

# QUEBEC AND SCHOOL

POST OFFICE — POSTES, CANADA

Postmaster: Paste this label near  
BUT NOT OVER the old address  
and key number.

Au maître de poste: Collez cette  
étiquette près de l'ancienne  
adresse et du numéro matricule  
MAIS SANS LES RECOUVRIR.

POSTAGE DUE 2 CENTS  
PORT DÛ

THE PUBLISHER OF—À L'ÉDITEUR D

*Quebec Home and School  
Association*

(Street and number—Rue et numéro)

(Post Office—Bureau de poste)

(Province)

No such amount in  
MONTREAL  
22-B-1, 2001  
TIP

Publication is returned  
Reason:

your publication  
raison suivante:

No such address  
Cette adresse n'existe pas

Deceased  
Décédé

Mailed moved to  
destinataire déménagé à

*Mr. Gagné*

your mailing list  
votre liste d'abonnés

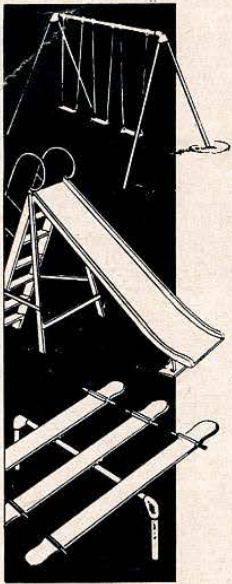
This Issue . . .

- THE YOUNG ADOLESCENT . . . . Page 5
- BUILDING AND ORGANIZATION . . Page 7
- HOW MANY REACH  
HIGH SCHOOL? . . . . . Page 9
- WHAT'S THE SCHOOL'S JOB? . . Page 12

PUBLISHED BY

THE QUEBEC FEDERATION OF  
HOME AND SCHOOL ASSOCIATIONS





**MADSEN**  
makes the  
**STRONGEST**  
**SAFEST**  
Playground  
Equipment

Write for our Catalogue

**MADSEN**  
MANUFACTURING COMPANY LIMITED  
UNIONVILLE ONT.



**"EXPORT"**  
CANADA'S FINEST  
CIGARETTE



## Over 6,500 Bursaries to Young Men and Women

The Province of Quebec has the most complete system of technical education for the training of its youth. It maintains a network of eight Technical Schools, twelve Highly Specialized Schools and some forty Arts and Crafts Schools coming under the authority of the Department of Social Welfare and Youth. In order that no talent will be lost for want of financial resources, the Department also maintains a service created to study all requests for assistance in that respect.

Bursaries are thus granted to young men or women having the necessary qualifications and who can establish their inability to undertake or to continue their studies without financial support.

Students of Highly Specialized, Technical and Arts and Crafts Schools, University Students and Nurses are eligible to bursaries, together with professors who wish to study pedagogy during summer sessions, when the courses are held away from their hometown.

During the present fiscal year 1953-54, over \$1,150,000 are being spent for bursaries by the Department of Social Welfare and Youth, thus enabling over 6,500 young men and women to acquire additional knowledge.

---

### DEPARTMENT OF SOCIAL WELFARE AND YOUTH

Hon. PAUL SAUVE, Q.C.,  
Minister

GUSTAVE POISSON, Q.C.,  
Deputy-Minister



# QUEBEC HOME AND SCHOOL

*Published Monthly by*  
THE QUEBEC FEDERATION OF  
HOME AND SCHOOL ASSOCIATIONS  
4589 Wilson Ave., Montreal 28.

*Honorary President:* DR. W. P. PERCIVAL

*President:* REUBEN RESIN (Baron Byng)

*Vice-Presidents:*

RUTH M. LOW (Elizabeth Ballantyne)

DR. LEWIS E. SOCOLOW (Outremont)

MRS. G. C. LIERSCH (Roslyn)

DOUGLAS WALKINGTON (West Hill)

DR. L. P. PATTERSON (Westmount High)

*Treasurer:* VICTOR HOUGHTON (Carlyle)

*Recording Secretary:* MRS. E. STEELS (Greenfield Park)

*Corresponding Secretary:* FREDERICK W. PRICE (Willingdon)

*Immediate Past President:* L. MOWBRAY CLARK (West Hill)

Please address all magazine correspondence to the Editor.

*Editor:* ALLAN K. COOK  
30 Bourgogne St.  
Fort Chambly, Que.

