

# QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

Volume 1, No. 7

Montreal, P. Q.

Annual Conference Issue — May, 1964



Fred W. Price



L. M. Buzzell

## Fred W. Price to Receive The Annual Buzzell Award

Fred W. Price, who has been active in Quebec Home and School for many years and who now lives in Ottawa, will receive the Buzzell Award this year at Federation's annual conference.

The award is given annually to someone other than the president who has rendered outstanding service to Quebec Federation and to the cause of furthering the aims of Home and School.

Mr. Price was born in Montreal and is a graduate of Montreal public and high schools and of McGill University with B.A., M.A. and high school teaching certificate. He was a high school teacher for the Montreal Protestant School Board from 1937 to 1946 except during war service. He served in the Canadian Army overseas in World War II and retired with the rank of major.

### Active H and S History

A Home and School member since 1947, he has been Secretary of Quebec Federation, 1948-1955; President of Willingdon Home and School Association; President of

(Continued on page 7, Col. 3)

## Questionnaire Sent Out

## Will Discuss Biculturalism Brief During Annual Meeting Sessions

A questionnaire on bilingualism and biculturalism has been sent to all local Home and School associations in Quebec for consideration in connection with a brief to the Royal Commission on the subject.

The Quebec Federation committee preparing the brief, chaired by Vice-President E. Michiel Berger, has drafted the questionnaire only as a guide for associations. The subject will be open for discussion at the annual conference. After the conference it is intended to submit a preliminary brief to the local associations for review. Local associations are urged to review and submit their opinions as soon as possible to the committee after the foregoing steps have been taken.

It has been stated by members of the Royal Commission that they expect Home and School to provide one of the most comprehensive and important briefs on the subject.

These are the questions sent to local associations to be used only as a guide:

— What is Biculturalism? Is the title appropriate?

— Does confederation have a future: (a) under the present system? (b) under a system which may require major constitutional changes? (c) Is multi-culturalism the answer — the concept of the mosaic vs the melting pot?

— What is the significance of words as weapons? Examples: French Nation (na-cion) vs English Nation (na-shun); Le Canadien vs Canadian; French National (na-cion-al) vs English National.

— What about French Canadian nationalism as distinguished from Canadian nationalism?

— What if Quebec becomes unilingual — French being the official or only language recognized?

— Are all children able to cope with the emotional impact of attending a French language school exclusively?

— How can we bridge the gap? (a) Social steps? (b) A different educational system? A uniform history book? (c) Economic equality?

## 'Education Needs of Today, Tomorrow' Theme of Annual Meeting May 8-9

## First Woman in the Quebec Cabinet Claire Kirkland-Casgrain to Speak

"Educational Needs Today and Tomorrow" is the theme of the annual conference of Quebec Federation of Protestant Home and School Associations to be held May 8 and 9 at Sir George Williams University, Montreal. Main speakers will be Madame Claire Kirkland-Casgrain, Quebec's Minister without Portfolio, at the Saturday evening dinner, May 9, and Professor John Calam of Macdonald College on the Friday evening, May 8.

The agenda calls for consideration of important issues such as the proposed brief to the Royal Commission on bilingualism and biculturalism, "Where now with the ministry of education?", the desirability of submitting a brief to the Quebec Royal Commission on Taxation, guidance, the education of retarded children and others.

There will be time for display, film showings and general discussion so that there can be a good exchange of information and ideas among representatives from all Home and School areas of the province.

A tentative program for the annual meeting appears below. (The time and order of the program may change without notice should there be exceptional or unavoidable circumstances).

## Conference Program

FRIDAY, MAY 8

Sir George Williams University — Birks Hall

9.00 — Registration in foyer of Birks Hall, main floor. Coffee.

10.15 — God Save the Queen, O Canada, Birks Hall auditorium. Invocation. Greetings and introductions.

10.25 — Minutes of 1963 annual meeting. Business arising out of the minutes. Committee reports and discussion: Home and School News, Treasurer's Report — 1964-65 Budget; report of disposition of 1963 resolutions.

11.00 — "Where Do We Stand?" — Questions by delegates.

11.45 — 1964 Resolutions (Constitution Change; Smoking; Retarded Children; Guidance).

12.30 — Adjournment.

12.45 — Lunch — Budge Hall, Y.M.C.A.

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Hon. Claire Kirkland-Casgrain

## Will Hear Guest Speakers Friday And Sat. Nights

Guest speakers at the annual conference will be the Hon. Claire Kirkland-Casgrain, Minister Without Portfolio, Quebec, and Professor John Calam, Assistant Professor, History of Education at Macdonald College.

Claire Kirkland-Casgrain was born in Palmer, Mass., USA, where her father, the late Hon. Dr. C. A. Kirkland was doing post-graduate work at the Harvard Medical School. The family returned to Canada three years after, where her father carried on his profession as a general practitioner in Ville St. Pierre until his death in 1961.

Mrs. Kirkland-Casgrain studied for one year in the local school in Ville St. Pierre and completed (Continued on page 3, Col. 3)



Prof. John Calam

CIRC. OVER

22,000

## QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

QUEBEC HOME & SCHOOL NEWS is published by the Quebec Federation of Protestant Home & School Associations at 4795 St. Catherine Street West, Montreal 6. Telephone 933-8244. Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Editor is J. E. Struthers. Printing is by Les Editions du Richelieu Ltée, Saint-Jean, and typesetting is by Typographie Eclair Ltée, Montréal.

### Moving and Schooling

In the old days Canadians married, settled down and had children in a society that seemed not quite so confusing as the one in which we live today. There is much less settling down now. We constitute a fairly mobile population. A great many of us work for companies which move us from one city to another or we simply move from one community to another for better jobs. Good or bad, this new way of living is not likely to change; if anything we are likely to become more mobile.

Most parents who have experienced this moving from one part of the country to another wonder about the effects on their children. To one child a move may be an exciting adventure; to another it can be a disturbing experience that shakes his feeling of security in the home. Most parents who have moved from one province to another (and there are thousands of them in the Montreal area), while they may disagree on whether the psychological effects of a move are good or bad, are bound to admit that the curriculum differences at schools present problems for their children.

While the suggestion of adopting national standards for school curricula undoubtedly produces cries of anguish from the guardians of provincial autonomy there is ample justification today for some common denominator for school curricula in the 10 provinces of this country. Has the time not come for a provincial-federal advisory committee to deal with this question? It seems that Home and School has an opportunity to encourage opinions on the subject. While we are waiting for the establishment of a new ministry of education in Quebec perhaps now is a good time to make some gestures along these lines that might eventually provoke action on the part of ministers of all 10 provinces.

