

QUEBEC HOME & SCHOOL NEWS

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LIST COLLEGE REQUIREMENTS



Three participants in the Federation's recent out-of-Montreal workshops are shown in the Val D'Or area.

The photo was taken during sessions at Percival High School. Left to right are Vice President Cecil

Scott, Mrs. Kay Howie, the Area Director for Abitibi, and Vice President John Purkis. Highlight of the weekend session at Percival School in December was an explanation of Bill 60 by the visiting Federation representatives.

Federation's Representatives Visit Areas in Various Parts of Province

Workshops were conducted outside the Montreal area by Federation executives for the first time this past fall. Perhaps they were not really workshops, as one of them put it, but call them what you will, they were a lively contact between Federation and the members of the local associations.

In case statistics mean anything, here are some:

Distance travelled: 1,850 miles.

Man-hours spent: 116.

Meeting time: 15½ hours.

Federation representatives conducting the workshops were Vice-presidents John Purkis, Cecil Scott and Charles Toeman, Leadership chairman. All agree that although no program materializes exactly as planned, their sessions did meet the intense need on the part of local associations to know more of Federation activities and reciprocally it was a rewarding experience for them to meet with associations and to see how successfully they are realizing the Home and School aims in various parts of the province.

"We learned many interesting angles on rural Home and School meetings too," Mr. Purkis stated, "such as the use of the school buses following their daily route in the evening transporting parents to the monthly meeting."

Another highlight was the encouraging purchase of literature and the keen interest in the various publications displayed.

"In one association we found them utilizing the experience of the past president of the association as program chairman," Mr. Scott noted "which seemed like a novel use of talent which we had not encountered elsewhere."

Visit Val D'Or

The first visit in November was to Val D'Or, a central point in the Abitibi district, some 350 miles north of Montreal. This two hour trip by air was made by John Purkis and Cecil Scott. They were met by Mr. Hovdebo, Principal, and later by Mrs. Howie, Area Director for Abitibi and given a

very royal reception. This district covers an area from Noranda, Rouyn in the West to Malartic, Val D'Or in the East.

The first portion of the workshop took the form of an informal meeting with the executives of the associations. Fourteen persons discussed leadership techniques and various problems of organizations. There was a real need expressed here for leader training with the further suggestion that participants in subsequent workshops be given the opportunity to lead experimental groups at the sessions and to evaluate their leadership potential.

It was noted that executives are anxious to get representatives to the Spring conference. In this respect the difficulty is the cost when the distance exceeds 300 miles. However, Val D'Or is hoping to arrange a carload and thus reduce the per capita expense.

The evening session of the workshop at Val D'Or was a general membership gathering conducted by Mr. Hamilton, President of the Val D'Or association, attended by approximately 60 persons from the surrounding area. The keynote discussion on Bill 60 was led by Cecil Scott and Mr. Purkis touched on the various activities of other asso-

(Continued page 8, Col. 2)

Canadian Universities Information Appears Pages 4, 5 This Issue

Entrance requirements for a number of Canadian universities are published in this issue of Home and School News on pages four and five. They are provided at this time for the benefit of parents and students because most universities require that applications be made early.

The first release by Quebec Federation of a list of university admission requirements was made last year and it was so favorably received that plans were made by the Joint High School Committee to bring them up to date each year. The decision also was made to publish the list in Home and School News and to have a quantity of reprints produced as well. Additional copies in the reprint form can be obtained from the Federation office at a nominal fee.

Many long hours were spent, mainly by the chairman of the Joint High School Committee and the executive secretary, in compiling the information. It is hoped that the information will be of help to students and their parents.

Workshop for Areas West of Montreal To Be Held Feb. 6

A workshop meeting will be held for the areas west of Montreal West to Hudson on Thursday, February 6, at John Rennie High School at 7:30 p.m.

Keynote speaker will be Prof. John Calam of the Institute of Education, Macdonald College, who will comment on some aspects of teacher-parent communication.

While a good turn-out of executive members is expected, all teachers and parents are welcome.

Among the subjects expected to attract interest are: "Where is Home and School Going?", "The Mechanics of Membership and Programming" and the terms of Bill 60's new look.

Late News:

Sir George Williams University Applicants Must Write Tests

Late information received just before press time indicates that tests now are required for the selection of applicants to Sir George Williams University in Montreal.

The following information, received from Donald E. Ayre, Director of Admissions at the university, is to be considered in addition to what appears on page five of this issue:

"The basic entrance requirements for the three faculties have not changed greatly other than the fact that we are requesting all freshmen applicants to write a battery of tests which will take approximately seven hours, the

results of which should aid us in selecting the most qualified.

"These tests will begin on Saturday, February 15 at 9 a.m. and will continue each Saturday thereafter until we have tested all interested applicants.

"All students wishing to apply for entrance should complete an application form now and submit it to this office (of the Director of Admissions) with the required application fee of \$25 payable by certified cheque or money order made out to the university. Upon receipt of the application and cheque we will attempt to arrange a suitable Saturday appointment for each applicant. The application and the test results (if satisfactory) will be placed in a pending file awaiting final high school leaving results as these will be the final criterion for admission."

CIRC. OVER
22,000

QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

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The Editor's Notebook

Education is concerned with culture and so are many people.

People are concerned about protecting their cultural heritage. I remember that my father spent a considerable sum to have a person on the other side of the ocean draw up a coat of arms of our ancient family, a coat of arms that probably did not exist before 1936.

With regard to the protection of cultural heritages, though,



THE CELTS: Editor's cultural heritage lost in group above.

there was in 1962 a committee of two set up in Montreal to do just that — protect a cultural heritage I mean. Your editor was one of the members. As a Celtic Canadian I (use of the editorial "we" is being dropped here to avoid confusion) helped form this committee because I felt several matters should be brought to the fore.