*Associate Editor:*  
MRS. N. S. MCFARLAND  
3649 St. Leon Street  
Montreal 9.

*Editorial Board:*

DR. L. E. SOCOLOW (Chairman)

L. G. GAGE

THOMAS REID

MRS. S. L. RICHARDSON

MISS HELENA KEITH

MRS. N. S. MCFARLAND

A. K. COOK

*Advertising Manager:* EDWARD GROSS  
202 Cote St. Antoine Road, GLENVIEW 2815, Westmount

Authorized as second class mail,  
Post Office Department, Ottawa

VOL. VI, No. 5    Montreal, Quebec    February, 1954

## YES AND NO



REUBEN RESIN

You have no doubt run across questionnaires which are intended to help you discover whether or not you are a well adjusted person and in good mental health. By answering yes or no, you are able to determine after adding up your score, whether you are the kind of a parent your child has a right to expect, or whether your mental fences need mending. It all depends on the ratio of your affirmative to your negative answers.

And so, one fine evening in the peace and quiet of your home, you settle back comfortably to some reading and you happen upon that questionnaire in the magazine you had meant to give your attention to sometime. Here is the opportunity to know yourself, to "see yourself as others see you". You glance about. Every member of the family is busily engaged and nobody is watching. You get a sheet of paper for your answers because you don't want to mark up the magazine and, besides, it's easier to throw away. With pencil poised, you are ready to wade into it and answer the questions in a straightforward and honest manner.

First question — Can you control anger? You see it coming at you, shift in your seat, but you're not fast enough. You've had it. There is no evading the issue. Answer yes or no. Can you control anger? It's like answering yes or no to, "Are you an idiot all the time?"

What exactly do they mean? Do they want to know whether you get angry for no reason at all, or if you can control your anger most of the time, or if you are patient at all times and in all circumstances? They could be a bit more specific. For instance, are you serene when Johnny has scattered all the clothes from every dresser drawer all over the house, including the coal bin? Or when Mary has poured the contents of a box of soap flakes into the stew just as a ravenous daddy is entering the house for supper? Or when you're in a tearing hurry and you find that your neighbour has parked in your driveway so that you can't get your car out of the garage, and you're told that he has gone to a movie? Answer yes or no, indeed! You can't be a "yes, but"-er, or a "well, maybe"-er.

*(continued on page 4)*



**These Federation  
Committees can help you  
in planning your  
Association activities.**

**Ask them!**

**Art Classes:** Mrs. G. Lerner, 582  
Cote St. Antoine Road, West-  
mount.

**Children's Leisure Reading:**  
Miss Rita Sheppard, Verdun  
High School, Argyle Avenue,  
Verdun.

**Constitution:** Dr. Edward C.  
Powell, 340 - 44th Avenue, La-  
chine.

**Parent Education:** Mrs. G. B.  
Clarke, 182 Desaulniers Blvd.,  
St. Lambert.

**Mental Health:** Mrs. O. Doob,  
4645 Sherbrooke W., West-  
mount.

**Program Planning:** Mrs. J. A.  
Bilton, Beloeil Station. Mrs. P. J.  
Dow, 4594 Melrose Avenue,  
Montreal.

**Publications:** Mrs. H. E. Wright,  
4836 Madison Avenue, Mont-  
real.

**Recreational Activities:** Mrs.  
H. R. Scott, 3560 University St.,  
Montreal.

**School Education:** Dr. Harold E.  
Grant, 4266 Hampton Avenue,  
Montreal.

**Teacher Shortage:** Edwin G.  
Drake, 1200 Crevier St., Saint-  
Laurent.

**YES AND NO, cont'd**

You can't even be a "sometimes"-er or a "that depends"-er. It must be yes or no.

It wouldn't be fair to yourself to answer a flat no, because you can recall innumerable instances when you exercised the most commendable control. How about the time, just as you had balanced your budget to the point where your weekly deficit was small enough to just about avert a nervous collapse, your landlord asked for an increased in rent and you were about to punch him in the nose — and you didn't. You smirk. *That* was control! The fact that he was a solidly muscled six footer was purely coincidental. Besides, you want to get a true picture of yourself. If these questionnaires are to help you become a better person there must be no deviation from the truth. You mop your brow as you debate with yourself, Yes or no, yes or no. If the fellow who concocted the questionnaire were here this minute you would break his . . . watch it, now — control, remember?