The Canadian Teachers' Federation, in a brief to the prime minister last year, pointed out that the making of laws in relation to education is the exclusive right of the provincial governments. It recognized the variety of Canadian education stemming from this right and admitted that it was not opposed to this variety as long as the differences are in kind and not in worth. It also is to be expected that differences in curricula always will exist among the provinces but for all sorts of reasons we need similarities. "Canada is a confederation of 10 provinces, but it is also a nation," the Federation declared. "Therefore, it is appropriate that in matters of broader scope we should act as Canadians and not only as citizens of any one province. Surely every Canadian boy and girl has a right to an equally high level of education opportunity."

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### The Editor's Notebook

With this "conference issue" we are nearing the end of the first year of publication for the Home and School News under this new format and name. There will be one more issue after this one before the summer.

We are told that the publication has been successful on a number of counts: the format is more interesting than that previously used; it has been informative and helpful to parents, students, teachers and organizations; it has helped give members an idea of what Federation is doing; it has kept the emphasis on ideas and on what is happening in education, rather than on secondary activities of Home and School.

For a first year it has been a noteworthy success, we are told. As an editor, of course, we look back over the issues and see all sorts of mistakes and ponder what more could have been achieved. We have had many problems, most of which are the kind that plague one doing a part-time job. Writing, editing, layout and printer's dummies have had to be done "on the run" many times. The difficulties in catching time at nights, weekends and noon-hours disrupts continuity of thought and production; so often what should be a small job becomes a perplexing problem under such conditions.

The Federation not being professional publishers, the editor being a part-time helper, the production of the newspaper has had setbacks. Consistent advertising effort has not been available and we have run into unavoidable delays. A case in point was the last issue which contained dated announcements and articles that lost their effect because of a delay in publication.

One of the weaknesses in the publication also has been the lack of significant feed-back from local associations. There should have been more participation in the News by members. In our opinion we should have had more views expressed by individual members and more productive controversy. No doubt plenty of comments, good and bad, are being expressed about Home and School News but we would like to hear them or have them on paper so we could use them in print. More time available to the editor or additional assistance could have

## 'Get Off the Women's Page' Editor Tells H and S Meet

Home and School should stick to what it should be doing and quit worrying about atomic bombs and international politics. Home and School should get off the women's page and get in the education section.

These are some of the opinions of Arnold Edinborough, editor of Saturday Night, who was one of the main speakers at the 45th annual convention of the Ontario Federation of Home and School Associations at Toronto, March 24 to 26.

Representing Quebec Federation at the convention was Cecil Scott, Vice-President, who said he was impressed by the high calibre of speakers and panel members.

Mr. Edinborough, who said he has had experience in four Home and School Associations, feels Home and School should be devoting its efforts in these areas: preparing children for the future, increasing the school leaving age to 18, post-school education, investigating text books, curriculum and education in general.

"Don't ask the government to make surveys; do it yourself," he recommended. One Home and School yarn he recounted involved an announcement about a dance. He said he forced a vote on whether or not to have the dance; 105 were against and five were for. The dance was held anyway!

#### Men in Quebec

Cecil Scott has reported that many of the Ontario delegates commented on the fact that men seem more interested in Home and School in Quebec than the men in Ontario. (An overwhelming majority of the delegates at Toronto were women). He was questioned by delegates on how to interest men in Home and School.

#### Lost Associations

It was reported that the Ontario Federation has lost 140 local associations during the six months of its re-organization.

The federation, which re-organized last September, said that as of February 29, there was a total of 1,411 associations compared with 1,551 in August last year.

#### Don't Teach Failure

One of the convention speakers J. R. McCarthy, Superintendent of Curriculum for the Ontario Department of Education, told the delegates that children should not be taught to read in kindergarten classes.

There will always be five-year-olds with a mental age of 6½ who can read but the proportion will be small, he told the 1,000 delegates at the convention.

He emphasized that the duty of a school is to allow for the maximum development of each child, intellectually, socially, physically and morally, with recognition of individual differences.

A child starting too young may continue through the grades but there will come a time when he is not promoted and he will get the idea he is a failure, Mr. McCarthy said. He said a school, at any level, should never set out to provide experience in failure.

Deploping the grade system as being too rigid, Mr. McCarthy said that assessment of a child's rate

enabled us to go after this material but, again, the time to do this was not to be found.

At this time we want to thank those who did help us by contributing ideas, material and moral support. And in spite of the difficulties, we have enjoyed being a part of the new publication.

of achievement must be measured against his ability and not against the rate of progress of the others in the class.

This is one area in which parents really work against the best interests of their children, he said. Parents should seek out how the child rates against his own potential without regard for others in his class about whose mental ability and background they know nothing.

#### Need Teacher Training

V. R. VanLoon, Ottawa School Board school inspector, told delegates in a panel discussion that teachers are turned out with one year of training after grade 13 to teach elementary schools. Those who have six weeks training after their university degree teach in secondary schools.

"All of us should put our minds to the problem of training our teachers better," he said.

Mrs. Frederick Babcock of Kingston recommended a keener interest by Home and School associations. Another suggestion urged closer screening of teacher applicants and closer surveillance during their first year at school.

#### Finds New Ideas

Vice-President Scott reports that throughout the convention there was much talk about and reference to "our fast-changing world", about automation and about the Canadian Teachers' Federation brief to the Prime Minister on educational inequalities in Canada. Mr. Scott said he picked up a number of ideas for local associations which he will pass on to workshops and to members in other Federation activities.

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# Conference Program

(Continued from page 1)

## FRIDAY AFTERNOON

- 2.00 — Registration at foyer of Birks Hall, main floor.
- 2.15 — 1964 Resolutions continued.
- 3.45 — Coffee Break.
- 4.00 — "Divisions For Unity". Discussion meeting: off-island associations; on-island high school associations; on-island elementary school associations. (These will be concurrent sessions).
- 5.00 — Adjournment.

## FRIDAY EVENING

- 7.45 — Registration, foyer of Birks Hall, main floor.
- 8.00 — Introductions.
- 8.30 — President's Report — Wolfe Rosenbaum.
- 8.45 — Professor John Calam: "Time and Space in Teaching." Discussion period.