The other member of the committee was a young Celtic Canadian working for one of the airlines based in town.

As Celtic Canadians interested in protecting our common cultural heritage we had problems. I was bilingual but my second language, Japanese, had become rusty since the end of the second world war. Besides, the American occupation changed the language so much that it was hardly worth keeping it up. Just one example: today you seldom hear the word "momo" (peach color). It's simply "pink".

The other member of the committee came from Brittany. Her first language was French, second English.

Our problem, we discovered, was that we did not have a Celtic language in common. In fact we didn't have much else in common which accounts for the fact that the committee is inactive. Oh we talked of a few

things concerning our culture which we wanted to protect, for example the illuminated manuscripts from Iona and elsewhere, the carvings at Monasterboice and of course the Book of Kells with its colored monograms and ornaments. But all of these things were of the real Celtic culture, a culture that was already lost, more or less.

What then of the Celtic Canadian culture? How could it maintain its identity against the onslaught of such cultures as French Canadian, English Canadian and, for that matter U.S. of American culture?

We discussed various phrases for a possible pamphlet we might put out about our minority such as "masters in our own house" (I was thinking of my house in Beaconfield for a starter) and "maintaining one's identity in a changing world" and all that.

There was a slightly embarrassing fact that I tried to hide concerning my own racial background; it posed a problem for the committee. You see, although I am a Celt because my father's people came from a piece of Scottish rock sticking out into the North Sea, my mother was English — from

Yorkshire, the puffing of which made roast beef famous.

Though English, my mother's side of the family all have had dark, wavy hair, the characteristics of which I have inherited, leading one to suspect that somewhere along the line long ago, possibly the result of a coastal shipwreck of some ancient armada, there were injected into my lineage Latin strains — French, Italian or Spanish — or even Greek, who knows?

And after all there may have been a full circle performed in that confusion. Those Latin strains themselves could have been mixed with Celtic ingredients for it was the Celts, who constituted a branch or principal division of the Indo-European (get that — Indo-European) families, who formerly occupied, partly or wholly, France, Spain, northern Italy, the western parts of Germany as well as the British Isles and came in contact with the Greeks!

All of which leads me to believe that we all come from the same stock and that although 99 percent of the time I fail to remember about my Celtic cultural heritage it's hardly worth the trouble to try and re-activate the committee.

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MILK FOR HEALTH INC.

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Nutrition problems in Canadian children
Monique Saint-Hilaire, M.S.

MILK FOR HEALTH INC.

Are Canadian children well fed? Surveys show that in the past few years sudden outbreaks of infantile scurvy, in which from 3 to 10 times the usual number of cases per year were diagnosed, have occurred in different Canadian areas.

In regard to vitamin D deficiency rickets, an increasing number of cases is being reported particularly from children's hospitals in Montreal and Toronto.

Iron deficiency anaemia, especially between 9 months and 2 years of age is still common.

Judging the nutritional status of older children is difficult but surveys show that there are sound basis to raise the question of nutrition among school age children. During the past twenty years many surveys have been carried out and the following are a few of the interesting findings. From 60 to 90 percent of the teenagers were eating less calcium than their daily requirement suggests — which they could easily obtain if their daily meals included four glasses of milk. A large percentage of teenagers did not eat the amount of iron considered as a suitable intake and a great number of them ate less than the estimated requirement for vitamin C. The assessment of the physical condition proved to be in accordance with the nutritional status since only 15 percent of these children were rated as being in excellent physical condition. Posture seems to be an unscientific criterion but certainly a well nourished child naturally has a good posture. In five surveys where this was assessed, the incidence of poor posture varied from 32 to 61 percent. As you realize, many factors besides food affect the children's health and nutrition. These include a good daily routine, sufficient sleep, outdoor play, etc. But a great deal of practical experience supports the assumption that a normal child having a healthy regime will be in good nutritional state if he is fed according to Canada's Food Guide which means the daily use of milk, fruits, vegetables, bread and cereals and meat or its substitutes.

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Education Week March 1-7 This Year

Education Week is March 1 to 7 this year and the theme is "Education — Measure of a Nation". The theme is self-explanatory and has been

unchanged for the past few years.

The slogan adopted by the Province of Quebec Committee, "The Many Faces of Education" offers a wide scope for program planning, topics for discussion or after dinner speeches for all organizations planning an education oriented program for the first week in March.

During the past few years emphasis has been placed on professions requiring college degrees to the extent that parents either hesitate to mention plans for their children or will preface the admission that "Johnny" is not going to college with a long and apologetic explanation. The "Many Faces of Education" means there are educational opportunities for everyone, not only in the professions but also in the office, on the

farm, in industry, hospitals, etc. Make it your business to find out what opportunities are available for students in your area and communicate this information to your members.

Preparations for Education Week 1964 started on March 15, 1963, when representatives from the ten provinces met with the executive of the Canadian Education Week at their annual meeting. On March 16, the Provinces Meeting was held and plans, projects and ideas, expressed the previous day, were expanded, explored and thoroughly discussed.

The National Executive Committee held a seminar in Scarborough on November 8-10, 1963, at which time the guests were the Hon. Paul Gerin-Lajoie, Minister of Youth and Mr. Pierre Martin, Executive Assistant. At this seminar, it was suggested by Miss Eveline LeBlanc that the next executive meeting be held in Montreal. Three members of the Province of Quebec Education Week Committee attended this meeting on December 3, 1963. T. Jackson, representing the Provincial Association of Protestant Teachers, D. McDonald, Catholic School Commission and Mrs. W. Hudson, Quebec Federation of Protestant Home and School Associations.