Well, considering everything, you finally conclude that in all conscience, and since they don't give you much choice anyway, you can insert yes to the first question, and you do. You have made your decision and you sigh with relief.

Next question — Can you make decisions? You feel that that one was just a mite below the belt, but you are determined to carry on. Perspiring a little more freely now, you go from question to question. Can you accept responsibilities? Do you enjoy life, have self-respect? Can you take adversity or disappointment? Are you free of guilt feelings? Do you trust others? And so on. There, that's the last one. Your conscience and the questionnaire have wrestled to exhaustion. You are ready to tot up your score and see exactly how you rate.

Just then you notice the last paragraph. It tells you that if you can honestly answer yes to most of the questions you are probably mentally healthy. Probably! How do you like that? After you've struggled and strained to get as many yesses as you could, . . . er, that is, after you have taken the trouble to get a true assessment of your emotional make-up, you can't even be sure. How, then, can you be sure? Perhaps, instead of yes, you should have answered "absolutely", or "positively", or, "I swear on my Scout's honour"?

You finally decide that you can't win, and that, under certain circumstances, being a yes and no man can be just as ego-shattering as being just a yes man, and you settle back comfortably to some reading. And that's where we came in, isn't it?



DR. JOHN J. O. MOORE

tells about

• Dr. John J. O. Moore is Professor of Social Work and Director of the McGill University School of Social Work. The accompanying article is based on his actual observation of a specific group of children.

# . . . working with the *Young Adolescent*

Young adolescents are often difficult to understand. This is true partially because adults find it hard to remind themselves of the pain of these years, and therefore cannot easily think themselves back through them.

But parents can take some solace from the fact that professional psychologists and educators seem to be afflicted the same way. Consequently, there is not a great deal of scientifically verified knowledge about children in this age group.

One thing, however, seems to be pretty well established; namely, that in some primitive cultures, where securing a living is less complex, where sex taboos are less rigid and social obligations generally less demanding, the child slips into the role of an adult with relative ease.

This fact is important for two reasons. First, if the "teens" are a period of relative calm in some societies, adolescent behavior as we know it is not something irrevocably determined by biological developments. Second, if social circumstances are important in creating the "adolescent problem" in our society, there is the possibility that an effective approach to the teen-ager may involve alteration of the social conditions themselves.

But we do not live in Samoa; so let us consider the problem as we know it at first hand.

One of the best ways to understand children is to study how they behave. We shall therefore look at some of the activities of an actual group with which the writer is acquainted.

## The Story of Two Girls

The children whom we shall discuss were from families in the middle and upper economic groups. There were seventeen youngsters, all in junior high school, and all twelve and thirteen years of age except for one fifteen-year-old boy. The behavior of the older boy was marked by non-conformist and aggressive activities. Several of the children, both boys and girls, were fairly evenly matched and exerted fairly equal leadership in the group. Two of the girls were "bosom pals"; and the story will be told around them, since we knew them best. We shall call them Sally and Nancy.

For a year Sally's and Nancy's interest in the boys had been increasing. It was manifested at home largely through giggling conversations behind closed doors. But in the fall it became more open and evident. When a girl acknowledged the mere presence of a boy on the street she was subjected to a barrage of, "I know something about you-u!" Apparently to speak to a boy was to be in love with him! In defense, the girls became snobs, holding themselves utterly aloof.

## Room for Improvement

Sally came home one evening with the remark that "boys are disgusting". Her mother suggested that maybe the boys were just interested, and that if they could express this they would improve. Sally's reply was that there was "certainly room for improvement".

(continued on page 6)



## WORKING WITH, cont'd

Sally's mother thought the time ripe for a suggestion she had had in mind for some time. She asked Sally what she thought about a square dance after school hours. Sally, an avowed man-hater, was enthusiastic.

The next day she talked to the girls, and of course the boys heard of it. They all thought it would be fun.

Sally's mother talked to the school principal, who approved. The next step was to discuss the proposal with the teacher, and with other parents. All thought the idea a good one; and three mothers presented the matter formally to the next parents' meeting, where the plan was formally approved.

### Children Make Plans

It was agreed that the children would plan the details. This they did in the classroom, working out a general plan and electing a committee to execute it. The children decided on the dates and frequency, whom to invite from outside to make up the squares, which parents to invite each time, and how the cost should be shared and the money collected. The plan was for Saturday night affair, from seven to nine o'clock in the school gymnasium. One set of parents was to take adult responsibility for the evening.