## SATURDAY MORNING, MAY 9

- 9.00 — Registration in foyer of Birks Hall,
- 9.00 — Registration in foyer of Birks Hall, main floor. "Meet Your Committee Chairmen", free hour, displays, film showings and discussion with committee chairmen, including meeting with committee studying desirability of submitting a brief to the Quebec Royal Commission on Taxation. Coffee. Plenary Session.
- 10.15 — Election of Officers for 1964-65.
- 10.25 — "Where Now With the Ministry of Education?"
- 11.10 — The Proposed Brief to the Royal Commission on Bilingualism and Biculturalism.
- 12.45 — Lunch — Budge Hall, Y.M.C.A.

## SATURDAY AFTERNOON

- 2.00 — Conference Chairman's Report. "Programming With Films" under the direction of the Audio Visual Committee and an informal meeting of area directors (concurrent sessions).
- 4.00 — New Business.

## SATURDAY EVENING, Sheraton Mount Royal Hotel

- 7.30 — Dinner: invocation; guest speaker Madame Claire Kirkland Casgrain; Presentation of President's Award; Presentation of Buzzell Award; Installation of Officers. Entertainment: Morison School String Orchestra.
- 10.30 — Presidents Reception — Brittany Room.



## Guest Speakers

(Continued from page 1)

her primary studies at Villa Maria in Montreal. From there she went to McGill University where she graduated as a Bachelor of Arts, majoring in languages and studying philosophy as pre-requisite to law. She graduated in 1947 after having won a medal from the French government for success in French literature. She then studied law at McGill and became a member of the Bar of Montreal in 1952.

She began the practice of law in her own home in Ville St. Pierre as well as in an office on St. James Street, Montreal. She was the first woman lawyer to appear before the Private Bills Committee of the Legislative Assembly, since confederation.

She continued to practice law actively even after her marriage to Philippe Casgrain, also a lawyer. She was chosen as the Quebec Liberal party's official candidate for the by-election of December 14, 1961, in Jacques-Cartier county. Her majority in the election was more than 20,000 votes. Her election as the first woman member in Quebec aroused interest throughout the country.

She made the headlines again in the general election of 1962 when less than 20 minutes after the polls closed she was the first member whose election was conceded. Her majority was 50,000. She is Quebec's first woman cabinet minister, since December 5, 1962.

Prof. John Calam, B.A., M.A. (UBC) is Assistant Professor, History of Education, at Macdonald College of McGill University. He has had a broad experience in education, is a parent and is interested in Home and School. Recently he was guest speaker at a workshop session for a group of areas west of Montreal.

Professor Calam was born in Huddersfield, England, attended school in England and New Westminster, B.C. He served two years in air navigation with the Royal Canadian Air Force during World War II.

He has taught at all school levels, grades six to 12, including English, History and general subjects from 1950 to 1962 in England and in British Columbia. He has held principalships of elementary, junior and senior high schools in British Columbia. In 1962 he became Assistant Professor, History of Education at Macdonald.

Jean Vallières, Séminaire Ste-Thérèse, winner of the Montreal Science Fair Grand Prize, receives from prof. Walter HITSCHFIELD, of McGill University, President of the organizing committee, the Lieutenant-Governor's medal. The Grand Prize also includes a \$500 scholarship given by the Province's Department of Youth. The above photograph was taken in front of the winning project, called "The Failure of the Reciprocity Law in Astronomical Photography". The Montreal Science Fair took place at the Chalet on Mount Royal this past week-end.

## Student Wins \$500 Award For Science-Fair-Project

Jean Vallières, Séminaire Ste-Thérèse, was awarded a \$500 scholarship offered by the government of the province and the Lieutenant-Governor's medal as Grand Prix winner of the Montreal Science Fair. The news was announced during the Fair, which was held early in April at the Chalet on Mount Royal. The winning project is called "The Failure of the Reciprocity Law in Astronomical Photography".

The Montreal Science Fair Trophy, awarded to the school with the best overall showing in all categories went to Collège Bourget, Rigaud, again this year. Collège Bourget was the trophy winner in 1963.

More than 150 projects by high school and classical colleges students from the Greater Montreal were shown at the fair. Thousands visited the fair, which seems to show good progress from the angle of the quality of the projects submitted.

In each of four categories, two main prizes, scholarships of \$300 (or \$150 in cash) and \$200 (or \$100 in cash), were awarded, as well as other cash amounts and various other prizes. The winners of the first and second prizes in the four categories and the titles of their projects are as follows:

1st category — Physics and Mathematics — 1st prize: Pierre Bouchard, Mont St. Louis, "Riemann surfaces"; 2nd prize: Normand Gauthier, René Huot, Yvon Leclair, Mont St. Louis, "Marienbad-trick".

2nd category — Chemistry and Engineering — 1st prize: Hans Moravec, St. Pius X High School, "Electronic Snail"; 2nd prize: Attila Szabo, Marymount High School, "Electrolysis".

3rd category — Experimental Biology — 1st prize: André Bélanger,

Collège Bourget. "How these amino-acids act"; 2nd prize: Pierre Dupuis, Collège Bourget, "Experiments on Tribolium confusum Duval".

4th category — Descriptive Biology, Geology and Astronomy — 1st prize: Wolf Hassenklover — Malcolm Campbell High School, "The solar system"; 2nd prize: Henri Goulet, Collège Bourget, "Ecology of the Elaphrus callifornicus (Mann.)".

The Montreal Science Fair was opened by Dr. Hans Selye, director of the Institute of Experimental Medicine and Surgery, Université de Montréal. Prof. Selye encouraged students to do scientific research for itself.

"In this Age of Basic Research, Canada and the world at large depend upon a public understanding of the aims of science. They are not all purely practical aims," said prof. Selye. "I hope all of you will remain young by retaining that curiosity that is so indispensable for the work of disentangling nature's secrets, the understanding of which offers so many spiritual and practical benefits to man."

The fair was under the patronage of Mayor Jean Drapeau. At the end of the two-day fair, Dr. Walter HITSCHFIELD, of McGill University, president of the organizing committee, thanked the City of Montreal for permitting the use of the Chalet, an excellent location for the event.

Dr. HITSCHFIELD also pointed out that the Montreal Science Fair is the result of the co-operation by main education bodies, scientists, professional associations and industry, with the support of ACFAS (Association canadienne-française pour l'avancement des sciences).

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# Here Are Conference's Resolutions

## Resolutions Come From Committees and Locals

Seven resolutions will go before the representatives at the annual meeting on May 8 and 9. They concern the amending of the constitution, smoking and health, the education of retarded children, guidance, annual conference date, and policy decisions.

