

QUEBEC

# home & school

the magazine for thoughtful parents

VOLUME XI • NUMBER 2 • NOVEMBER-DECEMBER 1958

Season's Greetings  
Feliz Año Nuevo  
Meilleurs Vœux  
С Новым Годом



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# QUEBEC home & school

Published every second month

Official organ of the QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS

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## PRESIDENT

I would like to follow up a little on my theme in the last issue. The tendency in all of us is to both demand spoonfeeding from all kinds of authorities, and at the same time, to complain bitterly about being spoonfed. I would like to take a local Home and School Association Executive as the "authority", and look at one of their problems.

Most of them are agonizingly conscious of their responsibility to do a good job, yet many of them have been reluctantly drafted with only a smattering of experience. One of their worrisome responsibilities is to promote Home and School work through good programs in general meetings, and it is here that the spoonfeeding comes in. A great many Associations have close liaison with their membership and do not fall under this category, but let us pile all the isolated ills on one hypothetical Association, and listen in to some Executive complaints.

"We just can't get people out, even when we do everything to entertain them."

"What can we do to appeal to them?"

"Do we have to include children always as a drawing card?"

Listening, one receives the impression of a puny man with a crow bar trying vainly to pry a heavy inert rock into motion. But listen also to the members:

"Oh, but I'd never bring THAT up at a Home and School meeting!" "I can't stand sitting and being lectured to like a child." "Can't the Exec. give us interesting meetings?"

Dissatisfaction is obvious, and a feeling that an ordinary member can do nothing about it, is common. On the one hand you have a dutiful and discouraged Executive, and on the other a fretful and frustrated membership, with apparently no means of communicating.

Yet St. George's Association in Quebec tells me that 60% of their membership has some kind of job, (committees, class parent, secretarial, etc.); one very practical way of getting your membership involved in your program. You have been told too about St. Eustache's personal visiting project to each family in the district, searching for interests, difficulties about attendance at meetings, preferences for programs, and giving an explanation of what Home and School can do. They doubled their attendance subsequently. Other Associations

canvas membership wishes in other ways. Some use a questionnaire sent home before the close of the school year and plan the next year's program on the results. Some use half an hour of the first big meeting in September and, using buzz groups in the meeting, line up common areas of interest to explore. Many faithfully use evaluation slips after each meeting in order to gauge the reaction to that particular presentation. Others use class parents to gather reactions and suggestions.

All these methods are building links between Executive and membership and solidifying the Association. But even in the meeting itself after the topic has been chosen, there are ideas than can be put into practice. Ways of involving the audience actively, so that there are no (as one president put it) "fishy stares of boredom". You don't have to depend on the imported expert; you will probably find much greater enthusiasm and resulting insight from discussion type meetings.

Federation has probably not done enough to help develop good programming, but a step in this direction is being taken late in January, when for three successive weekly meetings Program chairmen within commuting distance will be invited to take part in seminars to help improve their skills and understanding. In a broad sense this will help open channels between the untapped membership resources and the hardworked Executive

"authority", building confidence in both and more effective Associations.

After Xmas there is a rather more impressive occasion. We will be opening our new office to visits from Associations. It is a milestone in our history. We cannot begin to express our appreciation to the PAPT for including us as an "educational organization" as one of their tenants. I know that these improved working quarters will enable us more easily to justify that label.

— Runa Woolgar.

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# Parnassus on Wheels

by Kathleen Clynes

LIBRARIAN McLENNAN TRAVELLING LIBRARY

When I awaken in the morning, I look out of the window and see a fresh covering of snow has fallen during the night and the radio says it is 10 below zero. I know the Bookmobile will be warm and will start easily because it has been under cover all night. I start off down the Boulevard, at 8.30 a.m., and collect Fran at her house and we make our way over the Mercier Bridge. We drive to St. Hilaire Station and stop for a cup of coffee and Fran takes over and drives to Drummondville. The road is clear and the sky is blue and sparkling.

This is our long trip. We know that we shall be out for five days. At 11.30 we are at the Drummondville Library, which is housed in the hall at the back of the Anglican Church. The Librarian begins to choose a new batch of books. She asks our help, and, knowing that she has a variety of readers we suggest the new Angela Thirkell, and "what about Harold Nicholson's Journey to Java"? Fifty books are carried into the Library and exchanged, a little chat about the weather and we drive to lunch.

After lunch we draw up at the High School and there we stay for four hours. Our Bookmobile is large and warm and one side is

packed with children's books, from pre-school to teen-age reading. The children run out from the School, starting from Grade 1, and, with our help, and very often the teachers help too, they choose books for themselves and for their classrooms. The noise of the children talking about the books they have read and the books they are choosing rises to a crescendo, and we have to ask them to be quiet. The smallest children's faces light up with joy when they discover or are helped discover Dr. Seuss's newest book. What a popular writer he is! What delightful animals cover the pages! "Have we any horse stories, mystery stories, dog stories, space stories?" We pick out a few and show them and they are seized with delight. Slowly we receive and dismiss children of all ages throughout the afternoon. At last the Van is empty and we rather wearily 'do the count'. 188 books have gone into the School and 10 more children have joined as private subscribers. The Principal comes out and wishes us bon voyage. We close the van and drive to Richmond, the Library to visit and then we drive to our home for the night.

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QUEBEC HOME & SCHOOL

# OUR NEW HEADQUARTERS

by Fred W. Price

A real office of our own—at last! You heard about it first, as a possibility, in the October number of QUEBEC HOME & SCHOOL. On December 1st we moved in. Our Federation headquarters is now at 1526 St. Mark Street, Montreal 25 (Tel. WE. 3-8244).

To our good friends of The Provincial Association of Protestant Teachers goes much of the credit for making the move possible. After purchasing the premises at 1526 St. Mark Street early this year for their new headquarters, the PAPT invited us to consider taking office space there.

At first, the possibility seemed quite remote. After all, we have a very small budget, and there are many priority demands on it. But Mrs. Stark's dining room was getting into an impossible state as more and more Home and School Associations were organizing . . . such a clutter! It couldn't go on that way.

Fortunately, the PAPT kept the space for us after they moved in, and offered it to us at a very reasonable rental. So we finally took the bull by the horns, plunged in—and here we are!

*Continued on Page 17*

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## The One Great Hope...

The festive table re-uniting families and friends, the children's merry faces, the glistening ornaments, the carols sung by candlelight, the warm glow of understanding . . . each year this wonder and magic of Christmastide serves to remind us that the one great hope in life is the spirit of peace on earth and good will towards our fellow men.

*With every good wish  
for a Merry Christmas and a  
Happy New Year*

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# Further Implications

by H. Don Allen, B.Sc.

Pick a number. Add five. Double the result, and subtract one. Add the original number, then divide by three. Now take away the original number.

What's left?<sup>1</sup>

I recall how we all went through a stage when this kind of problem was the hit of the moment, a sort of mental *hula hoop* of our morning recesses of Grade Five or Six.

I never knew where those puzzlers came from, but since have conceded that they must form an integral part of that unpublished lore of sayings, jokes and pastimes that each succeeding corp of pre-adolescents seems to acquire.

I never thought much of these off-beat sorts of puzzles: even when I was teaching the age groups concerned, the problems seemed terribly extracurricular.

I've thought about them a great deal of late. The thinking processes of the "new" mathematics<sup>2</sup> give fast assurance that, as one geometrician has put it, a good deal of puzzle mathematics, in its implications, "has grown to be quite respectable" in recent years.