This meeting was the first time that members of the two Education Week Committees organized in Quebec have met officially. The Province of Quebec Education Week Committee whose headquarters are in Montreal have over the past few years attempted to coordinate with La Semaine d'Education with headquarters in Quebec City, but distance has made this difficult. However, as an outcome of this meeting, there is hope that eventually all Education Week publicity will be expressing the same theme bilingually.



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Has Six Projects, Three For Pupils, Three For Adults.

The Roslyn Home and School Association in Westmount named six projects this year, three for the pupils and three for their parents.

The association holds French conversational classes for adults under the direction of Mme Saly, a member of the French Department High School.

Another class popular this year is adult art instruction. Other activities include a badminton club for adults, an art project for youngsters, girls ballet classes and sewing classes.

French Specialists

Pupils in grades five and six at Roslyn are now learning French not from regular class teachers but from specialists.

Principal Scott Kneeland said that while most of the elementary school subjects could be taught adequately by the regular teachers, French language specialists were needed for older pupils going on to high school.

"This innovation was begun recently and it is already showing positive results," the principal said. "Our aim, of course, is to have French specialists in all the grades but for the time being we feel it is most productive in the fifth and sixth."

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young imaginations*

- ★ LET'S FIND OUT
- ★ SPELLING BEE
- ★ JEAN'S PLACE
- ★ WE WANT AN ANSWER



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CHANNEL
12

University Admission Requirements

ACADIA UNIVERSITY Wolfville, N. S.

Bachelor of Arts and Bachelor of Science Degrees.

FIRST YEAR
Aver. of 60% in Que. Jr. Matric. Exams, no mark below 50%.
SECOND YEAR
Que. Senior Matric. Certific. must be submitted for appraisal. Max. of 5 credits. Min. 60% for Science subjects.

Eng. (2), Fr. (2), Alg., Geom., and 4 of (Hist., Phys., Chem., Biol., Trig., Music, Economics, N.A.L., Art, or another Language).
Five of (Eng., Hist., another Lang. (2), Maths., Phys., Chem.).

Date of Application — Prior to Sept. 1

BISHOP'S UNIVERSITY Lennoxville, P.Q.

Bachelor of Arts and Bachelor of Science Degrees

First Year
Aver. of 70% in Que. Jr. Matric. Exams on 10 papers. College Entrance Exam. Board's Apt. Test & Achievement Test in Eng., Comp. & any 2 other required and must be written prior to March 31st.

Bachelor of Arts - (A) Eng. (2), & 2 other subjects (6) papers from Group 1.
(B) remaining 4 papers from Grs. 1, 2 or 3 but not more than 1 paper from group 3.

Bachelor of Science (A) Eng. (2), Maths, 1 other subject (6 papers) from Group 1.
(B) Same as B.A., but 2 Sciences should be chosen from Group 2. English and 4 other subjects

Second Year
Average of at least 60% in 5 subjects of Que. Senior H.S. Leaving exams. (Que. Grade 12).

Date of Application — Prior to Mar. 31

CARLETON UNIVERSITY Ottawa, Ont.

Bachelor of Arts, Commerce, Journalism, Science and Engineering Degrees.

Qualifying Year
Average of 65% in Que. Jr. Matric. Examinations.
(Note: Carleton refers to and considers the 1st year as a Qualifying Year).

First Year
Aver. of 60% in Que. Sr. Matric. Exams.

B. of Arts
Eng. (2), Alg., Geom., Hist., another Lang. (2), Science, 2 of Phys. Che. or Biol., or an add. Lang. Any one of (Music, Art, Geog., addit. Lang., or Science).
Students in Engineering may take 1st Yr. in Science as pre-Eng. year.

B. of Jour.
Eng. (2), another Lang. (2), one of (Hist., Geog., or an addit. Lang. or Science). One of Biol., Chem., or Phys.).

B. of Comm.
Two or three of (Alg., Geom., Trig., or an addit. Lang.).

B. of Science.
Same as B. of Arts.
Alg., Geom., Trig.
Eng. (2), other Lang. (2), Alg., Geom., Trig., & 2 of (Phys., Chem., Biol.).

B. of Engineering.
Eng. (2), Alg., Geom., Trig., Phys., Chem., one of (a lang. other than Eng., Hist., Biol.).

Application Date — Early Spring

DALHOUSIE UNIVERSITY Halifax, N. S.

Bachelor of Arts and Science Degrees

First Year
Aver. of 70% in Que. Jr. Matric. Exams - No mark below 50%.
Second Year
5 Subjects from Group A & B. Marks of 50% for A, 75% for B and 65% for C.

Eng. (2), Alg., Geom., one other Lang. Three of (Hist., Phys., Chem., Trig., Latin, Fr., Greek, German, Spanish).
Group A - Greek, Latin, Fr., German, Hist., Maths.
Group B - Chem., Phys., Biol., Geol.
Group C - English

Application Date — Early Spring

UNIVERSITY OF NEW BRUNSWICK Fredericton, N.B.

Bachelor of Arts, Science and Engineering Degrees.

First Year
Aver. of 65%, Que. Jr. Matric. Exams - no mark below 50%.
Second Year
Aver. of 65% - no mark below 50%.

B. of Arts.
B. of Science.
B. of Engineering.

Eng. (2), Alg., Geom., and 4 of (Fr., Hist., Latin, Chem., Phys., Biol., Sr. Math.).
Note: — Science & Eng. students should select Maths., Chem., & Phys. as options
Eng. (2), Hist., one of (Maths., Latin, or Greek); one of Fr., German or Spanish), 2 addit. Ist. options.
Maths., German, Chem., Biol., Geol., Phys.
Maths. Eng., Chem., Phys., Fr. or German or Spanish, Hist.