There were eight of these dances before Christmas. The children were obviously thrilled. They learned rapidly and seemed to be completely at ease. As an evidence of their enthusiasm, Sally undertook to make herself a square dance skirt. She and her mother planned it, bought the material, and consulted on it together. But Sally did all the work.

While this was taking place, life quickened on all fronts. This school is co-educational; but boys and girls have physical education separately. The teacher, a woman, took advantage of this situation to talk informally with the boys when the girls were away, and *vice versa*. Thus were formed the Bachelors' Club and the Spinsters' Society. Informal agenda for these meetings included such questions as, "why boys tease so much," "why the boys are self-conscious," and "why the girls stick together."

### Class Discussions

Then there were discussions in class. One was on the problem of what the group should do when one member failed in his responsibility. This led to a consideration of democracy. Another session was devoted to the question of why people sometimes do things to hurt themselves. The discussions were sometimes supplemented by assignments such as the one to write an essay on "growing up."

It was soon apparent that the youngsters were in need of a more systematic understanding of themselves as physical organisms. So the showing of a film, "Human Growth", was arranged. The film was particularly appropriate since the class was studying various scientific areas involving reproduction.

The film was shown to the group as a whole, after which a male doctor discussed it with the boys and the teacher with the girls. The repercussions from these discussions were for the most part constructive, although not altogether so. Some of the information given was distorted by the children.

In the meantime the boys had developed the desire to have the girls go with them to the Friday night "movie" presented by one of the churches in the community, but didn't know how to approach the subject. With some help from the teacher they decided to do it as a group.

There resulted a discussion between Sally and her mother of various points of etiquette. Some of the boys' mothers encouraged them to pay for the girl's ticket — a practice, incidentally, which we should have to question. However, Sally saw the humor arising from the situation; — there were separate entrances for boys and girls; and the boy would give the girl a quarter, and she would make change in order to have twenty cents to buy a ticket!

### Free Exchange

One of the things we have noticed is that Sally and her mother are pretty free to talk about most things, — although we should not conclude that Sally — or any other thirteen year old — doesn't have strictly private thoughts. Also, it should be pointed out that through all of this the telephone lines were busy with conversations between mothers, coming to understandings about their children's activity.

But apparently Nancy had not, for some reason, confided in her mother about meeting the boys at the "movies". This was another point discussed at some length between Sally and her mother. It was agreed that girls can talk with mothers about most things, that they can talk about some things best with other adults, but when in doubt they should talk to someone with more experience than they themselves have.

On another occasion Sally was late for the "movie", and Nancy hid behind a post — away from the boys. Next day at school she wanted Sally to say they were not there. At her mother's insistence, that evening Sally promptly telephoned the boys in question and told them just what had happened.

(continued on page 14)



# **BUILDING AN ORGANIZATION**

*A Short History of the Home & School Movement  
in the Province of Quebec*

by ALEX. R. HASLEY

Based on research by Mrs. F. E. Brydon

## **I. Small Beginnings - The Formative Years, 1920-44**

The Quebec Federation of Home and School Associations will be ten years old this year but home and school groups were in existence within the Province at least twenty years before Federation's organizational meeting of May 26, 1944.

Before consolidated schools and before school buses operated as they do today, a number of schools in small communities throughout the Province organized groups of mothers to provide hot lunches for the children who had to remain at school during the lunch periods. It was an easy step then for these groups to broaden their interests and to form the earliest of the Home and School Associations in the Province because the Movement in Canada was already a quarter of a century old, its founding having taken place in Halifax in 1895. Federation has no actual record of these first Associations but there is evidence that some were formed during the early 'twenties.

### **First Association**

The first Association of which there is a record was that formed at MacVicar School in Montreal in 1930 under the leadership of its principal, Miss Helen Guiton, now better known as a novelist. In 1931 Asbestos organized an Association and in the following year Pointe Claire and Chateauguay independently did the same thing.

By 1935 there were at least the following twelve local Associations in operation:

Asbestos  
Beauharnois  
Chateauguay  
Coaticook  
Hudson  
MacVicar  
McMasterville

Montreal West  
Pointe Claire  
Riverbend  
Roslyn  
Sutton

In the next five years interest in the Movement grew to the point where in 1940 the Mental Hygiene Institute appointed a committee to study the various types of Home and School Associations, their organizational methods of enlisting parent and teacher active co-operation and participation, and allied factors. It was in the same year that Mr. Leslie Buzzell, then president of Roslyn Home and School Association, undertook to organize the known local groups into a Provincial Council.