Included would be our typical "pick a number" type, often a child's first introduction — albeit unknowing — to the algebraic *identity*, on which more of an accent may be expected in years ahead.

## STRUCTURAL IMPLICATIONS

The stress on *structure*, rather than on *manipulative tricks*, should put in new perspective such "schoolboy classics" as the "proof" that one equals two. Under present-day instruction, such a "proof" is, at best, unnerving: it has been offered to classes of senior students in which nary a one could find a "structural" fault!

The shift in perspective that comes with the "new" geometry also should bring many an old puzzler out of hiding. The perennial "proof" that *all* triangles are *isosceles* (and hence *equilateral*!) has surprising implications, among which that it points up fundamental weaknesses in the Euclidian approach.

The "new" geometry they talk about on United States campuses is the old and traditional, very much brought up to date. The best of Euclid, both *plane* geometry and *solid* — but with *analytic* proofs where those do the best job. Projective geometry and space perception, now largely neglected, find their place. Here again, the puzzlers already are established favourites. Even "oughts and crosses" demands good analysis and foresight to be played other than on a hit-or-miss basis. The "space" age extrapolates, and produces a math-



ematical game to challenge the best of high schoolers, a sort of OXO in 3-D! The game, merchandised as *Qubic* and under other trade names, consists of four planes, of transparent plastic, each ruled off as a four-by-four grid. The game is to line up four counters, horizontally, vertically, or diagonally through space.

"Can you draw this without lifting your pencil, crossing a line, or retracing your path?" Puzzlers of this sort, for most of us, are old friends. Yet their implications are unexpected, and solution on anything other than a hit-or-miss basis demands careful thought. Such work with *unicursal routes* is a stepping stone to modern horizons in *topology*, and is finding a place in the geometry programme of many United States schools.

So, surprisingly, we discover in the tried-and-true puzzlers of adolescence the roots of material advocated for school study in the "get further faster" agenda of "new mathematics". The ways of accel-

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## Home and School Clubs

are Humbug

by Agnes Bell

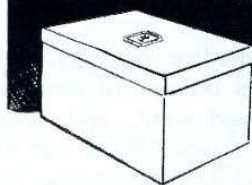
*(Reprint from LIBERTY MAGAZINE—1958)*

After eight years, 70 dozen cookies, 50 loaves of sandwiches, miles of knitting, and endless cups of tea, I've had enough of Home & School Associations.

When my daughter, Karen, started kindergarten, in 1950, in Hamilton, Ont.'s east end, I could hardly wait to pay my 50c to join Canada's least-exclusive, most over-publicized organization.

I'm still a member today—along with thousands of other parents in Canada's Home & School, and Parent-Teacher Associations. But, I've found that despite the idealistic creed, Home & School Associations range from sewing circles to entertainment agencies.

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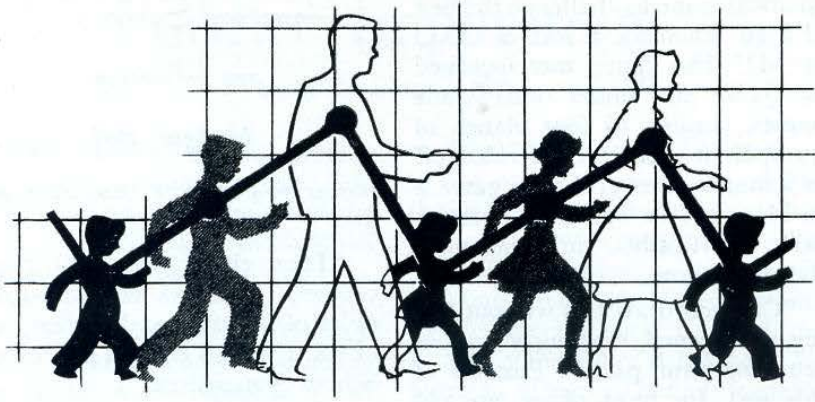
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# parent education

The term *parent education* is commonly used to cover the many ways by which parents are assisted in bringing up physically and emotionally healthy children. This applies to everything from your doctor's advice to hints picked up at a parents' meeting. There is so much of this information and from so many sources that it is little wonder that sometimes parent education appears to be so confusing! Let's take a look at why it is receiving this attention these days.

- (1) We now have at our disposal added scientific knowledge about the way children grow and develop.
- (2) Parents feel they need more outside help.

## child development

Careful studies by professional people have yielded a lot about how we develop physically and emotionally, how our mode of living affects our lives and those of our children. Out of this knowledge springs the question, "If this is how a child grows, then how can parents create the best conditions for this growth?"

Many adults live unhappy, mal-adjusted lives because of the way their childhood went, and again the question arises, "What can we do about a child's upbringing that will help him to develop into a reasonably happy, well-adjusted adult?"

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# A PHILADELPHIA INCIDENT

by Harold Don Allen

Time hallows and time erodes. I stepped around the corner into the eighteenth century, and those five words served as the thought-provoking link between present and past.

Before me was a businesslike meeting room, furnished in the simple ruggedness of an earlier age. The spectacles remained on the desk. The law books were stacked in casual disarray. The delegates, to all appearances, had barely taken their leave.

History had just happened—time had been eclipsed.

A clean-shaven young man in the trim uniform of a National Parks Service ranger snapped me back to the present. "Here in the Assembly Room, we have removed 44 coats of paint in an effort to restore the walls to their original appearance", he pointed out. A young boy, dressed in suit and tie despite summer heat, listened solemnly as if in church. Those about him clutched their cameras, and

took in every word. "Vivifying the record" was the phrase the ranger-historian employed.

I knew Independence Hall ("built in 1732, the year George Washington was born") and, like others, I spent time studying the cracked Liberty Bell and the efforts that were being made to preserve it. I listened, with respect, to the story of Mission '66, a project to return the whole area within eight years to its appearance in Colonial and Revolutionary times.

I watched, with a teacher's instincts, the children who came to this national shrine. The Liberty Bell they knew from the big, clumsy half dollar in their pockets. The building was venerated in their stamp collections and glimpsed with awe on their nation's hundred dollar notes. They stared, they touched, they pushed against ropes. This, for them, was all incredibly real.

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## WESTERN QUEBEC REGIONAL COUNCIL

The Western Quebec Regional Council held its first meeting of the year at the Hull Protestant High School.

Theme of the workshop was "Ideals of Home and School, as maintained in the Home and School Creed".

### PROGRAM, MEMBERSHIP AND COMMUNICATIONS

*Q.—What benefits will this be to your association?*

A.—Information received on types of programs help improve memberships; good new ideas for local associations are helpful.

*Q.—Suggestions for future workshops?*

A.—More leadership—more general publicity—more panel discussion on group work—and earlier notification.

*Q.—Should this be an annual event?*

A.—100% Yes.

### PRESIDENT'S WORKSHOP

The answer to the first question was—The hope that more effective meetings will result; that there will be shorter and better programming in general.

In answer to the second question—this workshop should be repeated each year, early in the school term in order to broaden the scope wherever possible.

And third—it was decided that this should be an annual event.

### GROUP DISCUSSION TECHNIQUES

This will aid in the selection of better leaders and consequently better groups.

Suggestions for future workshops indicated that program planning is in a sense parent education.

Discussion under this heading was that safety, health, liaison with the school boards, aptitude tests, guidance for vocation, should be referred to the regional council.

It was suggested that this be held every third month.

### PARENT-TEACHER RELATIONS

Benefit resulting from this workshop is for closer Home and School relationship, thus solving some of the school problems. This was discussed at great length.