Application Date — Prior to Aug. 15.

MOUNT ALLISON UNIVERSITY Sackville, N.B.

Bachelor of Arts and Science Degrees

First Year.
Que. Jr. Matric. Exams. aver. of 60% in 7 required subjects - no mark below 50%.
Second Year.
Aver. of 50% in prescribed subjects - no mark below 50%.
(b) Students claiming credits in Biol., Chem., or Phys., must submit their lab. books for inspection during the summer and be prepared to write a supplemental exam. in Sept. Art students who do not intend to do further work in science may be given a single credit without an examination.
(c) Students claiming Sr. Matric. credit in Maths. may not register for Maths. 200 unless they have a mark of 70% or over.

Eng. (2), Math. (2), another Lang. (2), 3 from (Chem., Phy., Biol., Geo., Hist., Economics, Music, Trig., Spanish).
Eng. (2), other lang. (2), Hist., Maths., (Max. of 5 credits allowed).
Biol., Chem. & Phys. credits subject to approval of Dean of Faculty.

Application date — Prior to Aug. 31.

Mc MASTER UNIVERSITY Hamilton, Ont.

Bachelor of Commerce, Arts, Science and Engineering Degrees

B. of A.
Aver. of 60% in 9 papers of Sr. Matric. Exam. (Gr. XII).
B. of Commerce
B. of Science.
B. of Engineering

Eng. (2), other Lang. (2), Maths. or addit. Lang. (2), 3 papers which meet requirements of course chosen.
Eng. (2), Lang. other than Eng. (2) Alg., Geom., Trig., Chem., Phys.
Eng. (2), other Lang. (2), Alg., Geom., Trig., Chem., Phys.

Application Date — Prior to Aug. 1.

QUEEN'S UNIVERSITY Kingston, Ont.

Bachelor of Arts, Science and Engineering Degrees

Average of 65% Sr. Matric. Exams. (60 to 64% may be considered if accommodations available).
B. of Science
B. of Engineering.

Eng. (2), Latin (2), or Maths (2). A Lang. (can be Latin if Maths is chosen) 2 other options from Grade 12 subjects.
Eng. (2), Maths. (Alg., Geom., Trig.), Phys. & Chem., a 2nd Lang.
Eng. (2), Maths., (Alg., Geom., Anal. Geom., Trig.), Phys., Chem., 1 of (Hist., Geo., Biol.), Candidates must have Sr. Matric. including Eng. & a 2nd Lang.

Application Date — Early Spring

UNIVERSITY OF WESTERN ONTARIO London, Ont.

Bachelor of Arts, Science and Engineering Degrees

Aver. of 60% Sr. Matric. Exams in 9 papers. No mark below 50%.
B. of Science
Same as Arts but at least 60% in Maths & Science.
B. of Engineering

Eng. (2), Latin (2) or Maths. (2), one other Lang. (2), 3 other papers according to course to be followed.
Eng. (2), other lang. (2), Maths (2), Chem., Phys.
Same as B. of Science.

Application Date — Prior to Sept.

SIR GEORGE WILLIAMS UNIVERSITY

1435 Drummond St., Montreal.

Bachelor of Arts, Commerce and Science Degrees

Average of 60% in Que. Jr. Matric. Exams in 10 papers. Eng. (2), plus 8 other subjects on Matric. Exams.

B. of Commerce Same as Arts but must include Alg. Same as Arts, but should include Maths. (2), Science.

B. of Science Application Date — Prior to Aug. 24, Engineering Prior to Aug. 15.

Note — Sir George Williams University is presently revising their requirements and new requirements are not available at this date. (Dec. 21, 1963).

UNIVERSITY OF TORONTO

Toronto, Ont.

Bachelor of Arts, Science and Engineering Degrees

B. of A. Aver. of 60% Sr. Matric. Exams. Eng. (2), a Lang. (2), 1 of Latin or Maths (2), 1 of Fr. or Latin (2), 2 of (Alg., Geom., Trig., Bot., Chem., Phys.), 1 of (Hist., Music, Lang.), 2 (Math., Science, Geog.).

B. of Science. Aver. of 66% in Maths & Science. Eng. (2), Maths. (3), two papers in one of (Fr., German, Greek, Italian, Russian, Spanish, Latin), Chem., Phys.

B. of Engineering. Aver. of 66% in Maths., Physic & Chemistry. Eng. (2), Math., 3; Fr. or Latin, Phys., Chem.

Application Date — Prior to March 1.

SCHOOL OF NURSING MONTREAL GENERAL HOSPITAL

Montreal

Aver. of 65% Jr. Matric. Exams. - No mark below 50%. 10 papers required. At least 17½ years. Eng. (2), Maths., Hist., Science. Chem. or Biol. preferred, both are desirable. Home economics & either Art or Music.

Application Date — Prior to June 1.

QUEEN ELIZABETH HOSPITAL

Montreal

ADMISSION REQUIREMENTS Eng. (2), Hist., Maths., Chem., Biol., or Phys. No credit for typing or short-hand. Only one of Art or Music accepted. Home economics accepted if there is another Science as well. Pupils must have completed 2 yrs. of High School.

ROYAL VICTORIA HOSPITAL

Montreal

Age 18 by Sept. 1st. Aver. of 65% in ten papers of Jr. Matric. Exam. Eng. (2), Hist., Science, one of Chem., Biol. or Phys. (Chem. preferred). Maths (1) of Alg. or Geom. or Trig. Optional subjects Fr., Latin, 2nd Hist., Music or Art or Home Economics; N. A. Literature

Application Date — As early as possible as there is a waiting list.