On June 27, 1940, under the chairmanship of Dr. W. H. Brittain, then Vice-Principal of Macdonald College, representatives of 16 local Associations met at the College at St. Anne de Bellevue to organize such a Council. Nine of the 12 listed above (Coaticook, Hudson and McMasterville apparently not being represented) plus Kings-Westmount, Maisonneuve, St. Lambert, Hemmingford, Westmount High, Bourlamaque and Hampstead made up the group. As evidence of the wider interest mentioned above, also present were representatives of eight public groups, the Quebec Women's Institute Groups, Child Welfare Association of Montreal, Montreal Headmasters' Association, Quebec P.A.P.T., Local Council of Women of Montreal, the Department of Education, McGill University, Protestant Council of Public Instruction and the Mental Hygiene Institute.

*(continued on page 8)*



## BUILDING, cont'd

### Provisional Officers

Provisional officers of this Quebec Provincial Council of Home and School Associations included Dr. Brittain as President, Mr. Buzzell as 1st Vice-President and Mrs. Roswell Thompson as 2nd Vice-President. Immediate assignments to the Officers and members of the executive committee included the drafting of a constitution, the preparation of a leaflet, "What Is a Home and School Association" and of a pamphlet setting out the framework and other information on the existing educational system of the Province, the furnishing of informational study material on "Quebec Province Education Financing" and similar topics of interest to the Council's member associations.

The bringing together of the Province's various local Associations for their mutual benefit and advancement was thus well launched, but none too soon. The National Federation of Home and School Associations announced in 1940 that Ontario (412 Associations), Nova Scotia (250), British Columbia (115), Alberta (46), New Brunswick (31), Saskatchewan (25) and Manitoba (data not available) all had provincial federations. This left Quebec and Prince Edward Island a little behind the others, but not too far as New Brunswick, Saskatchewan and Manitoba were all recent federations.

### First Literature

In June of 1941 Dr. W. P. Percival, Director of Protestant Education of the Province of Quebec, accepted the Honorary Presidency and Dr. Brittain, the Honorary Vice-Presidency of the Council. Mr. Charles H. Savage became president, Mrs. G. F. W. Kuhring and Mr. Buzzell, the vice-presidents. By April of the next year Dr. Alex. B. Currie, Chairman of the Council's Educational Committee, was in a position to announce that ten pamphlets were available to the Associations. These included six on nutrition by Dr. Brittain and the other 4 as follows: "Counselling the School Child" — Kenneth Murray; "Guidance In School" — John W. Brunt; "Financial Problems Facing Protestant Education In Quebec" — L. N. Buzzell; "Examinations And Their Substitutes" — John S. Astbury. Six months later, in October, 1942, a "Speakers List" was available as well as model constitution and by-laws for local associations. The Council was fulfilling its promises.

Meantime the Home and School Movement was not without its difficulties. In January of 1941 Westmount High, Kings

and Roslyn Schools met and formed The Federated Westmount Home and School Associations with Mr. S. Tilden accepting the provisional chairmanship. By October of that year the organization was completed and Mr. H. Gilbert of Roslyn Home & School Association was elected the first president. A few months later Iona and Willingdon joined the Westmount schools and in February, 1942, The Greater Montreal Federation of Home and School Associations succeeded the Westmount Federation but with Mr. Gilbert continuing as president.

### Beyond Montreal

The Quebec Provincial Council continued to function and tended to concentrate its energies toward development of the Province beyond the Island of Montreal. At its second annual meeting Mr. G. H. Penrose, Principal of Roslyn School, was elected president and at the close of his term of office announced that there were 28 local Associations affiliated with the Council. These, incidentally, included the five Associations which had formed The Greater Montreal Federation.

The latter organization was actively promoting the ideals of the Home and School Movement on the Island and had committees working on such matters as school accommodations (lighting, ventilation, etc.), compulsory school attendance, air raid precautions in schools and many others. In May, 1943, Mr. Gordon Paterson was elected president with Messrs. C. V. Frayne and E. B. Philip as vice-presidents.

Just a month later Mr. Philip accepted the presidency of the Quebec Provincial Council and Mr. Paterson was one of the vice-presidents, and the true consolidation of the various component parts of the Movement in the Province into one well-knit organization became possible.