The first resolution, from the board of directors, concerns amendment of the constitution. The amended constitution has been circulated already to local associations. The others are as follows:

### Smoking

This resolution comes from the health committee of Federation, supported by Malartic :

Whereas the Quebec Federation of Protestant Home and School Associations has been carrying on educational work in various fields of health and whereas the health committee of the Quebec Federation, with the approval of the Board of Directors, has been conducting an extensive study of smoking and its relationship to health and whereas the findings of the committee indicate that the weight of evidence at present implicates cigarette smoking as a major cause of cancer of the lungs and larynx and a health hazard so grave as to call for remedial action;

Be it resolved that the Board of Directors of Quebec Federation urge its members to support and carry out a program of education with its chief aim to give these facts to students to deter them from acquiring the habit of smoking generally, with particular reference to cigarettes. Destination: Local associations.

### Retarded Children

This resolution comes from Cedar Park association:

Whereas the regulations permit school boards to provide special classes for retarded children;

Be it resolved that the regulations be amended to require school boards to provide now for the special needs of educable retarded children and at a stated date to provide for the special needs of trainable retarded children. Destination: Provincial Government, Protestant Committee of the Council of Public Instruction.

### Retarded Children

This resolution also comes from Cedar Park association :

Whereas school boards do not provide for the needs of all retarded children, whereas school boards may pay a sum of money to parents of children attending private high schools, on application by the parents.

Be it resolved that: 1. School boards be required to pay a sum of money to special schools or institutions operated by recognized bodies for the education or training of mentally retarded children and 2. The grants shall be payable with respect to children between the ages of six and 18 years inclusive and 3. The grants shall be at least equivalent to that paid to the parents of children attending a private school. Destination: Provincial Government, Protestant Committee.

### Guidance

This resolution comes Saguenay Valley association :

Whereas a guidance counsellor for a small unit in an outlying area on a full time basis is not economically

feasible, whereas there is no part time guidance counsellor available to schools in these areas, whereas there is a definite need for a guidance program to assist parents and students in the realization of the potential of every individual, whereas many school boards would be willing to pay for the cost of a part time guidance service;

Be it resolved that: 1. The department of education be asked to take the necessary steps to provide part-time guidance counsellors for school districts unable to support full-time counsellors and that 2. The department of education supervise the work of these counsellors and that 3. The school boards using these services be required to defray the cost of such a program. Destination: Department of Education.

### Conference Date

This resolution comes from the conference committee:

Be it resolved that the annual conference take place in Montreal in October of each year, beginning with the conference scheduled to take place in 1965, the date to coincide with the holding of the Teachers' Convention, if at all possible. Destination: Board of Directors.

### Policy Decisions

This resolution comes from the West Hill association :

Since the success of Home and School movements must always depend upon goodwill between the parents and the educators, since any decision which arouses differences of opinion between parents and educators demands the greatest possible consideration prior to its adoption, since the parents owe to the schools and the professional educators a responsibility to weigh their decisions carefully and to base them on as thorough a study as possible and to have them reached by as representative a group as is feasible, since it is not always possible to refer urgent decisions to locals for consideration nor to await the annual meeting and conference, since this situation arose during the past year with reference to Bill 60 and which could not be referred to local associations prior to September;

Be it resolved: 1. That all policy decisions of Quebec Federation of Protestant Home and School Associations which must be reached between annual meetings be made only by a regular or special meeting of the Board of Directors; 2. That special care be exercised in this area whenever a decision is to be reached which would be in conflict with any position taken by a recognized group of educators such as the Superior Council of Education or its Protestant Subcommittee, P.A.P.T., Q.A.P.S.R., Q.A.P.S.A., or by the Minister of Education. Destination: Board of Directors.

## Interesting New Films To Be on Television

Two new films, called "David and Hazel" and "Jamie", produced by the National Film Board and which are suitable for Home and School programs will be shown on Channel 6 Television, Montreal, in May.

The program "Explorations" will show them for the first time: "David and Hazel" on May 18 at 10.30 p.m. and "Jamie" on May 25 at 10.30 p.m.

"David and Hazel" deals with communications within a family and the other film concerns jealousy and rivalry between a young teenager, a ten-year-old and a pre-schooler.

These films will be available from the Family Life Education Council in the fall of 1964 for Home and School general meetings. The Council also suggests that members watch for "Four Women", a series on Channel 6 on June 8, 15, 22 and 29.

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# How Public Opinion Affects Curriculum

## Dr. E. Owen Gives Talk For District Meeting

How public opinion does determine the content of school curriculum was explained by Dr. E. Owen, Director of Curriculum for Protestant schools in Quebec, at a joint meeting of North District Council Home and School associations held on April 13.

A prominent educationist whose career has been in Canada, the United Kingdom and the United States, Dr. Owen described how our cultures and ways of life influence curriculum changes. Dr. Owen also discussed the function of the family in the fulfilment of human needs and how best parents can contribute to the education of their children.

The joint meeting which heard Dr. Owen was organized by Mrs. Rose Enkin, Northmount area director for the Quebec Federation of Home and School Associations. Mrs. C. Raphael was chairman of the meeting. Associations attending were Northmount High School and four elementary feeder schools: Coronation School, Cote des Neiges School, Jewish People's Schools and Van Horne School.

Extracts from Dr. Owen's text appear below. A large percentage of the children attending the North District schools are Jewish and Dr. Owen reviewed the educational traditions and achievements of the Jewish people. That portion of his address will be published in the next issue of Home and School News in an article that deals with Jewish history and the Jewish contribution to the making of the modern mind.

For a member of a department of education a Home and School group is the most formidable kind of audience that he can be called upon to face. The schools attended by our children are a service provided by the government and the schools boards, conducted by the teachers, and designed to meet the requirements of the parents.

As a government official I am expected to know what the taxpayers can provide and what the authorities require; as a member of the P.A.P.T. I understand how teachers regard their professional functions, and having had children of my own, I can personally share the point of view of the parents.

You would be mistaken, however, in supposing that that makes it any easier for me to address a composite group, where all those categories are represented. Far from it. To keep speaking for half an hour without alienating each section of the audience in turn in my effort to play safe as a civil servant while expressing opinions, some of which will be acceptable to be teachers and some to the parents but none of which are likely to be equally acceptable to everybody, places me in a precarious situation. I can only hope that you are in a mood to be sympathetic.