MCGILL UNIVERSITY

Montreal, P.Q.

Bachelor of Arts, Science and Engineering Degrees

B. of Arts At least 65% in 10 papers Que. Jr. Matric. Exams with a min. of 50% in each paper. Scholastic Aptitude Test, Eng. Composition and 2 other Achievement Tests required. Eng. (2), Fr. (2), Latin (2), Hist., Maths. (2) and 1 of the following: (Bio., Bot., Chem., Phys., Geog., Music, Art, Int. Alg., Trig., N.A.L., Br. or Cad'n. Hist., another Lang.). If student has not taken Latin B. of Sc., requirements of 70% required. Latin or Greek must be included in B. of A. Program.

Second Year Aver. of 70% on the Que. Sr. Matric. Papers. Eng. (2), a number of combinations of courses are acceptable. Refer to McGill Annual Announcement.

B. of Science. At least 70% in 10 papers Que. Jr. Matric. Exams with a min. of 50% in each. Scholastic Apt. Test., same as for B. of A. Eng. (2), Fr. (2), Hist., Alg., Geom. 1 of Biol., Botany, Chem., Phys., Latin (2), or 2 of the following (Int. Alg., Trig., Biol., or Botany, Chem., Br. or Cad'n. Hist., Music or Art, N.A.L.).

Second Year Same as for B. of A. Eng. (2), Maths. (2), Phys., Chem., Fr., or Latin or Hist., or Biol., or Spanish.

B. of Engineering. Same as for B. of Sc., except that the two optional papers must be Int. Alg., and Trig. Eng. (2), Maths. (Alg., Trig., Anal. Geom.), Phys., Chem., 1 of (Fr., Latin, German, Spanish, Greek, Biol., Geog., Hist.).

Second Year Same as for B. of A. Eng. (2), Maths. (Alg., Trig., Anal. Geom.), Phys., Chem., 1 of (Fr., Latin, German, Spanish, Greek, Biol., Geog., Hist.).

Application Date — Prior to March 1.

Note — McGill University also provides for a four year course leading to Bachelor of Agriculture as well as a four year course in Home Economics at Macdonald College in St. Anne de Bellevue, Quebec.

MACDONALD COLLEGE

The Institute of Education

(T P) 1 year Course, Temporary Permit. Que. Jr. Matric. Aver. of 60%, min. of 50% in each subject. Must be Canadian Citizen or Br. Subject. 17 yrs. of age prior to Jan. 1, of the year of application.

Class II - 2 yr. Course (F.D.)

& Physical Education Specialists. Class II - 1 yr. Course (2 S).

Que. Senior Matric. Exams or its equivalent. Cad'n Citizen or Br. Subject. 18 yrs. of age prior to Jan. 1st of yr. of application.

Bachelor of Education & Physical Education Degrees

4 yrs. - 2 at Macdonald and 2 at McGill.

(A/Que. Jr. Matric. Exams. with an Aver. of at least 65% and no mark below 50%.

Scholastic Aptitude Test - English Composition and 2 others Required (2 parts verbal & Mathematical).

OR (B/An aver. of 70% Que. Jr. Matric. Exams. with a min of 50% in each subject. S.A.T. as above.

Eng. (2), Fr. (2), & 6 of (Chem., Phys., Biol., Geog., Elem. Alg., Alg., Geom., Hist., Music, Int. Alg., Trig., N. A. L., Home Economics, Latin, Authors, & Composition, Latin Poetry and Sight, Spanish, Bookkeeping, Stenography & Secretarial Practice, Typewriting & Off. Practice, Agriculture, Ind. Arts, Art, Latin Authors).

Same as for 1 year Temporary Permits.

Eng. (2), and 4 additional subjects and a certificate showing passes in 10 papers of Grade XI examinations.

Eng. (2), Hist., 1 of Latin (2) or Greek (2), 1 not already chosen of Latin (2), Fr. (2), Greek (2), German (2), Spanish (2), Ele. Alg., Ele. Geom., 1 of (Biol., Bot., Chem., Art., Geog., Phys., Music, Int. Alg., Trig., Cad'n. Hist., or Br. Hist., another Lang. not already chosen - aver. of 2 foreign lang. is counted.

OR Eng. (2), Hist., Fr. (2) or German (2), Elem. Alg., Elem. Geom., 1 of the following (Biol., Bot., Chem., Phys.,). Either Latin (2) or Fr. (2) or Spanish (2) or German (2), if not already chosen: or any 2 of Int. Alg., Trig., Biol. or Bot., Chem., Geog., Phys., Brit. or Cad'n. Hist., Music or Art, if not already chosen.

(C/High School Transcript. (D/Principal's Confidential Report.

Applications must be made to - Institute of Ed. Macdonald College or Admissions office - McGill University Prior to March 1st and to Protestant Central Board of Examiners prior to June 30th.

COURSES OFFERED IN VARIOUS UNIVERSITIES IN QUEBEC, ONTARIO AND THE MARITIMES

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Theology	x	x	p		x	x			x		x	
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p — Pre-Professional Courses

d — Course leading to a diploma

BE SURE: In choosing subjects in Grades 10, 11 and 12, pupils should consult the Faculty admission requirements of the university they plan to attend. Pupils are advised to discuss their college plans with the Guidance Counsellor.

Students and parents are advised to apply for admission to the University of their choice well before the registration date given.

Montreal's Science Fair April 4-5, Canada-wide Fair Three Weeks Later

More than 300 students from some 200 secondary schools in the Montreal area are expected to take part in the Montreal Science Fair, which will take place at the Chalet on Mount Royal, April 4 and 5.