Any suggestions for better attendance, such as method of publicity and public relations should be kept at the top of agendas.

## OUTREMONT HOME AND SCHOOL ASSOCIATION

Outremont UNICEF Drive resulted in the collection of over \$1200.

Newspaper clipping indicated that good public relations is being enjoyed by this association. It was reported that all projects are in full swing.

The insurance scheme is in operation.

The association has also been pleased to make donations as follows: to Guy Drummond School, \$50 to help further the work of the Remedial Reading Class; to Outremont High School, \$100 to assist in helping new Canadians to learn our language, and the similar amount is to be granted to Strathcona Academy for the same purpose.

A Book Fair was sponsored during the month of November.

## HOME AND SCHOOL ASSOCIATION OF SHAWVILLE AND DISTRICT

An annual Awards night was held successfully with prizes distributed to the academically deserving of the school.

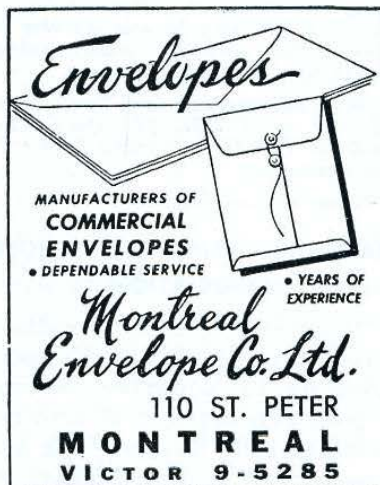
Many members have taken out insurance, plus a liability plan for their children who attend school and/or ride on buses. This is a new project for the association and seems to be meeting with approval of the parents.

## HULL HOME AND SCHOOL ASSOCIATION

The Association Teacher Training Bursary of \$50 was divided between two 1958 grade eleven graduates—Miss Linda Freeman and Miss Elizabeth Gordon, both now attending Ottawa Teachers' College.

A joint meeting held between members and executive of the Hull Association and one from Chelsea proved the point that separate but parallel groups go well together. On the question of homework, it was underlined that parents should endeavor to see that homework be completed, and for them not to interfere with teachers' methods; that the volume of homework be according to grade. Homework is

(Over)



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not an extension of the school day, and that the child should not look upon the parent as a teacher nor should the parent attempt to replace the teacher in this matter.

On the question of memory work in primary grade,—parents should understand that the child must be trained to organize his thoughts, thoughts that are guided by the teacher in the primary stage. But then at intermediate grades, the student must read and apply what he is trying to solve.

On respect for property and people—it was decided that children appreciated strict discipline and that parents do not expect enough from their children. Given more responsibility and definite routine jobs at home a child is better prepared to cope with problems at a later date.

One of our mothers noticed her son was doing his homework rather rapidly, so she asked him why he was working so quickly. He obviously wasn't taking enough time to read his sentences.

"Well Mummy," he said, "we have to fill in IF and THERE. This space is too small for THERE so it must be for IF and vice versa."

*Powers of reasoning?*

#### **MANIWAKI HOME AND SCHOOL ASSOCIATION**

"Improve your Child's Reading" was the theme set out by this association for its November meeting. Reports were heard on all activities including Cub, Brownie Pack and Scout groups. A demonstration on

senior reading was given (with a tape recorder) by the school principal and a film was shown on 'Speaking English.' It was a very successful evening.

#### **BORDER HOME AND SCHOOL ASSOCIATION**

Indications here are that newspaper coverage is very full.

One report indicates a large "SUNNYSIDE SCHOOL PUPIL'S VARIETY SHOW". Another newspaper clipping reads "Group Insurance Policy Pays off at Rock Island."

A grade 10 student, asked to use the word "heinous" in a sentence, came up with this one:

"Will this dress suit you, your heinous?"

*(This is authentic!)*

Then the pun we always have with us:—

"I wouldn't mind going up to the office, if it wasn't for the principle (al) of the thing."

#### **LOGAN HOME & SCHOOL ASSOCIATION**

The first general meeting was attended by close to 300 parents. The main feature of the program was a very good and instructive film "The Family", showing relations between members of a family, needs and fears of children, raising the question of the necessity of a family council, etc. A lively discussion of the problems arising from the film was held under the leadership of Mrs. Dorothy Wells of the Mental Hygiene Institute.

#### **QUEBEC HOME & SCHOOL**

# BOOK REVIEWS

**Ashe, Geoffrey**

## **KING ARTHUR'S AVALON**

An excellent boys' book concerned with the time in England when history was emerging from myth. It holds a wealth of material about the Arthurian legend and the descriptive passages of the tarns and moors are excellent. The Abbey of Glastonbury is seen as the real source of English Medieval civilization and the mystic significance of the Grail is well brought out.

**Asimov, Isaac**

## **BUILDING BLOCKS OF THE UNIVERSE**

This book is written for the high school physics and chemistry students. It shows why the 101 chemical elements so far discovered are building blocks of the universe. The periodic table is explained and the elements are discussed in order of their importance in the table. How they were discovered, who discovered them, how they got their names and what their uses and dangers in some cases are, all are dealt with clearly.

**Best, Mrs. Allena (Champlin)**

## **KING'S JEWEL**

Full of action and suspense from the Dark Ages, this story takes place in the closing years of the Saxon struggle with the invading Danes. It points up the importance of King Alfred's career in the history of Britain and the merging of the two peoples which brought about Christian Britain.

**De La Torre, Lillian  
(Mrs. G. S. McCue)**

## **THE ACTRESS;**

**being the story of Sarah Siddons.**

This engrossing story of Sarah's life from the age of five years to her last performance after thirty years as queen of the London stage ties in very well with the study of Shakespeare. It has numerous quotations from his works, as well as playbills and lines from the plays in which Sarah appeared. A good theatre book, as well as a moving love story, it reads easily and well.

**Hutchison, Bruce**

## **CANADA, TOMORROW'S GIANT**

This is an excellent book about Canada, with its descriptions of the land and the people. It will be of particular interest to newcomers.

**Landis, Judson Taylor and Landis,  
Mary Green**

## **TEEN-AGERS' GUIDE FOR LIVING**

Both the attitudes and policies expressed in this book are very acceptable. The book is written with great understanding and deals with the parents' problems as well as those of the teen-agers.

Ramsay, Carolyn

**CAJUNS ON THE BAYOUS**

Il. with drawings by Alex Imphang  
and photographs by the author.

Some of the descendants of the French settlers deported from Canada in the eighteenth century settled in southern Louisiana where they are called Cajuns. The author explored the bayous and villages in an attempt to track down the true Acadian or Cajun. She does an excellent job of reporting her talks with people of all walks of life there. She found that the Cajun now is a mixture of many races. Of interest as a follow-up of this episode of Canadian History as well as good regional reading of Louisiana.

**Rand, McNally and Company**

**ATLAS OF WORLD HISTORY**

ed. by R. R. Palmer.

This atlas serves both geographical and historical purposes. It covers world history from the earliest recorded time through World War II. It is the best atlas of its kind at present and can be used as background for history, biography and geography. The text is easy to read and the maps are very pleasing to look at.

**Westervelt, Virginia Veeder**

**GETTING ALONG IN THE  
TEEN-AGE WORLD**

An understanding book dealing with the common problems of young people, with regard to personal and social adjustment.