### Educational Revolution

And yet perhaps it is a situation that everyone who presumes to talk about education must be capable of dealing with if he expects to be listened to. That is particularly true, at the present moment when this province is in the throes of an educational revolution which is designed to benefit the community as a whole rather than any particular section of the population and which may

conceivably cause temporary inconvenience to individuals and special groups before the process of adjustment is completed.

We are all interested in education, but we approach it from different directions. The value of a meeting of this kind is precisely that it brings each of us in contact with others who are just as much concerned about education as we are, but who because of their different points of view are likely to press for answers to questions that we ourselves may be tempted to overlook.

The question I have to deal with in my particular job is: What should be taught in the schools? The question that chiefly troubles the teachers is: How are we to teach it? And the question that the parents and the taxpayers should always have foremost in their minds is: Why has it to be taught?

### Curriculum Content

The content of the curriculum is prescribed by the educational authorities, the teachers are the experts in the methods of presenting it, while its ultimate aims should be determined by the consumers, that is by the general public. But it is obvious at once that these questions cannot be answered in isolation. You cannot know what to teach and how to teach it without also knowing why it should be taught. Nor of course can you understand why a subject should be taught unless you have some idea of what ground it covers and what happens to the pupils when they study it.

We don't teach quite the same things in our schools as were taught a generation ago and we don't teach them in quite the same way. For instance, we now

use a different kind of geography text in our elementary grades from the text that was used 20 years ago. In fact we now use three different books in grades five to eight instead of a single book that took three years to cover. The old book was compact and systematic and the pupils memorized the contents.

A grade five pupil is now expected to do much more reading in the geography course, but he does less memorizing, and he is taught to draw conclusions from what he reads about a particular region that are applicable to regions of the same type in other parts of the continent or anywhere in the world. Some of you in this audience who may have used the old Frye-Gammell book yourselves at school may be puzzled when your grade five child brings home our present text, Canada and Her Neighbours, and you will want to know how this elaborate and discursive book can be used effectively with a grade five class.

If enough of you are curious, your Home and School program committee can easily find a first-rate speaker to satisfy your curiosity, and, failing that, the grade five teacher can always be approached and could no doubt explain very adequately what geography she is teaching and how she does it and also how, if your child is in difficulty, you can help to smooth his path. If, however, you proceed to ask her, "But why should anybody learn geography?" she may ask you to repeat the question, since it is unlikely that any parent has ever asked her that before. Not that it is an unreasonable question; it is a question that everybody should ask, but it is not a question that a parent normally asks a teacher. The Final Say

She could answer it of course, but she could quite fairly reply that it is up to you as a member of the community to tell her why, a subject should or should not be taught at school, since it is the community that, under a democratic system, has the final say on the purpose of education.

In our Handbook for Teachers we specify that we teach geography in order, among other things, to develop a sympathetic understanding of the life and work of people in different regions of the world. That aim is stated in the Handbook not because that is how teachers think of the subject, not because any curriculum committee considers it a desirable objective, but because public

(Continued next page)



Shown following the meeting of local associations of the North District Council are: seated, left to right, Mrs. Dorothy Frankel, Federation Recording Secretary; Miss Marksfield, French Department of Northmount High School; Dr. E. Owen; Mrs. Raphael; and Miss Miller, Vice Principal of Northmount High. Standing: Dr. de Groot, Vice Principal of Northmount High; and Charles Toeman, Federation Leadership Training chairman.

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# How Public Opinion Affects Curriculum

(Continued from page 5)

opinion regards it as a necessary goal in any child's educational program,

If public opinion did not favor an international outlook, you may be quite certain that it would not be listed among the aims of a public school education. When therefore you ask your child's grade five teacher why she is teaching geography, she could quite properly tell you, "Don't ask me. You ought to know the answer to that one at least as well as I do." She will, of course, be much too polite to say anything of the kind.

But in addition to setting the aims of education, the public has a further responsibility. It has to assure itself that those aims are being attained, and that is a much trickier job. The reason for this is obvious. Not every aim is equally applicable to everybody and not everybody is equally capable of achieving every aim.

It is usually impossible for an individual member of the public from his own limited experience to determine whether a particular aim is or is not being attained by our schools. It is generally accepted, for example, that pupils should have learned to spell by the time they finish school. The English language contains over half a million words, and it would be an easy matter to set a spelling test that would be ignominiously flunked by everybody in this room. What would that prove? Nothing except that it was a crazy test.

Ability to spell is a skill. Skills are needed to perform certain tasks and the degree of skill needed in any situation is determined by the complexity of the task. If your spelling is good enough for your own requirements you are a good enough speller, but what exactly are your requirements? They vary greatly from person to person, but if most people can spell two or three thousand words and have enough sense to consult the dictionary when in doubt, they will seldom find themselves in an embarrassing situation.

## The Public's Control

Some of you, of course, have to be able to do much better than that, and it is the function of the school to see to it that the individual pupil acquires as much mastery of this particular skill as will be needed in the situation that his aptitudes appear to qualify him for. But it is not the school that decides what that degree of mastery should be. That is determined by the public or by that section of the public that controls the conditions of employment in whatever occupation the pupil proposes to enter. This has not always been properly recognized in the past, but future educational policies will have to be based more and more on the acceptance of this principle. And as Home and School members you may count on having your say.

## Social Development

The pupil's social development is perhaps even more obviously the concern of the community than is the development of his knowledge and skills. That is so in the first place because the social aspect of education is of such immense importance. If it were neglected, civilization would collapse. The other reason is that the school can be responsible for

this aspect of education only in part.

The child's social development depends mainly on what happens to him outside school hours. The school must indeed co-operate, and we hope it is doing that these days better than ever it did before. It contributes, for example, to the children's social development through its growing concern for their mental health.

Every teacher is expected to know the difference between healthy and unhealthy attitudes, and by establishing healthy attitudes in the classroom he can greatly improve the quality of his own instruction. The school also promotes the child's social development by training his ethical behavior. It inculcates ideas of honesty and fair play, of courage and self control, and takes such opportunities as may present themselves for making children aware of their moral obligations. It is also the business of the school to transmit to the pupils as much as it can of our cultural heritage so that they may share the common traditions on which our civilization depends.

## Good Citizens

A mentally healthy person whose behavior is governed by sound ethical principles and who has developed a mature attitude towards his cultural environment — this is the kind of person that we normally think of as being a good citizen and that every parent would wish his child to become. It is the responsibility of the community to see that the schools do everything possible to help every child to achieve this objective. It is particularly to the credit of the Home and School Associations that they have persistently agitated for the recognition of this educational goal. Nevertheless the attainment of this goal can never be left to the school alone. The specific and primary function of the school is that of directing the pupil to the acquisition of knowledge and developing his aptitudes for thinking and learning.