At a press conference held January 8, Doctor Walter Hitschfeld, president of the 1964 Montreal Science Fair, disclosed that a \$500 scholarship, granted again this year by the Government of Quebec, and the Lieutenant-Governor's Medal will be the grand prize of the Fair.

Dr. Hitschfeld explained that the Montreal Science Fair offers excellent opportunity for English or French speaking students of secondary schools to develop their knowledge and creative ability in undertaking scientific projects of their own. These projects may be of an experimental or a analytical nature and may deal with pure or applied science, in mathematics, physics, astronomy, chemistry, geology and biology.

Dr. Arnel Bourgon, past president, who also was on hand to answer questions from the press, commented on last year's results and expressed confidence in the success of the forthcoming event, "for the Science Fair movement is gathering momentum in the Montreal area as well as the whole of the continent".

The Montreal Science Fair is encouraged not only by the Department of Education, but also by the Protestant School Board of Greater Montreal, the Montreal Catholic School Commission and

many professional scientific organizations. The Fair's secretariat is administered by L'ACFAS (L'Association canadienne-française pour l'avancement des sciences).

In addition to the \$500 scholarship and Medal, there will be seven prizes in each of four main classes to be determined by the Montreal Science Fair Committee: First and Second prize will be a \$300 scholarship or \$150 in cash and a \$200 scholarship or \$100 in cash. There will also be two \$100 cash prizes and three \$50 cash prizes.

The Montreal Science Fair Trophy will be awarded to the school with the best overall showing. In addition, the school library will be presented with the Grolier Encyclopaedia "The Book of Popular Science" in ten volumes. The four best individual exhibitors, irrespective of the class, will be selected to represent the Montreal Fair at the Canada-wide Science Fair, which this year will also be held in Montreal. Later in the Spring,

In 1963, the Montreal Science Fair Trophy was awarded to Collège Bourget, at Rigaud; the grand prize went to Pierre Dupuis, of the same College. Pierre Dupuis also won an award at the Canada-wide Science Fair, held in Toronto, May 3 and 4, 1963. A Verdun High School student, Tim Sullivan, won first prizes in both the Montreal and the Canada-wide Science Fairs.

The Third Canada-Wide Science Fair will be held April 24-25 at the University of Montreal, it was announced recently by the Canadian Science Fairs Council.

Co-sponsor of the 1964 competition for boys and girls will be L'ACFAS (L'Association Canadienne-Française pour l'avancement des Sciences) and chair of the Fair will be Dr. MTU Cl Bourgon, professor of chemistry at the University of Montreal.

Canada's leading boy and girl scientists will be chosen from entrants at the 1964 Fair. Com-

petitors are high school students who have won top awards at regional fairs from coast to coast. At the Second Canada-Wide Fair, held in Toronto in May 1963, 53 students from 18 regional fairs were judged on their work in the two main categories: biological and physical. Awards will again be made in both categories.

In addition, the winners of two special awards, a boy and a girl, will be sent to the International Youth Science Fortnight to be held in London, England, July 27 to August 8, 1964. This will be the third consecutive year that Canada has been represented at the Fortnight by top winners in the Canada-Wide Science Fair.

"The response of students, their parents and teachers, to the science fair movement has been a dramatic reflection of the public's increasing interest in science," said H. A. Mullins, president of the non-profit Canadian Science Fairs Council. "This spreading activity has been of unique value in the personal development of the students. In addition, it provides a unique means of bringing appropriate recognition for the work of our schools and our teachers. We are confident that science fair activity will intensify in all provinces and that their finalists will go on to make significant contributions to Canada's scientific development."

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Discuss Children's Interest In Art, Music and Literature

Guiding children toward the study of art, music and literature was the subject of a recent panel at the Lawrence School meeting of the Sherbrooke Association.

The three panel members were John Cowans of the English department of Bishop's College School; Morris Austin, Music Supervisor for the Protestant School Board; and Derek Tilley, Art Supervisor for the Richmond, Danville, Asbestos School Board Glenn Bennett was moderator.

Mr. Gowans said that a grade one to seven child especially enjoys reading because his ability is new, the books are attractive and the undertaking is a great adventure. But the child must find the time to read which can only be if television is carefully limited in his daily schedule of activities.

If the child is a slow reader, a parent should not stress the fact or try to correct this fault as it could lead to discouragement and rejection of reading, he said.

A parent should introduce the child in grades four to six to the local library and encourage him to borrow books frequently.

The younger high school student enjoys adventure and action books. This taste should be nourished with a supply of the best literature in this field. Girls at this age level are drawn to the sentimental story. Plot is of major importance to both boys and girls at this stage.

The senior high school student has broader tastes which lead him to sample histories, biographies, possibly plays, poetry or even comedies. He would like to discuss his reading but not have it dissected in detail by a over-enthusiastic eye on

or "worn-out classics" in which words new to the child's vocabulary are omitted. He would rather see the child exposed only to the original works and if necessary at a later age where his ability to comprehend and consequently to enjoy would be greater.

(Continue page 7, Col. 2)



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South Shore Area Conducts Workshop

"What is Home and School and what is it trying to do?" That was the topic of a successful workshop held by South Shore District Council in December.

Leaders of the workshop were John Parker, Charles Toeman and Clark Manning from Federation. The talks by the leaders were enjoyed by all present and while there was a slow start to the discussion, once started it was almost impossible to break off, reports Hanna Lembek, area director.

Topics included Bill 60, programming, what to do about teachers who don't come to meetings, what to do if teachers are button holed at meetings and what to do if parents don't attend. Discussion continued late into the night. John Parker was buttonholed by the program chairman of one association to speak at a January meeting.