# RECORD REVIEWS

**CHRISTMAS SONGS OF  
MANY LANDS**

A 12" album consisting of 25 different countries, sung in English. game songs and carols from 15

FC - 7750

Folkways

**CHANTS DE NOEL OF  
FRENCH CANADA**

FC-7229

Folkways

Sung by H el ene Baillargeon with a children's chorus—includes Les Anges, Dans Cette Etable, Ballade de No el, etc.

**FOLK SONGS FOR YOUNG FOLKS  
VOL. I**

All about animals — a 10" album of 13 animal songs.

FP - 721

Folkways

**Vol. II**

16 more animal songs.

FP - 722

Folkways

**MORE SONGS TO GROW ON**

A 10" album of 21 various folk songs, ranging from nonsense-songs and play-songs to work-songs and carols.

FP - 709

Folkways



**TALES OF WELLS FARGO/  
COME ALL YOU TEXAS RANGERS**

WBV-80 (45)

BY-79 (78)

RCA Victor

All the world loves a Western—and the kiddies are no exception. Tales of Wells Fargo is from the NBC-TV show starring Dale Robertson and now being seen in Canada. The Prairies Chiefs' arrangement is well done and makes pleasant listening. Come All You Texas Rangers is a spritely number. Wells Fargo is being telecast in Canada over the CBC Network.

**OVER 40 OF THE WORLD'S  
GREATEST CHILDREN'S SONGS**

Bob Hastings With Orchestra

LBV-1017

RCA Victor

A top-notch radio and TV actor, Bob Hastings falls into the same category as Bud Collyer when it comes to doing records for children. He has that wonderful enthusiasm that's so important in putting over a song or a story to a child. Literally this album contains OVER 40 OF THE WORLD'S GREATEST CHILDREN'S SONGS. There's everything from

"Farmer In the Dell" to "Old MacDonald Had A Farm" to "Twinkle Twinkle Little Star." Well, you name it; if it's a famous children's song, it's here! Hastings sings and spices up the renditions with all kinds of dramatic voice effects. A big item here is the fact that there's also a song book with the album. It's packaged right in with the album — and contains the words to all the songs in the album.

**BUFORD THE BULLDOG/**

**FUMI-ROO**

WBV-80 (45)

BY-80 (78)

RCA Victor

Songwriter-singer Stuart Hamblen has written a happy little piece about Buford, a cat chasing bulldog who loves Nancy the poodle. He's too busy chasing felines to marry her—until the end of the record! Fumi-Roo is the sad tale of a boy skunk who has no friends until he meets a girl skunk and the two of them live happily ever after with their three children, Rose, Violet and Narcissus. Stuart Hamblen, who wrote the numbers, delivers them with a lighthearted touch.

*Elizabeth Leese*

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# CBC NURSERY SCHOOL TIME

## Dec. 15-19 PETS AND MORE PETS

Dogs, Hamsters and white rats are some of the pets visiting the playroom. We learn that animals have their own doctor—the veterinarian.

## Dec. 22-26 CHRISTMAS IS COMING

The birth of Christ is celebrated again, with joy and festivity. We share the excitement of decorations and exchanging presents.

## Dec. 29-Jan. 2 FUN WITH NEW PRESENTS

After Christmas has passed, we can enjoy playing with games, toys and toy musical instruments we received as presents.

## SPRING, 1959

Although details have not been finalized, the new year's programs will continue to combine fun and learning through stories, songs, music and games. Here are some of the topics by month:

January: Fun in the Snow, Playing Indoors, Shapes.

February: Window Shopping, Valentines, Little Fishes.

March: Taking a Trip, Water Everywhere, Easter.

## WHAT WE ARE:

A voluntary organization of parents and teachers, with a unit attached to most Protestant schools in Quebec. Our organization welcomes into membership people of any race or creed.

### WHAT WE TRY TO DO:

1. To promote the welfare of children and youth.
2. To raise the standards of home life.
3. To promote and secure adequate laws for the care and protection of children.
4. To foster co-operation between parents and teachers in the training and guidance of children during and after the school period.
5. To help parents understand the school and how it operates.

April: The Corner Garage, Spring is Here, Some Unusual Animals.

May: The Sea Shore, Farm Babies, A Visit to School.

*Nursery School Time is prepared and presented by the School Broadcasts Department of the CBC.*

### EXECUTIVE DIRECTOR

"Wanted for national organization in the field of education located in Toronto. Reply to Box 145, Hudson, Que., stating qualifications, salary expected, etc."

### CITIZEN'S FORUM PROGRAM SCHEDULE

#### EDUCATION FOR TOMORROW

What Should our Schools Achieve?

Television: Feb. 15. Radio: Feb. 19.

What Changes Should We Make?

Television: Feb. 22. Radio: Feb. 26.

How Shall We Raise the Money?

Television: Mar. 1. Radio: Mar. 5.

### HOW WE WORK:

1. Each Association has monthly meetings.
2. We set up working committees on such things as Traffic Safety, Children's Reading, Parent Education, Recreation, School Education, Citizenship.
3. We ask official bodies to consider our recommendations.
4. We run our own Association ourselves.

### WHAT YOU CAN DO:

1. Become a member of the association attached to your child's school.
2. Go to as many meetings as possible.
3. Ask questions and take part in discussions.
4. Visit your child's teacher.
5. Join a Parent Education Study Group.

QUEBEC HOME & SCHOOL

# SCHOLARSHIPS

*For High School Girls*

The Canadian Smith College Scholarship is awarded annually to a qualified girl who is a Canadian resident. It is for a minimum of \$900.00 and, unlike most U.S. scholarships, is a purely academic one. Financial need is not a prerequisite. This scholarship is for the first year only, but any girl who is accepted and needs financial assistance during the three following years may apply to the College for scholarships and other aids.

Interested students should apply directly to:

Miss Mary E. Mensel,  
Office of Scholarships and  
Student Aid,  
Smith College,  
Northampton, Massachusetts.

This should be done as soon as possible during their graduating year, as all information must be at the Office of Admission by February 1st. In addition, candidates must take the College Board entrance examinations which, as you know, are required by many U.S. colleges.

Last year the scholarship was awarded to Laura Kropp of Kingston, Ontario. Several other applicants were accepted for entrance and are also attending Smith College this year.

**NEW H.Q. . . . from Page 5**

The next step is the little matter of paying for it all: the rent, some furniture, and equipment that was needed. Over a period of time, the office will save us quite a bit of money, in addition to providing us all with much better service. For example, Executive and other committees can meet there instead of in rented quarters. But initially we have had to dig deeply into our reserve fund—and we have to put that money back in.

In January you will be asked, as a Home and School member, to participate in a March of Dimes for our new office. You responded nobly, a few years back, to the National "Quarters for Headquarters" appeal. Will you put one dime aside now for our own provincial headquarters?

---

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**PARENT . . . from Page 8**

It is in seeking the answers for these questions that expert investigators have been asked to provide some reliable guideposts for parents. Such studies, incidentally, are continually going on and as this new knowledge is made available it becomes translated into effective parent education.

**the need for expert help**

Why do modern parents need more special education in child training than their grandparents? The answer is that the vast majority of Canadians today are living under entirely different circumstances than their grandparents who, as young people, gained experience in child upbringing and housekeeping in large, closely knit families. They knew how to look after a crying baby, do the chores and take major responsibilities long before they started their own families; a somewhat different situation to the girl of today who is going to high school and college or working right up until marriage, and has fewer opportunities for "home training."

So the modern young mother, backed by less personal experience, often hampered by being far away from her mother, and aware that there is new knowledge available, tends to turn to others for guidance.