In the training of good citizens it can do no more than support and supplement the desirable influences of the home, the church and the other agencies of the community that make this their primary concern. The Home and School Associations have always recognized this fact and that is one reason why they exist. If the schools could take charge of the entire business of education and do an efficient job with no outside interference, there would be little left for you to do. Your organization would be superfluous.

## Jewish Contribution

That the public school cannot be the sole transmitter to the child of what we call his cultural heritage is particularly evident if we consider the community represented by your North District Regional Council. The children attend the schools of the Protestant Board but a large proportion of the parents profess the Jewish religion. I consider it a special privilege to have been asked to address this particular group because I happen to be a great admirer of the educational traditions and achievements of the Jewish people. The Jews are the inheritors of a cultural tradition that has had a continuous history

extending for three thousand years.

I do not know of any school textbook in history that gives an adequate estimate of the Jewish contribution to the making of the modern mind, a contribution that has become more fruitful with each succeeding century. I believe that Jewish parents would be performing an important service by showing how our schools can give their pupils a greater awareness of this contribution to our culture.

In particular I have in mind the need for emphasizing that our civilization has developed through the interaction between people of widely different backgrounds and that, though in this country we have a common political allegiance and share a common interest in our democratic institutions, that is no reason why we should abandon the older loyalties to which we are bound by ethnic, religious and cultural ties. On the contrary, to quote the words of Albert Einstein, "He who remains true to his origin, race and tradition will also remain loyal to the state of which he is a subject. He who is faithless to the one will be faithless to the other."

## Weakness in Curriculum

Coming down to brass tacks, I should like you to consider one weakness in the curriculum of the schools that reflects our failure in Canada to give proper recognition to cultures other than our own. In the Protestant schools of Quebec, apart from two or three classes in Spanish at the High School for Girls, no modern languages other than English and French are included in the course of study. In the Catholic schools I believe the situation is much the same.

Quite apart from the cultural value of language study, the increasingly international character of modern business and politics makes it necessary for Canada to train enough men and women with the necessary linguistic skills if we are to compete with other nations on equal terms. Since few would dispute that in our Quebec schools French must be taught as a compulsory second language, another language could not be

substituted for French but would have to be taught as an additional option in the course of study. That is not an insuperable objection. At present one-sixth of our Grade 11 students take Latin as a third language. Thirty-four years ago two-thirds of our grade 11 students took Latin as a third language and some of them took Greek as a fourth. If 50 per cent of the students in grade 11 now took German or Russian or Spanish or Italian as a third language, we should still have only the same proportion of our pupils taking a third language as we had in 1930.

In most countries, as you probably know, students have an opportunity to study more languages than is now possible in Quebec. In Switzerland about 80 per cent of the students in secondary schools take three languages. In Denmark three languages in addition to Danish are compulsory in the secondary schools. In the secondary schools of the German Federal Republic it is possible to study English, French, Greek, Latin, Italian, Spanish and Russian, though of course all these languages will not necessarily be taught at the same school. In other countries a comparable situation exists, but not here in Quebec.

I consider this a serious defect in our curriculum, but you may be in a position to bring about an improvement. The parents of many of the children in the schools of this district do not speak English as their native language. As my own mother tongue is not English either, I naturally think none the worse of them for that. On the contrary, I think they have an important contribution to make to our Canadian culture. If you still speak your native language at home and your children are acquiring some knowledge of it as they grow up, you may be transmitting to them an accomplishment that is of greater value than you suspect.

If your children proceed to college, they may find that a beginners' course in German or Russian can be conveniently fitted into their program and may lead to more advanced courses that will equip them for positions calling for their special linguistic qualifications. But though this possibility now exists at college, where a

certain number of students do take advantage of it, it is evident that we need a far more extensive and far more systematic program of instruction if linguistic studies are to make any real progress.

If it is left to the universities to train young people in the rudiments of a language, it is left far too late. An adequate program requires the co-operation of the school, but various difficulties will have to be overcome before the schools can play their part. First of all we need to know the exact nature of the demand. If I were a school principal and were asked to have Russian, for example, taught in my school, I should want to know first of all how many would be likely to elect it over a period of years, what exactly these particular pupils expected to equip themselves for by studying it, what aptitude they possessed for the work, and whether on the whole they would gain more from it than from spending the same amount of time on some other subject.

## Can Demonstrate Demand

Any group in the community that is pressing for an addition to the curriculum can reasonably do so only when it has a fair idea of the answers to questions of this kind. As I said at the beginning

(Continued next page)

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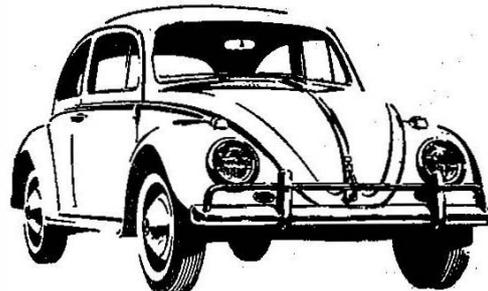
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(Continued from page 6)

of my talk, the aims of the curriculum are determined not by the professional educators but by the community. It is therefore the representatives of the community who should demonstrate the existence of a demand for a subject and produce the evidence that the demand is reasonable.

The machinery set up in connection with the new Superior Council of Education has been deliberately designed to give all sections of the public the opportunity of making their proposals for the improvement of the curriculum known and clearly understood at the highest level. You are invited to make use of this opportunity and in fact are expected to do so. The success of the new system will depend in part upon your active and judicious co-operation.

To members of the Home and School Associations the refashioning of our education system offers a peculiar challenge. For years now your Federation has been making specific contributions to educational progress in Quebec. Through its standing committees it has taken a practical interest in the development of school libraries, in school broadcasts and television and other audio-visual aids, in traffic safety and education for citizenship, and in the recruiting of teachers. At your last annual meeting you passed resolutions dealing with oral French, with streaming and subject promotion, with guidance and the training of counsellors, with the extension of the grade 12 program, and with the need for stressing the development of personality in planning the high school curriculum. These resolutions were referred to the proper authorities and it is fair to say that something is being done about them all.

Under the new regime you will undoubtedly keep up this fruitful practice, but before bringing this talk to a close there are two main points that I should like to return to.