Those attending were Mrs. Muriel Walkey and E. F. Bullard from Candiac; Mr. and Mrs. Frank Turpin, Mrs. H. Ball, Mrs. Irma Jacob and Mrs. Kay Courchesne from Greater La Prairie; L. Vandecasteyen from Greenfield Park; Mrs. Estella Hansen, Mrs. Maud Thompson, Mrs. Helen Laurie and Mrs. Lois Reid from La Pléche; Mrs. Roberta Ascroft, Mrs. Thelma Keegan, Mrs. June Ledham and Mrs. Doreen Shaw from Longueuil; C. C. Brethour, A. W. Stewart, Gordon Hinchcliff from Préville; Mrs. Alice Tully, Mrs. Marjorie Morn and M. C. Soles from St. Johns; Mrs. Shirley Sbalis, Douglas Kay, Allan Newale, Mrs. Mary Davies, Mrs. Barbara Phillips, Mrs. Elizabeth Tucker and Mrs. Hanna Lambeck from St. Lambert; and H. Rothfels, Elementary School Principal from St. Lambert.



Books For Parents

(A list of recommended pocket books for parents is provided this month by Mary Kucharsky, Family Life chairman. The list is provided in order of title, author and price).

- The Art of Dating, Duvall, .35.
- How to Help Your Child in School, Frank, .50.
- Your Adolescent at Home and School, Frank, .60.
- The Vanishing Adolescent, Friedenber, .50.
- Facts of Life and Love for Teenagers, Duvall, .35.
- Child Care and the Growth of Love, Bowlby, .70.
- Baby and Child Care, Spock, .50.
- New Ways in Sex Education, Baruch, .60.
- Love and Conflict, Winter, .95.
- Love Against Hate, Meninger, 2.50.
- Becoming, Allport, 1.25.
- Childhood and Adolescence, Hadfield, 1.25.
- Children of Divorce, Despert, .95.
- Pastoral Counselling for Mental Health, Laycock, 1.00.
- What to Tell Your Children About Sex (Child Study), .35.
- A Woman Doctor Looks at Love and Life, Hilliard, .35.
- The Adolescent, Farnham, 1.10.
- Children Who Hate, Redl, 1.10.
- Understanding Fear in Ourselves and Others, Overstreet, 1.10.
- Your Child's Mind and Body, Dunbar, 1.65.
- The Art of Loving, Fromm, .60.
- Women and Fatigue, Hilliard, .50.
- Man Against Himself, Meninger, 1.95.
- Fathers Are Parents Too, English & Foster, .50.
- Parents' Manual (Revised), Wolf, 1.75.
- Basic Facts of Human Heredity, Scheinfeld, .60.
- Babies are Human Beings, Aldrich, .95.
- Conversations with Children, Hunter, 2.25.

Discuss Children's Interest

(Continued from page 6)

Mr. Austin described the objectives of the music courses being given in the schools of the area.

The courses are designed to develop enduring interest and enjoyment of music; to discover aptitudes in order to provide guidance; to lay the fundamental skills which facilitate participation in choirs and orchestras in later life; to make children aware of their musical heritage; to inform children of the musical groups awaiting them in their community after they leave school; and to train children to become good listeners. "Training a future audience is as important as training a performer", he said.

Derek Tilley told the meeting that "a country has the art it deserves".

He added that rather than ban the banal, the sentimental, the

commercial in our art today, we should try to replace it by exposing the child to the best in art in his own environment so that he can evaluate and reject the ugly. Good reproduction of recognized artists old and new, placed in folios or books, where he can look through them, trips to museums arranged by parents or school, all help to cultivate his taste.

The materials which the child uses could be more imaginative than just crayons and coloring books. Inexpensive modelling dough made of flour, plasticine, finger paints, rolls of shelving paper, metal foil, wool scraps, fabrics, blocks of wood — these are the materials to stimulate the creative capacities of a child.

"A child does not draw what he sees, he draws what he knows", said Mr. Tilley. To get accurate reproduction a great deal of coordination and acuteness of observation are necessary — which are not common attributes of a child nor are they attributes vital to the achievements of artistic quality — though desirable and to be cultivated wherever possible.

What a child really needs from the parent is understanding and approval. Mr. Tilley showed examples of the work of very young children which had a freshness and spontaneity that one may never see again as the child matures.

He warned the teacher or parent against encouraging the older child to copy (although he may have developed a facility at this stage) or indulge in numbers painting as this only stunts artistic growth.

At the high school level the student learns about light and shade, distance, texture, the principles of harmony, rhythm, composition — all, it is to be hoped, under the guidance of an art specialist. He also learns of his cultural inheritance from the days of the Egyptians, the Greeks, the Romans down to the present.

Letters

The Editor:

The Editor's Notebook asked for a controversial letter, so here is mine on the subject of physical education in our schools. I am not touching the subject of individual sports. My topic is gymnastics, eurhythmics and dance in the gym class.

The gym floor is a place to build both mental and physical efficiency, it is an area in which to build a feeling for aesthetics, it is a way of helping to develop total human beings.

Instead, to date, the gym floor has been a place too much concerned with muscle-building. The lines of vision are held straight and narrow. Mechanical maintenance is fine for machinery, but the human being requires much more than that, and is, in effect, discouraged by the over-mechanical and dry approach. Exercises are treated as a recommended activity. The significance of the potential pleasure therein is neglected.

The ballet technique serves some good to the casual learner, but it does not offer the best potential in the development of the average child. Unfortunat-

ely, all too often, poor balletic training creates physical problems in the feet and back. I speak with some authority on the subject, having studied for thirteen years with a professor from the Imperial Ballet School of Russia.