Again, women have a different position in our society today. More is expected of them by way of community obligations and economic ones, too, being frequently called

upon to supplement the family income. These add up to demands on time and energy that are bound to change living patterns.

And let's not forget father. He, too, has undergone a change. There seems to be an increasing tendency for him to take a more active part than formerly in the care of young children. As a result he is seeking reliable advice in child training.

With this background, it is no wonder that young parents look for assistance. When parent education plays its true role it can serve as a partial substitute for their own lack of experience and help them be more objective about their family problems. By giving them some understanding about themselves, as well as their children, it can help to develop the confidence that is basic to good parenthood.

**about those "Rules"**

Parent education supplies an abundance of sound advice. But trouble often arises when it comes to be applied. Why is this so?

*Information is most useful when fitted to the individual family situation.* Emotional experiences in childhood are related to development but this doesn't mean that everything you do to a child under five is going to affect him for good or bad for the rest of his life! So, making mistakes needn't cause the anxiety it often does in some parents. For example, when experts say "too much frustration isn't good for a baby" it doesn't mean "never frustrate the baby." It is up to the

parents to determine just what may be frustrating, when it is too much and when it is necessary. This principle should be applied to all "rules" for bringing up children. There is no simple fix-it advice because children differ. This is perhaps one of the main difficulties parents face, failing to appreciate individual differences among children. And, too often, they try to be "perfect parents."

The more parents know how in a healthy way, the better prepared they are to meet their basic needs, such as to be loved and to have the freedom to develop. They want to learn what situations call for restraint and when to give full rein to the child. Filling the child's needs shouldn't mean avoiding unpleasantness but rather helping him to live more happily.



Also, raising children cannot be a neatly planned process because so much of what we say or do is on the spur of the moment, without

stopping to reason things out. We are just not cool and calculating all the time, and who would want to be? But to rely entirely on snap judgment won't work either, unless the parent has the necessary fund of personal experience—not usual among present-day young mothers. Parents should find satisfaction in knowing they are doing their best, relax and enjoy their children. After all, parents are people with needs, too. The father working at home must have quiet and the mother with too much to do and no help must be forgiven if her nerves are edgy. The individual interests of mother and father just have to be fitted into the situation.

#### IN SUMMARY

**Used wisely, parent education can reduce worry and increase enjoyment in being a parent.**

##### DON'T

- *try to follow a general "rule" without adapting it to your own situation.*
- *expect to find an easy solution to every problem.*
- *forget all parents differ, including you.*
- *forget parents as well as children have their special needs.*

##### DO

- *keep aware of the informational materials available to parents.*
- *take advantage of meetings, lectures, etc.*
- *seek expert help when necessary.*
- *relax and stop trying to be "perfect".*

*This is one of a series of publications on child training produced by Information Services Division, Department of National Health and Welfare, Ottawa, by authority of the Minister. These series are available through your local Health Department.*

## FURTHER . . . from Page 7

erating progress draw on unifying concepts of mathematical *structure* and *set* theory, and a pruning of obsolete material, now "out of the main stream" of mathematical thought.

A splendid illustration of how an off-beat bit of maths can take on new importance comes with the "number scales" work, familiar in the more advanced British arithmetic texts of the turn of the century. Children would be shown how to add and multiply, using number scales other than ten, how to convert scales and perform similar manipulations purely as mental exercises. Then number scales were all but forgotten as courses became more aligned to day-to-day mathematical needs. Now, if you mention the *binary* scale (*radix* 2), you'll look long before you find a teacher who recognizes your reference. But the wheel has about turned round! Binary numbers have become ultra-respectable, for they serve the *on-off* electronic circuits that run today's great mechanical brains. Their place in future text books is assured!

### PLACE IN EXTRACURRICULAR

Such supplementary figure work often finds a place in the extracurricular programmes of high schools. A good example is the *mathlete* competitions of the New York area, vigorous mental contests between top students for the honour of the

school!<sup>3</sup> Maths clubs have become popular, where *probabilities* and *polyhedra*, *tesselations* and slide rule computations can vie for the recognitions they deserve.

If Junior starts the evening with, "Pick a number . . .", don't laugh him off. He may be developing an interest and an appreciation that will put him in good stead in years to come.

In fact, "new" mathematics may be years in the future, but why not dust off that old puzzle book and brush up on some of the basic ideas yourself?

<sup>1</sup>—*Three*, since the problem resolves itself into an illustration of the algebraic *identity*:

$$\frac{2(X+5)-1+X}{3} - X = 3$$

<sup>2</sup>—See "Maths—A Muse or a Monster?", *Quebec Home and School*, September—October, 1958.

<sup>3</sup>—"What is the *remainder* when two to the seventeenth power is divided by 17?" Time limit: three minutes. Answer: 2.

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CATALOGUE ON REQUEST

## HOME & SCHOOL . . . from Page 7

As soon as the first election has been held, Associations begin plans to raise money. Some fund-raising is necessary for essential expenses, since the major portion of dues goes to the local council, and to the Federation in Toronto. But fund-raising becomes an end in itself. No one seems to care where, when or why the money will be spent.

### Clubs waste my time and money

Year after year, I've taken part in bazaars, bake sales, candy sales, craft classes and Christmas card sales.

Often, we've spent Home & School funds on gifts to the school—a film strip projector, kindergarten equipment, scissors, sports gear, drapes for the teachers' lounge. If these are necessary, we should demand city funds for them. If they're extras, with no purpose except to give Home & School Associations some aim in life, then it's high time we baked a chocolate pie for our own table.

The film strip machine we bought languished unused—film

strips were too expensive, and could be used by only one class at a time.

The annual convention in Toronto sounds like an ideal place for exchanging ideas, and pumping new life into tired Associations. I attended three. Business details took only a token vote. Speakers arrived late, spoke indistinctly and lengthily about subjects that had little to do with education. We found ourselves admitting, in our report, that we didn't really have anything to report.

Two thirds of the families in our school supposedly belong to our Association. Less than a third of the members actually attend—mostly kindergarten parents, to whom everything is exciting.

### Impose on overworked teachers

When there's a meeting with no possible obligations, attendance booms. Nominations night, or with a bazaar coming up, you can count attendance on your fingers and toes. When we gave a "Welcome Tea" in mid-November, over 275 turned up. We ran the treasury dry sending out for extra refreshments. At the next regular meeting, attendance was 45. (Over)



NOVEMBER-DECEMBER — 1958

### Friendly pause



21

Many teachers never attend—often with good reason. Many attend night school, others have outside demands. Teachers who do come, tend to congregate in a corner; few parents have nerve enough to storm the barricade.

After eight years, as everything from member, to social convener, to secretary, to president, I can't see what was accomplished. I went to 80 meetings, 80 executive meetings, and a dozen teas. I turned up faithfully at 100 odd committee meetings to decide what to serve to whom, what color crests to buy, what books to award, what to do about the treasurer's resignation.

We succeeded in getting a school traffic officer outside the school—it probably could have been accomplished by a few phone calls to the right people. We stirred a mild interest in Canadian art, and public speaking; provided a treat to each child at the annual field day; presented an assortment of dubiously useful gifts to the school.

So, don't call me this term with an invitation to go bowling, or a plea to be a grade mother, or to introduce a speaker whose topic is "Where is Education Going?" Instead, find out where the Home & School Association is going. When you come up with a logical answer, you can put me back on your list again!

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The whole matter would seem to deserve very serious thought.