**The Function of Parents**

The first of these is that, if as parents and members of the public you are to play your proper part in the formulation of educational policies, it is the ultimate aims of education that must be your major concern, not the methods and expedients and instructional devices that are but the means to achieve those aims.

The Tan-Gau method, the Joplin plan, the Cuisenaire rods and the International Teaching Alphabet — it will do you no harm to know about all these things; in fact the more you know about them, the better, and that is one of the reasons why you belong to Home and School. Yet it is not the function of parents as such

to determine what methods of instruction shall be used in the schools. That is the business of the teachers and of the specialists. For them it is a full-time job, and the amateur will think twice before interfering. But when it comes to pronouncing on the results of those methods, the expert is no longer in a privileged position. He is the servant of the community and must supply the product that the public demands.

In totalitarian societies this goes without saying. In a communist country the schools have to turn out good communists, and a deviationist teacher in Russia does not last very long. In our own society, if the public is dissatisfied with the products of the schools, it can step in no less effectively, but to do so it must know what it wants, and it had better want the right things.

The methods and materials used in our modern schools are better than they have ever been before, and they are getting better and better all the time. But the very excellence of the means may make us lose sight of the ends, so that an increasing proportion of the pupils graduate from our schools every year without having any idea of what they have been educated for. What should they be educated for? That is for you to say, and unless you can give us a clear answer, you must share the blame for our educational failures.

**We Educate Ourselves**

To have a clear view of the goals of education we must be continuously engaged in educating ourselves. That is the other main point I want to bring out as emphatically as I can before I sit down. There is really no such thing as a person whose education has been completed. Show me somebody whose education is over, and I will show you either a corpse or at least a person who is mentally defunct. From this point of view the level of formal schooling one may have reached in one's youth is irrelevant. What matters is that, as one goes through life, one continues to build on those early foundations and keeps deliberately adding to the structure of one's own education. To that extent we can be the architects of our own destiny, and it is only to that extent that we are competent to have any share in planning the destinies of others.

I believe that a Home and School Association can achieve its real purpose only if we recognize the truth of this principle and I believe we are here tonight because we do. We are here because we have a common concern in giving our children the best possible education and because we are just as much interested in educating our-

# F. Price to Receive Buzzell Award

(Continued from page 1)

Quebec Federation of Home and School Associations, 1959; Quebec representative to the Canadian Home and School Federation 1950-1955; and Treasurer of the Canadian Home and School Federation, 1957-1959.

He moved to Ottawa in September, 1959, as Executive Director for the 1962 Canadian Conference on Education. He was appointed Executive Director of the Royal Architectural Institute of Canada, 1963.

Mr. Price has maintained his interest in Home and School in Ontario. He is an executive member of the Ottawa Home and School Council, Chairman of the School Education Committee of the Ontario Home and School Federation and was appointed a member of the Ottawa Public School Board in January, 1963.

**To Present Award May 9**

Leslie Norman Buzzell, Honorary President of the Quebec Federation of Protestant Home and School Associations, will present the award which bears his name to Mr. Price at the annual conference dinner on Saturday evening, May 9.

Mr. Buzzell was one of the founders of Quebec Federation. Back in 1940 when he was president of the Roslyn Home and School Association in Westmount he undertook to organize the known local Home and School groups into a Provincial council. In June of that year representatives of 16 associations met at Macdonald College to organize the Quebec Provincial Council. As a result of the untiring efforts of Mr. Buzzell and others, in May 1944, the inaugural meeting was held to form the Federation with the name by which we know it today.

**Award Given Since 1950**

In 1950 Mr. Buzzell made known his desire to donate an award which would be given each year to someone other than the president who had rendered outstanding service to Federation and to the cause of furthering the aims of Home and School.

selves as in educating them. The two things are inseparable.

What we want is to elicit as nearly as possible all the latent capacities of human talent. But how can we do that for others unless we are also doing it for ourselves? Education must continue throughout life for everybody. That is the only way to make our kind of democracy workable, the only way it can continue to exist.

Since that time the award has been given to Ernest A. Jarand, David Jackson, Arthur R. Colman, T. B. Hughes, Alex A. Pryde, Dr. Evelyn Grievé, Dr. Walter Percival, Mrs. S. Shuster, Mrs. R. D. H. Heard, Dr. Baruch Silverman, William Asherman, Mrs. J. Simon, A. Hasley and the Honourable Paul Gérin-Lajoie.

In the field of education Mr. Buzzell is the immediate Past Chairman of the Protestant Committee of the Council of Education of the Province of Quebec; Honorary Chairman, Board of Trustees, Stanstead College, Chairman of the Board 1946-1950 and member of the Board since 1931.

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**Nutrition problems in Canadian children**

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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 unsatisfactory 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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## Children, Parents Benefit Having Teenage Club for Slow Learners

In the new Y.M.C.A. building in Pointe Claire, there is a group of about 20 teen-agers who meet each Friday evening. As in any club, they have a business meeting and collect dues. They also plan programs, play records and dance the twist. The group is the Vocational Club and its members are slow learners and mildly retarded young people.

In general the members range from obviously handicapped youngsters who may manage a grade three curriculum to boys and girls who appear normal but who cannot keep up either academically or socially with their age group.

Originally organized by the Lakeshore Community Services, a Red Feather Agency, this club is now sponsored by parents with the support of the Lakeshore Kiwanis Club and the guidance of the Lakeshore Y.M.C.A. Those who have participated in this venture agree that the club has been of the greatest importance to both parents and children.

### Slow Learners

According to generally accepted statistics, of every 1,000 children born, 30 are mentally handicapped. A very small number of these will be completely helpless or custodial cases; a somewhat larger group will be trainable or capable of learning certain practical skills and of self-care; by far the largest proportion will be educable. Beyond that an even greater number are considered slow learners and some of these do not fit in comfortably in ordinary neighborhood groups. It is these last two groups which have concerned the Vocational Project Committee.

The educable retarded and of course the slow learners, are in the school system. Ideally many of them should be in special classes, which provide a curriculum suited to their needs and training in practical skills and realistic attitudes which should enable them to get jobs when they leave school. For the majority of these youngsters however, there is

no job training, few recreational opportunities where they can contribute on an equal footing, and very little provision for guidance when needed in adult life.

In every community there are boys and girls who cannot get beyond grade five without a courtesy promotion. Some of them may be happy and well liked; others are different enough to be set apart or perhaps even set upon. In all cases they are early drop-outs and tend to be completely unskilled. They may be led into trouble easily by more capable friends. Or they may become lonely and withdrawn as their former friends grow away from them to more complicated careers and interests.