It is fine and stimulating to invite Danish gymnasts and others, but how about some new daily exposure in the field of physical education at home... instilling new methods and attitudes! True physical education must be comprehensive. Movement study necessitates familiarity with eurhythmics (Continued page 8, Col. 1)

NEEDED

Ladies to volunteer to attend the clinic for THE HOME CARE SERVICE for pre-school mentally retarded children; this clinic under the supervision of Doctors who have specialized in this field, who will hold classes to teach ladies, who at the end of training will go into the homes of families who have retarded children, from the ages of 2 weeks to 4 years. The need is great — please call Mrs. Rene Lipsit, Chairman of this service, at the Montreal Children's Hospital.

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Letters

(Continued from page 7)

and Modern Dance techniques if our methods are to be made up-to-date. (For many Canadians, totally unfamiliar with the latter art, the term Modern Dance is erroneously synonymous with jazz). Enormous resistance and clinging to traditional methods must cease blinding us to the wide horizons in physical education. We cannot blanket the field simply with "ballet" and "gym".

There are numerous forms of rhythmical body movement and self-expression. As long as there is life, this will be so. That movement is a fundamental experience and the resultant release therapeutic everyone knows, yet too little is done about it in our schools on the child or adult level. Lip-service has greatly increased. The time is long overdue for serious change.

John Dewey has so aptly described education as "The release of a capacity from whatever hems it in". It is not our children's innate capacities that are faulty. It is, rather, the failure of educators to give them full credit for a much higher level of learning than presently exists. This involves profound and comprehensive changes in methods and approach. It requires an open mind and a number of new answers.

Molly Bacal

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To Repeat French Summer School At Camp Valcartier This Year

by Joon Baril

A unique activity sponsored by the Alexander Wolff School Home and School Association last July was French Summer School at Camp Valcartier.

So successful was the school, which lasted two weeks from July 22, that it appears that it is going to become an annual affair.

"Classes" were held each morning from nine to 10.30. The atmosphere was informal: no books or drills but games, field trips, films, songs and picnics — all in French. The aim of the school was to help the pupils use French in real situations. It was also to improve their vocabularies and to help break down any shyness in speaking French.

The instructions, headed by Mrs. P. Jackson, the school French specialist, consisted of local bilingual assistant-instructor-teachers, housewives and senior students.

Seventy pupils attended and they enjoyed the experience to the full. They were separated into five small groups according to age. Each day began with a brief assembly at nine in the school playground. Here, French songs were sung and announcements were made. Then each group set off to different activities. They played baseball and other games in French. French films provided by the Department of Education were very popular as were art lessons by French instructors.

The timetable was constructed so that the groups rotated. Another timetable was drawn up for rainy days.

How did this summer school come about? The idea was suggested by the school chairman and the school French specialist volunteered to "head up" the work. During June questionnaires were sent out to the pupils to determine how many wished to attend and a search was made for bilingual assistant instructors. Timetables were drawn up, films were acquired and a list of French songs was organized.

A fee of 50 cents per pupil or one dollar per family was charged to cover costs of materials.

On the last morning of the school, picnics were the order of the day for everyone. The final event for the staff was a tea.

Conclusions

Pupils and instructors alike agreed that the school was successful. It appears that many of the pupils gained an increased French vocabulary and more confidence in using it.

It is believed that the example of co-operation and cheerful willingness to work together displayed by the French and English speaking instructors must have offered a lesson to the pupils. It is believed that all pupils gained greater motivation to learn a second language.

Visit Areas in Province

(Continued from page one)

clations throughout the province, and emphasized the necessity for continuing study by parents in connection with the changing legislation for Quebec education.

New Carlisle

Later, in November, Charles Toeman and John Purkis travelled to New Carlisle on the South Gaspé coast to meet with the executive and members as arranged by Mrs. L. Gilker, Area Director for Gaspé. The workshop followed a pattern similar to that at Val D'Or. The New Carlisle High School (consolidated) under the direction of Lorne Hayes, Principal, is most progressive.

Mr. Hayes raised many problems peculiar to the Gaspé and expressed the great need for a trained psychologist to travel the area regularly to assist in classifying children for the special classes operated in their school, as well as to provide adult training for the preschool child's parents. It was suggested that Federation might consider joining with other organizations in sponsoring such a person. Similarly, the cost of bringing speakers to a remote area is high and the visitors were asked if some method could be organized to share speakers with other organizations. The evening meeting at New Carlisle was attended by 56 persons.

Film Available

Prints of The Bell Telephone Company's "The Restless Sea" in 16 mm. form are available for public showing. Queries should be directed to the company's manager in the community where it is required.

"The Restless Sea" was televised over the CBC network January 23 on the Trans-Canada Telephone System's science program.

Murdochville

The next day, Mr. Boyle, past president, Gaspé, kindly offered to drive the Federation group 65 miles inland to Murdochville where a promising contact was made for the purpose of organizing an association there.

"It seems to us after the wonderful reception received at these meetings we'll be only too happy to return again," Mr. Purkis said. "These directors and associations need more assistance in the remote areas and we ought to get out to them at least once a year."

"It has been a real pleasure for us to have the Federation officers visit the Gaspé", Mrs. Gilker reports, not only the many ideas they have left with us, but the encour-

agement and enthusiasm given to us for the rest of the year."

The corresponding secretary, Mrs. Daphne Wheelock at New Carlisle, writes: "A good program is a vital necessity to a successful Home and School Association. You have broadened our knowledge, portrayed many new and interesting ideas and we are now better equipped to present more specifically aimed programmes."

To obtain 15 hours of workshops, 116 hours of travel time by Federation executives was necessary but the participants believe the undertaking was worthwhile and successful.

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