Outside, their flag flew proudly, and well-cared-for lawns recalled Penn's dream of a "greene countrie towne"—in the heart of a bustling city though it was. At the base of the flag pole, I encountered the young man in our illustration, standing on a commemorative plaque. "Abraham Lincoln stood here when he raised the flag on Independence Hall . . ." I watched children drawn to that plaque—as they too relived a moment from the past.

Time hallows and time erodes.

I write this in Montreal, where I have heard much said of how our American neighbours are "over-selling" their traditions and "over-doing" their emphasis on national pride. Yet, I recall all too vividly an experience when practicing teaching in a Grade Five Montreal class. The reading lesson had told of Lewis and Clark. It had included the word "patriotic". I had queried the class on its meaning. I was informed, "Someone who likes the United States."

This, of course, you can read in two ways: as just another piece of evidence that America sells her great men and proud traditions as so much toothpaste or so many hula hoops, if one can pardon so mixed a metaphor, to be sugar coated, merchandised, "put across".

Any other conclusion must leave Canadians far less smug and comfortable.



*RIGHT HERE!*—A big moment for young Rex Slack of Pittsburg comes when he points out where a great American once stood, and relives a bit of history just by being in the same place. Snapped by the author outside Philadelphia's Independence Hall, the illustration serves to underline the American child's close link with his country's past, through such national shrines, holidays, money and stamps, text books and day-to-day references. "A good job is being done—one of the best lessons we can learn from American education", the author observes.



RIGHT HERE !

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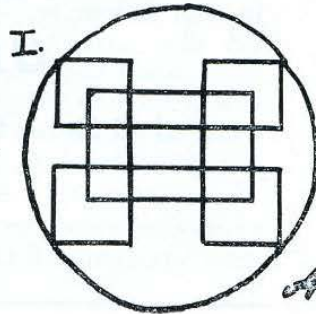
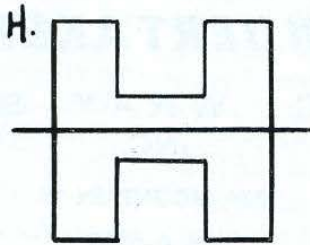
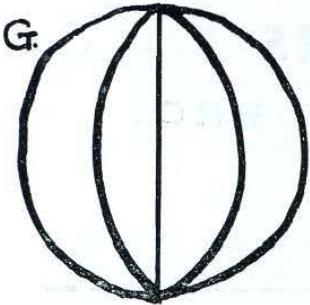
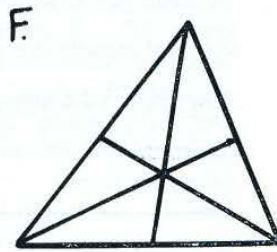
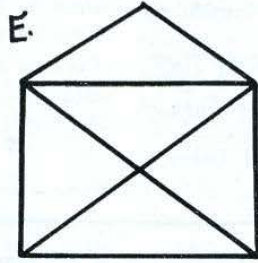
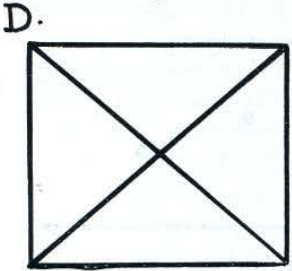
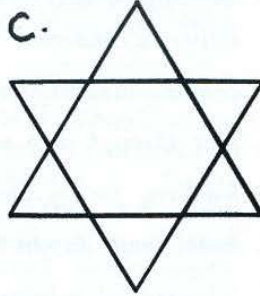
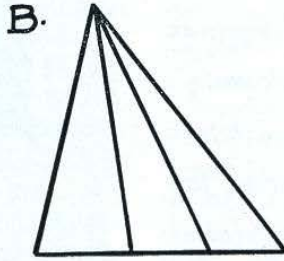
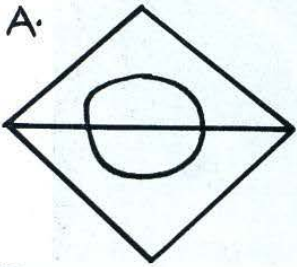
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# Ever Try This?

How many of these nine figures can you draw without lifting your pencil from the paper, and without retracing your path or crossing a line? Such *unicursal routes* have interesting implications in *topology*, an important, growing area of higher maths. Points out a leading teacher of geometry: "Much mathematics of what used to be the 'puzzle' nature has grown quite respectable". This exercise would find use in many modern courses in geometry. The solution, by the way, is on page 32.



TEN COMMANDMENTS FOR PARENTS AND TEACHERS

1. *Thou shalt love thy children, with all thy heart, with all thy soul, with all thy strength, but wisely, with all thy mind.*
2. *Thou shalt think of thy children, not as something belonging to thee, but as persons.*
3. *Thou shalt regard their respect and love, not as something to be demanded, but as something worth earning.*
4. *Every time thou art out of patience with thy children's immaturity and blundering, thou shalt call to mind some of the childish adventures and mistakes which attended thine own coming of age.*
5. *Remember that it is thy children's privilege to make a hero out of thee, and take thy thought to be a proper one.*
6. *Remember also that thy example is more eloquent than thy fault-finding and moralizing.*
7. *Thou shalt strive to be a sign-post on the highway of life rather than a rut out of which the wheel cannot turn.*
8. *Thou shalt teach thy children to stand on their own feet and fight their own battles.*
9. *Thou shalt help thy children to see beauty, to practice kindness, to love truth, and to live in friendship.*
10. *Thou shalt make of the place wherein thou dwellest or learnest a real home—a haven of happiness for thyself, for thy children, for thy friends and for thy children's friends.*

*Family Relationships—David Weiss*

**NOTE THESE DATES !**

**Annual Meeting and Conference of Quebec Federation  
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All the week we visit Schools, Libraries, Village and Town centres. We call at a private house in Asbestos where 25 members change their books. We chat with them about their books, their children, their homes and their hopes and plans for a summer holiday. We listen with interest while they tell us of a newly formed study group. It is on Hinduism in India and will we bring some relevant books out with us next time? We promise to do so.

We stay at a pleasant farmhouse, a comfortable hotel and we drive 330 miles during the week. Around the lake to Hatley, Ayers Cliff and Magog, to Georgeville and Waterloo and late on Friday evening we drive back to Macdonald College, tired and weary but with the knowledge that we have once again satisfied our readers.

This is just one trip of many. Our season starts the second week in September and ends the second week in June. Our Bookmobile carries 1500 books, half children's and half adult books. The children's section has grown by thousands during the past 3 years, because of the increasing demand from the children themselves. Our Library H.Q. at the College is open all day to the public and thousands of books a year are sent by rail all over the Province. We also have a private postal service for child-

ren and adults. This was the first Travelling Library in Canada, started by the McLennan family of Montreal in 1901 with a grant of money to McGill University. Since 1950 we have been part of the Adult Education Service of Macdonald College, and many times our advice is asked to help small town and new communities start libraries. Our work is varied, interesting and very rewarding.

Our liaison with the Home and School is close. We lend large numbers of books to school libraries which are administered by their Home and School Library Committees. The Home and School Library Committee, for example, in Bedford High School and Otterburn Park Intermediate School, have used our catalogue to help them to select books to buy for their libraries.

Much more could be done by the Library to encourage readers of all ages. Our aim is a library in every school, a library in every Town throughout the Province.



# GUIDE POST TO EDUCATION

(Reprint from A MAGAZET)

A few years ago leading educators began to formulate the important principles involved in the educational processes. Seven essential constituents were finally established. Many writers have added to them; many others have tried to curtail them; but ultimately, all have compromised upon the original seven. They are called "The Seven Cardinal Principles of Education." In the brief space allotted here, scarcely more than mention may be made of them.

