will help Home and School work this year?" Discard all irrelevant details and focus on a few main points to suit your time. What is necessary — what is best — what can we do about it? What interests you, you can probably make interesting.

Second, it is a good plan to write your report — hand it to the Secretary — but *don't read it!* Detailed information can then be included in the written version. Avoid all but a few statistics — and use round numbers where possible. Make clear the difference between the recommendations or resolutions of the Board of Directors or Convention, and your own suggestions for local use. Don't be afraid to offer the latter — that is, your interpretation of how to set Convention ideas to work in your association and community!

Third — begin with an attention-arresting statement. (Perhaps what you aim to do in your report and *why* — or what you thought was the best idea in the Convention). End with a quotation from a main address, or a summary of your points, or a special word of appreciation for what the Convention meant to you as a delegate.

Fourth — expect to put some hard work into preparation of your report.

Remember Winston Churchill's famous war-time memo demanding that his cabinet ministers confine their reports on the most momentous matters to a single page: "It is sheer laziness," he told the Secretary of State for Foreign Affairs, "not compressing thought into a reasonable space."

LETTERS TO THE EDITOR

From Maniwaki H & S. A.

The first meeting of the Maniwaki Home and School Association this month was a great success. The meeting featured a "Meet the Teachers Night". Each teacher introduced herself or himself and gave an outline of their respective work. There were also two speakers on "Civic Affairs"

(continued on page 21)

CLASSROOM DRIVING PAYS OFF IN SAFETY

The speedometer needle edged toward 50, but the high school boy at the steering wheel didn't have his mind on the roadway. He was musing over a football play to be used that afternoon in practice. When a truck darted suddenly from a side street, he didn't see it and apply his brakes until it was much too late.

A sickening collision could not be avoided, and yet it never came. For the boy wasn't driving on a highway. He was steering an auto that never moves in a high school classroom and the truck did its darting on a movie screen.

Thanks to a novel education technique, where students gain many miles of realistic driving experience without moving even an inch, the boy had learned a valuable lesson: to keep his mind on the road and be prepared for sudden stops. And unlike thousands of others who had learned a similar lesson, he wasn't maimed or killed in the process.

Hailed as a possible atom bomb in the war on traffic mishaps, the revolutionary program is being studied by schools throughout the nation. Its basis is a novel device which simulates an actual auto.

In learning to meet traffic situations, students "drive" the device on highways depicted by motion pictures on a screen at the front of the classroom. Exactly how well they drive is recorded on a control unit, which the instructor watches closely at the rear of the room.

The simulated auto is a realistic marvel. It has a steering wheel, gear-shift lever, clutch pedal, brake pedal, accelerator, speedometer, turn signals, light-beam switch, ignition key and starter — even an adjustable driver's seat.

An electric motor hums to ape a car engine, becoming louder and louder as you

step harder on the gas pedal. The gear-shift has a "drag" and the clutch pedal can be felt to "take hold". When the clutch engages, the motor slows. And when the clutch is let up too fast, the engine actually stalls.

The driver can even get the feel of backing up. By looking over his shoulder into a mirror, he can see the "road" on the movie screen as it would look through an actual rear window.

Measured automatically on the control unit are the way each student uses the controls in more than 30 different operations. The instructor can tell reaction-times instantly and correct bad driving practices as they occur.

Twenty-two special films are used to complete the course. Covered in detail are all normal driving situations and a lesson on meeting emergencies. The final film is a gruelling 25-minute road test, which educational authorities claim isn't rivaled anywhere for thoroughness.

Known as the Drivo-trainer, the driving device was perfected by the Aetna Casualty and Surety Company. Fifteen have been in use in the New York City school system for a year. Others were recently installed in Oak Park, Ill., for use of school students.

The safety experts have agreed for years that driver training in schools eventually could cut the highway death toll by as much as 50 per cent. But only one in six students now gets behind-the wheel training.

The major drawback has been high costs. And it's for that reason, in particular, that the Drivotrainer is exciting. By making it possible to instruct two students for the cost of every one taught by the conventional method, it brings a training program within the scope of many more schools.

And that, say the traffic experts, is the best and brightest hope for solution of the accident problem that's been offered in many years. ●

and information on "School Affairs". Having already in the past two years raised money to buy a hundred steel chairs also an electric stove and kitchen equipment, the Association is planning a Masquerade Party consisting of dancing, games and entertainment. The funds from the party are to go to buying stage curtains which are greatly needed. Our Student Accident Insurance went over the top this year with half the school pupils enrolling. The

(continued on page 23)

BROADCAST BRIEFS

By Don Allen

Director and Moderator, Home and School on the Air

Home and School Radio brings to Quebec homes each week, education personalities who make the news and reflect the trends. Before Home and School microphones these past weeks, "the world of education" has been reduced to lowest common denominator in thought-provoking remarks such as these:

High school French may have rated low in any pupil popularity poll, but the prescribed course gave sound grounding in correct fundamentals and set the student on solid footing for perfecting the language at his own pace, according to McGill engineering grad Byron Pinder. Joining with others five to ten years out of high school in a frank round-table appraisal of how classroom learning served as preparation for initial success in business and in life, he praised the curriculum, but called for even further emphasis on basic and practical English, though not at the sacrifice of other academic material offered now.

The Greeks of olden times may not have been so far off the mark in planning curriculum, according to Montreal teacher R. F. Callan. He can't envision how the timetable would permit it, but is all for at least one full period of physical exercise every day.

The Industrial Arts, according to E. C. McCurdy, Montreal supervisor, have more than won their place on the school academic program, by virtue of a greatly shifted perspective in modern life. The work of the blacksmith and the cobbler once were common knowledge to every growing boy. Today's Industrial Arts take place in great factories, with the curious youngster often barred by high fences and barbed wire. With knowledge of fundamental skills and techniques so significant to an appreciation of industrial miracles of modern times, high school Industrial Arts has become more academic than vocational in its approach.