### Active Six Years

The Vocational Club has been active now for six years. As far as the boys and girls are concerned, there is a nucleus of friendly, socially developing young people and new members appear to be included easily. Daniel Ungerson, a grade eight teacher at the Macdonald High School, has guided the club for two years. Some of the young people are now in their twenties, and he has encouraged more freedom and planning on the part of the members themselves.

As a result of the club, these boys and girls have had a chance to be fully accepted members of a teenage group. They have had parties, played games, gone on expeditions, and most important, had fun together. They have grown in self-confidence and they have learned to contribute in discussions, to serve refreshments, to take turns tidying up and other basics of social behavior. They have a sense of belonging, which teenagers seek, and a group of friends who, it is hoped, will remain a common support and a pleasure throughout life.

### Value for Parents

The value for parents who have worked with the Vocational Pro-

ject Committee has been great also. Parents of mentally handicapped children often feel vulnerable and alone. Working together has meant a sharing of experience and a chance to learn from each other. It is often difficult to know what to expect from these boys and girls and what to demand. It is easy to ask too much and it is easy not to ask enough. Although these young people are very different, as all people are different, contact with other parents has meant more balanced attitudes and more realistic expectations.

As a group of parents, the Vocational Project Committee has sought the advice of experts and has had some success in placing these boys and girls in job situations. They have proved useful in greenhouses, kitchens of small institutions and nursery schools. Supervised volunteer work in garages and hospitals has provided some training opportunities.

Parents or others who would like to know more about this project may write to:

Sub Committee on Development, Vocational Project Committee, Y.M.C.A., 170 St. Louis, Pointe Claire.

This committee of parents is aware that these young people will undoubtedly need some help and guidance all their lives. It is while these boys and girls are still in school that plans should be made, and for this reason it would like to be in touch with other similarly concerned people. Members believe that it is only as a group that we can effectively urge the development of suitable school programs, the provision of job training and job placement and the establishment of hostels to offer guidance and shelter when required throughout life.

## Background Information On Cedar Park Motion

One of the resolutions to be presented at the Quebec Federation annual conference concerns the education of retarded children. It comes from Cedar Park association which has provided the following background information:

"In 1958 Quebec Federation approved four resolutions which indicated clearly the desire of Quebec Federation to have the education authorities make the necessary provisions for the education and training of retarded children. This association still supports this vital need; we must, however, recognize that six years have elapsed and that all that needs doing cannot be accomplished immediately. We therefore urge the adoption of our two-part resolution. (See resolutions elsewhere in this issue).

"The present regulations permit school boards to provide classes for retarded children and some school commissions in the province do so. At this time we request that the regulations be amended to require boards to provide these services, recognizing that this is the first step to be taken and that provision for trainable retarded must be provided at a later date. It is better to proceed slowly and surely than not at all.

"It is ironic that parents of children attending private high schools can obtain a grant from

## UNICEF Thanks Associations For Allow'en Drives

To Quebec Federation:

The Quebec Committee for UNICEF would like to offer congratulations to all the Home and School Associations which assisted our Hallowe'en for UNICEF program on the tremendous success of this endeavor and to give all the helpers our heartiest thanks.

A total of \$86,652 was collected by the children of Quebec on Hallowe'en night and we are very proud of them.

We also feel that they enjoyed taking part in this constructive activity and in sharing their treats with the less fortunate children of the world.

The list below shows the associations which helped us directly, although others assisted in their community program and for some the exact amount collected is not recorded because their money went directly to the bank to be counted and we were not given the individual amounts, or their collection went in with other groups.

We want particularly to congratulate Cedar Park School; for three years they have raised over \$800 and they have the ideal organization for distribution and receiving the boxes, counting and rolling the money and sending us a cheque on November 1.

We also want to praise Lennoxville for their effort in sending in over \$700 the last two years.

The parents in the Home and School Associations can assist us better than anyone else as they can contact the children to tell them of the work of UNICEF and arrange for the Hallowe'en program through the school, but without burdening the school staff, and we would like every school in the province to give its children the same opportunity as Cedar Park and Lennoxville do!

We hope to hear from more Home & School Associations in 1964 who will include this activity in their yearly program.

We also wish to thank the Quebec Federation of Protestant Home and School Associations for their continuing support and distribution of information about UNICEF and the Home and School News for its advertisements and articles on our behalf.

Yours sincerely,

Dorothy K. Fletcher  
English Provincial Chairman

The following is a list of Home and School Associations which assisted in Hallowe'en for UNICEF in 1963:

Ayer's Cliff	\$ 92.19
Bedford High	107.00
Beebe Elementary	59.56
Chibougamau	76.86
Coaticook	136.60
Cowansville	44.20
Drummondville	91.13
Farnham	129.35
Howick	177.40
Joliette	111.74
Lachute	223.20
Lake Megantic	75.30
Lennoxville	756.00
Lennoxville (1962)	746.31
Lennoxville (1961)	773.15
Magog	291.79
New Carlisle	100.00
North Hatley	116.94
Shawbridge	33.12
Seven Islands	340.00
Sorel	319.49
Sutton	235.85
Waterville	190.00
Windor	32.08
Brianwood	460.00
Beaconsfield	318.86
Christmas Park	254.50
Boucherville	10.00
Cartierville	144.58
Hillcrest	447.20
Cote des Neiges	116.23
Logan	202.05
Merton	349.15
Edinburgh	326.00
Lalonde	151.51
Westpark	138.65
Kirkland	116.20
Roxboro	352.16
Gordon	100.00
Greenfield Park	175.57
Montreal East	41.10
Lewis King	103.67
Herbert Purcell	133.25
Stoncroft	282.37
Thorndale	294.31
Cedar Park (Nov. 1st)	841.73
Cedar Park (1962)	810.18
Lakeside Heights	582.85
Northview	340.28
Morrison	86.77
Ogilvie	51.00
Royal Vale	119.43
Iona	373.52
Van Horne	107.15
Valois Park	492.11

children in private schools.

"We are suggesting that the grants should be payable with respect to children from ages 6 to 15 years. We recognize that this is beyond the age for compulsory education but many normal children attend high school beyond the age of 16 and it is reasonable to suppose that the retarded child would generally require a longer period of attendance at special schools."

### NOTICE TO DOMESTIC SCIENCE TEACHERS

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