Such mention, however, may cause a few men who are educationally inclined to investigate them further and learn their validity.

1. There must be a mastery of the fundamentals, the three R's—"reading," "riting," and "rithmetic." Obviously the windows of perception may be readily opened by the use of these tools. Through reading, the student may gain new knowledge; through writing, he may record any newly gained data and pass on to others such information of his own as may be valuable to them; and by the use of the principles of arithmetic he may accomplish many vital computations. Unquestionably these items are vital aids in educational processes.

2. The individual must be given vocational guidance. This is the "bread and butter" aim of education.

(Over)

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ation. No person is completely educated unless he has mastered a vocation from which he may secure a comfortable livelihood. It is true, also, that the very mention of the preparation for a vocation presupposes the selection of and the training for an avocation.

3. Without good health and the knowledge of how to maintain it once it has been obtained, little can be accomplished. Every man should, therefore, be concerned with personal hygiene as an important step toward a well-rounded education.

4. In any well-organized society, the home is the unit of the organization. If this is true, then the importance of training in worthy home membership cannot be denied. Guidance along this line helps to insure both individual and family happiness. Recognition of the existence of this principle serves as an introductory note to the fifth » »

5. If a man is a social agent, and if he expects to promote the state in which he lives, his interest must be projected beyond the narrow limits of his immediate family. The very nature of the situation sanctions the training of individuals in proper citizenship. This, then, constitutes the fifth principle.

6. The sixth tenet is of extraordinary importance since it controls the philosophies of men. The one agency that prevents moral turpitude and exercises itself to de-

velop real character is the church. Consequently the paramount duty of all persons—parents, teachers, laymen, men of the cloth—concerned with the education of others, is to see that children are trained in proper church membership. Only such training can prevent moral decadence and the destruction of state and home.

7. Instruction in profitable and constructive use of leisure time is the last, not unrelated to the second one of these important principles. It is discussed above, since the proper use of one's free moments may involve his avocation. Much of the grief which humanity experiences has its inception in the individual's idle moments. Educational agencies should extend themselves to remove every hazard from the paths of these persons whom they direct. Guidance in the proper use of leisure time, therefore, may be the panacea for the ills that occur from too much idleness » »

A careful study of these Seven Cardinal Principles of Education should convince the average layman that these guide posts are reliable instruments for the cutting and polishing of the nation's "human diamonds." The important thing to be understood is that educating a person after these standards may show him not only how to pursue and secure happiness, but also how to expend service to God and mankind.

—*Joliet-Stateville Times.*

# Federation Notes

"Quebec Federation is looking for suitable office space..." We little thought, when these lines were written for the first appearance of this column in October, that December would find the Federation securely settled in small but comfortable office quarters... Congratulations to all concerned—including the Teachers' Association, who made it possible.

\* \* \* \* \*

*Now all we have to do is pay for it... This column is offering a prize for the best campaign slogan received by the end of December... Send your entries in envelopes marked "Campaign Slogan" to Quebec Federation of Home and School Associations, 1526 St. Mark Street, Montreal 25... The prize? How about the ribbon which will be cut at the official opening of the new headquarters?*

\* \* \* \* \*

It will be a very happy Christmas for our hard-working Secretary... The Starks will be able to eat their turkey without fear of paper in the stuffing and mimeograph ink in the sauce... And they'll have space for a tree now... But please call Mrs. Stark *only* on Wellington 3-8244, the new office telephone number.

\* \* \* \* \*

*The National Film Board is scripting a new film which will tell the story of Home and School across Canada... Due to our location, Quebec Federation people have been called into consultation at the big NFB building on Cote de Liesse Road, Montreal... NFB representatives have visited several meetings of Associations around these parts, and will be bringing their cameras along shortly, so be on your toes.*

\* \* \* \* \*

The Department of Education's committee on Teacher Recruitment is at work again this season, greatly encouraged by the lively competition for places in the crowded teacher-training classes at Macdonald, McGill and Bishop's... Our President and Alex. Hasley are representing Home and School.

\* \* \* \* \*

*Federation officers have had many invitations to attend Association meetings this season—and they say they would like even more of them... Our President has visited an even dozen Associations since September (including four in Gaspé) plus leadership workshops in Lennoxville and Verdun... These workshops were considered very helpful by those participating; three others are being planned, in St. Laurent-Cartierville, Notre Dame de Grace, and Pointe Claire-Macdonald-Hudson regions.*

\* \* \* \* \*

Dr. Alastair MacLeod, Prof. Arthur Lermer and Father Mailhot form a program team that is going great guns around the Home and School circuit... You'll have to join the line-up if you want them for your Association... They have inspired several Associations to join in the Canadian Family Study project—Home and School's contribution to the coming nation-wide Conference on Children... Has *your* Association got into this vital project yet?

CLIP AND KEEP FOR REFERENCE

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# The Professional Task of Canada's Teachers

(Reprint from SATURDAY NIGHT, October 25th, 1958)

by Arnold Edinborough

The success or failure of any educational system ultimately depends on the teachers. No matter what professional educationists say and no matter what enlightened trustees do, education rests in the dispensing of knowledge from the man who has it to the child who doesn't. The further away we get from this fundamental fact the further away we get from understanding the present educational crisis.

This is not to deny the influence of people like John Dewey, Sir Richard Livingstone or, in a former day, Thomas Arnold. Nor do I underestimate the hours of service put in by Boards of Trustees across the country, wrestling with their constituents on the one hand and the spiralling costs of providing buildings and services on the other. But no theory is any good until it is implemented, nor is any building of itself of any educational value.

With the responsibility for Canada's future greatness thus squarely upon their shoulders, how are teachers bearing up under it? To put it another way, how professional in their thinking and in their

actions are the teachers of Canada?

Professionalism, of course, needs to be defined before we can see how well Canada's teachers fit into the pattern.

The first requisite of a professional man is that he be thoroughly conversant with his own special field. We expect, for example, that a doctor who is in general practice knows enough about any disease to either cope with it in his own office or to know when the services of a specialist are necessary. Again, if we take a dispute to a lawyer, we will expect him to know the law on the subject, or know where the relevant cases can be consulted, or know where the best man to retain as counsel in a situation where his own knowledge is not sufficient.

A professional goes further than a technologist in that he is also expected to expand his knowledge constantly both in breadth and depth. In other words, the professional man must keep abreast of the very latest developments in his field—a process which will entail a lot of reading of professional periodicals and of new text and source books.

(Over)

In addition to exploring his own subject in depth, however, he will also constantly broaden his general knowledge so that he may the better see the social context of his own profession.

The third characteristic of the professional stems from this second and that is that he is looked up to as a leader in society and as a man who realizes what his social responsibilities are. For example, lawyers make up a significant percentage of the people who run for political office and doctors and engineers, particularly when the latter become works managers, are active in community campaigns and organizations of one kind or another.

The acceptance of responsibility and the constant striving for fuller and better knowledge of his chosen field means that a professional not only gives more to society but he expects more from it. This expected reward is both tangible and intangible, for he is accorded more prestige and more money than most of his fellow men.