Three per cent of all children; indeed, 480,000 of Canada's population; fall within the category of "mentally retarded". According to Dr. M. S. Rabinovitch, chief psychologist of the Montreal Children's Hospital, a mentally retarded child is fully as likely to be born into a home in which intelligence standards are high. The Association for the Help of Retarded Children, which brought parents of retarded youngsters to Home and School microphones, establishes special schools for the extremely retarded. Each parent interviewed revealed that brothers and sisters of their retarded children proved to be normal in every way.

Parents may or may not take a full interest in school text books, but Canadian book publishers certainly do. According to Bill Iler, representative of a Toronto publishing house, the majority of Canada's book publishing dollars come from the publication of text books. Yet, Mr. Iler points out, books form but a minor item on school board budgets, representing less than two per cent of the cost of running our schools. He fails to see how schools could run without text books, with the crowded classrooms of today.

BRIEF CHATS WITH PARENTS

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By

S. R. LAYCOCK, Ph.D., Past National President Canadian Home and School and Parent-Teacher Federation

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BETTY McDONALD

First Vice-President, B.C. Parent-Teacher Federation explains

ROLE PLAYING . . .

WHAT IS IT?

ROLE playing is a method of dramatizing a situation by means of an impromptu, unrehearsed "acting out" of a problem. It may be used to stimulate discussion at the start of a meeting; to clarify a situation during discussion, to provide specific information; to test a hypothesis or evaluate a proposed solution; or to help participants understand another person's point of view or feelings.

Role playing should always be spontaneous and the spoken words *ad libbed*, but it should never be haphazardly or casually planned, nor should it be used merely as a means of entertainment or amusement. To be most successful, role playing should have a definite purpose, and this should be clearly understood both by the players and the audience. However, even the most carefully pre-planned role-play can be and often is both entertaining and amusing. It serves, generally, to lighten the atmosphere, to release tensions; nearly always it promotes free frank discussion and aids insight into problems or situations.

In planning a role play, individuals willing to take part should be briefed regarding the situation and personalities involved, and then asked to assume the role of the character suggested and to speak and act as they think such persons would act in the given circumstances. The players may be given considerable background information about their role, the age, marital status, personality traits and attitudes may be described in detail, or may be left to the imagination of the player, but it is always helpful to suggest that they think about the feelings and reactions of the person they are to portray. The cast may, at times, wish to take a few minutes to plan their presentation, and discuss some of the points that may arise, but at no time should a script and words be written out, and detailed action planned in advance. The players should be

encouraged to perform as naturally as possible and as they see their role, and to respond to the words and actions of others in the play as they believe their assumed character would do. They should be reminded that they are playing a part and not necessarily doing either what they, personally, would do in real life, nor are they demonstrating the right or wrong thing to do. In fact, one of the essentials of role playing is that, since even the actors do not really know in advance what they are going to say or do, it can never really go wrong, for its content comes from the players' own experience and understanding, and everything that is done and said becomes subject matter for discussion and exchange of ideas.

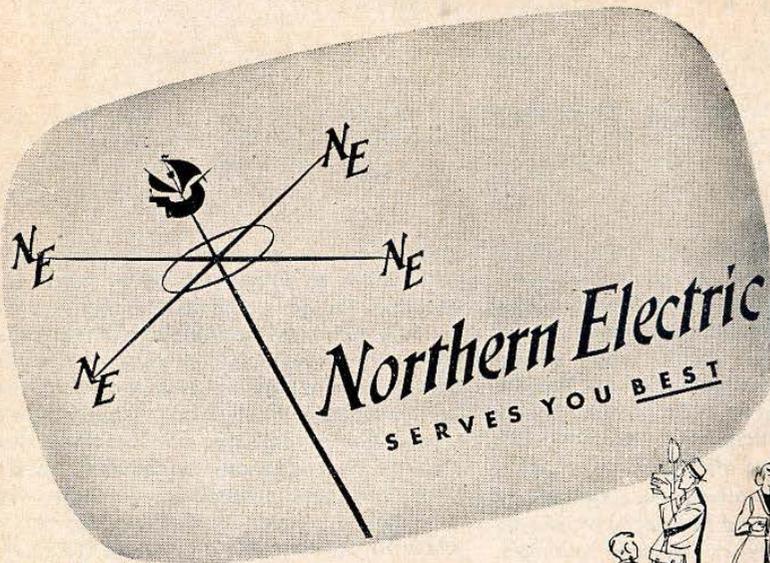
Effective role-playing should always be kept short and snappy. Often three to five minutes is sufficient time to give the audience enough information and to spark discussion. Many role plays take between eight and ten minutes, and fifteen minutes would be a maximum time.

New variations of role playing and new uses for it are developing all the time, and leaders with imagination are finding it increasingly useful in making meetings more interesting and stimulating, for it can be adapted and used in many types of programs and situations. Whatever the place or purpose, however, role plays always have these points in common: the players "pretend" to be someone other than themselves, to speak, act and try to feel as such a person does; the words are *ad libbed* and the time is short. The interplay of spontaneous thought and feelings brings many new insights and understanding to both those who play the roles and those who watch; and all can benefit

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BRITISH COLUMBIA PARENT-TEACHER

Association also sponsored free milk for school children not able to buy it. The Association is still trying to get rid of "Cracked Nuts" a three act comedy play and hope some Association will write us for it or exchange another play for it. We had great success with this play and would like to see some other Association put it on, as they would greatly benefit by it. If any Association knows of a play we could use, please write us.



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