How well does the teacher fit into this pattern? Some statements brought forward by Dr. E. F. Sheffield, Director of the Education Division of the Dominion Bureau of Statistics, are a startling comment on the first requirement. Speaking at the Canadian Conference on Education in February of this year, he said that "If one assumes that an elementary school teacher should have at least high school graduation at the junior matricula-

tion level plus one full year of teacher training, then 14,150 or 15 per cent of these teachers [in Canada] have less than the desired amount of educational training . . . If one assumes that a high school teacher should be a university graduate with at least a year of teacher training either included in the university course or added to it, then 11,100 or 40 per cent of the teachers of secondary grades in 1955-56 were not qualified".

Turning from facts to suppositions, one now asks the question: How many of those teachers with minimum qualifications go on to do extra work either at university or in other fields. This is not easy to answer. The fact that there are no reliable figures for it (how could there be figures for much of what this means?) allows the pundits and

#### See Page 24

##### Puzzle Solution

All diagrams except those labelled "D" and "F" can be traced unicursally—though half the secret is knowing the right point at which to start. It soon becomes apparent that drawings of the type "D" and "F" are impossible unicursally, though to formulate a general rule for sizing up such a figure on immediate inspection requires a sharp brain! Closely allied are such classic puzzlers as the Seven Bridges of Koenigsberg, which we shall review in a subsequent issue.

H.D.A.

the irresponsible critics to make startling allegations. One such alarmist was Dr. Hilda Neatby in her still well-circulated book, *So Little for the Mind*. If we are to believe Dr. Neatby, the number of elementary school teachers who go on to delve further into the studies which they teach is small. Directors of extension courses at Canadian universities might not agree with Dr. Neatby. Summer school classes either put on by the departments of education themselves or by independent universities are well attended and one can assume from this that the better teachers are very concerned about their professional standing.

As for depth of knowledge, then, when we look at some of the textbooks written by teachers and some of the contributions to magazines of one kind or another, particularly those magazines of their own organizations, there can be an honest difference of opinion between the hypercritical and the euphoric. But by and large the responsible and serious-minded teacher is doing his best to consolidate his present knowledge and extend it.

When we consider breadth of knowledge and a teacher's standing in the community, we are again in the realm of supposition and assumption, not of fact. But with the development of home and school associations and the close liaison which these associations have established between the teacher and the parent, a new status for teach-

ers is emerging. It is still not that unqualified respect which was given to the earlier itinerant school masters who did so well in mitigating the ignorance amongst the children of Canada's early settlers. It is still far from the respect accorded to the school master in Goldsmith's *Deserted Village*, whom, you will remember, the locals thought of with wonder "that one small head could carry all he knew". But the acceptance of the teacher's role in a democratic society as one of importance is growing.

Partly this is due to the teachers themselves, of course—teachers such as Douglas Fisher who left his school room to defeat C. D. Howe for the Port Arthur federal seat in Parliament, and Solon Low, who felt no loss of prestige in returning to the class room after being for 13 years the leader of the Social Credit party at Ottawa.

It is in the tangible rewards offered by society that the teacher has been made to feel his unprofessional standing most acutely. Over the past 10 years we have paid our teachers abominably little and have expected them, with almost no status, either financial or social, to give us what other professionals only give when very adequately rewarded. What doctor or engineer, even starting on his career, would have given more than a cursory glance at an assistant professorship which in 1950 started at \$3,000 a

(Over)

year? And what man with a university degree could feel a sense of real missionary devotion to teaching when he was being paid \$2,400 to teach for seven hours a day, with the marking of exercises taking up much of the night?

But even in this regard a change is apparent. School teachers who are properly qualified can now expect a just remuneration. Salaries range from \$2000 in the poorer parts of the country to \$8000 in the metropolitan centres. Principals can expect \$10,000 plus in cities of 40,000 population or so, and professorships at the senior level now start at \$12,000 in some universities.

This economic recognition of the teachers will bring in its train other professional achievements by the teachers themselves. A man who is making enough money from his job to live well can invest that job with dignity. Furthermore, since the salaries have risen, the people earning them will become jealous of them and will exert their professional rights over people coming into the profession. In other words, though we are still a long way in Canada from a teaching profession which sets its own standards and administers its own discipline, as the professional engineers, lawyers and doctors do, we are going in that direction. Proof of this is seen in the recent establishment of a Canadian College of Teachers, sponsored by

the Canadian Teachers' Federation.

To qualify for membership in the college, an applicant must have a permanent teaching certificate of any province of Canada, hold a degree from a university or qualifications considered as an acceptable alternative, have had at least five years successful teaching experience after obtaining a permanent certificate, and be in active service in the teaching or administration of an educational system. The president of the College's first Council, Professor D. C. Munroe, of McGill University, has said that he expects the college, like the College of Physicians and Surgeons of the Bar Association, to define and interpret the work and status of a teacher in contemporary society.

Not only will the creation of such a college set a standard for the teaching profession, it will also, it is hoped, counter the somewhat discriminatory tactics which have been reverted to by some teachers' associations in the past year or two by which they have blacklisted certain Boards of Education, struck against others, and generally behaved more like artisans than professionals. But the education of Canada's next generation is not a rule-of-thumb proposition. It must be intensively studied, adequately planned for and brilliantly carried through. And only a group of professional teachers from coast to coast can do all three things.

## *Editorial*

ON THIS, THE EVE OF CHRISTMAS, 1958

*The silent night of old, the calm,  
The quietness of a city blessed  
With shadows, soothing as a balm  
No longer stills. There is no rest.*

*The shadows stretch and lurk; they bear  
As quietness swells to heartless pain.  
Yet there is faith. There is no fear.  
Foreboding fades, and leaves no stain.*

*This night recalls an ancient land  
Made holy—when a living Man  
Shed blood upon the restless sand,  
And kingdoms fluttered like a fan!*

*He died—yet lives upon this earth.  
The gold, the frankincense, the myrrh  
Become, as symbols, only worth  
The memories they can bestir.*

*Return in joy to silence, night!  
Again your ways shall intertwine  
The scented bloom and gold moonlight  
That make for peace, and prayer, divine!*

# Season's Greetings...

## Montreal Area Associations

ADATH ISRAEL  
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 ALGONQUIN  
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 BANCROFT  
 BANNANTYNE  
 BARCLAY  
 BARON BYNG  
 BEDFORD (Montreal)  
 BRONX PARK  
 CARLYLE  
 CARTIERVILLE  
 CECIL NEWMAN  
 CENTRAL PARK  
 CONNAUGHT  
 CORONATION  
 COTE DES NEIGES  
 COURTLAND PARK  
 CRAWFORD PARK  
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 IONA  
 JEWISH PEOPLE'S  
 SCHOOLS  
 JEWISH PERETZ  
 JOHN GRANT HIGH  
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 LACHINE HIGH  
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 LOGAN  
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 MAPLE HILL  
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 MONKLANDS  
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 MONTREAL HEBREW  
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 MONTREAL WEST  
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 QUEEN'S  
 RABBINICAL COLLEGE  
 RIVERVIEW  
 ROSEDALE  
 ROSLYN  
 ROYAL VALE  
 RUSSELL  
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 AYLMEY HIGH  
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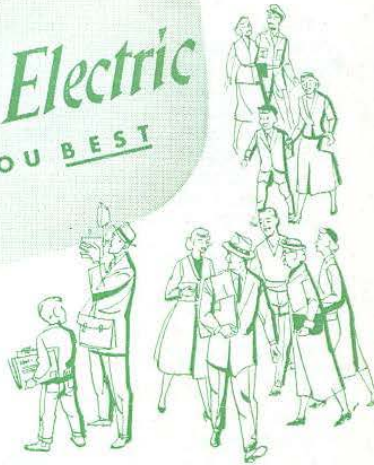
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