It was in 1943 that Mrs. Harriet Mitchell, one of the founders of the Council, became the first Life Member. In that year, too, The Montreal Gazette opened its Educational Page to a semi-monthly column entitled "Home & School Affairs".

### First Federation Officers

In the ensuing year organizational work went forward with committees of the Council and The Greater Montreal Federation meeting together to develop The Quebec Federation of Home and School Associations. As indicated earlier, the Federation came into being on May 26th, 1944 when a provisional committee was appointed. Later, elections

*(continued on page 13)*



# STUDENT RETENTION IN CANADIAN HIGH SCHOOLS

by DR. M. E. LAZERTE, Director

School Finance Research Committee,  
Canadian School Trustees' Association

What percentage of school children is promoted year by year from each of grades I to XI? What percentage reaches grade VII? Grade IX? Grade XI? It is difficult to answer these questions. Provincial grading systems differ; primary, pre-primary and kindergarten classes, affecting grade I enrolments, are found in some provinces and not in others. Then, too, provincial populations are not static these days; immigration is increasing enrolments in different grades in varying degrees.

## HOW MANY GRADE I CHILDREN REACH HIGH SCHOOL GRADES?

The following analysis of enrolment data shows current school attendance trends in Canada.

TABLE I

ENROLMENTS IN GRADES II TO XII AS PERCENTAGES OF ENROLMENTS IN GRADE I: 1951-52

Province	Enrolments as Percentages of Grade I Enrolments												
	GRADE												
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII
Newfoundland	100	57	56	51	45	40	35	26	23	17	12	0.3	
Prince Edward Island	100	86	88	77	77	75	75	66	44	45	21	3	
Nova Scotia	100	102	110	107	101	92	85	69	56	40	28	9	
New Brunswick	100	90	90	85	80	71	62	49	31	18	12	6	
Quebec:													
Catholic	100	88	92	89	74	65	47	—	—	—	—	—	
Protestant	100	95	96	91	82	73	67	63	49	37	26	2	
Ontario	100	88	79	78	77	73	65	60	53	40	25	18	10
Manitoba	100	88	87	82	78	71	67	57	46	33	26	9	
Saskatchewan	100	93	92	87	85	83	76	68	55	40	30	21	
Alberta	100	90	90	83	79	74	70	62	55	40	32	28	
British Columbia	100	97	97	90	84	78	73	67	59	48	35	26	3

NOTES:

(a) In the above table figures for Quebec (Catholic) are not given for grades above the seventh because a large percentage of children in grade VIII and above are enrolled in schools emphasizing practical rather than academic subjects. Although published data show only 50,574 pupils in grade VIII to XII inclusive in 1951-52, there were in September 1952 in all kinds of schools,

93,234 pupils in these grades. The data given for grades I to VII relate to schools under control only.

(b) The Ontario Department of Education gives only combined enrolments for 1951-52 for Division I (grades I, II, III) and Division II (grades IV, V, VI). Therefore grade enrolments are estimated on the basis of the 1949-50 distribution.

(continued on page 10)



**STUDENT, cont'd**

There is a marked drop in enrolment in Newfoundland in grade II. Few pupils proceed through junior or senior high school grades.

In New Brunswick promotions and progress are quite normal during compulsory attendance years but enrolments decrease rapidly thereafter. Retention is best in the high schools of British Columbia, Alberta and Saskatchewan.

Two facts must be remembered when reading the above table. First, there are kindergarten, primary or pre-primary classes in some provinces; second, students matriculate at different grade levels in different provinces, with the result that grade XII enrolments do not give a true picture of education beyond the grade XI level. For these two reasons a second tabulation of enrolments is given in which grade II rather than grade I is taken as the base and data are continued to grade XI only, the point marking junior matriculation in most provinces.

**HOW MANY GRADE II CHILDREN REACH JUNIOR MATRICULATION?**

TABLE II  
ENROLMENTS IN GRADES III TO XI AS PERCENTAGES OF ENROLMENTS IN GRADE II: 1951-52

Province	Enrolments as Percentages of Grade II Enrolments									
	GRADE									
	II	III	IV	V	VI	VII	VIII	IX	X	XI
Newfoundland	100	98	89	79	70	61	46	40	30	21
Prince Edward Island	100	103	90	90	88	87	77	51	53	24
Nova Scotia	100	109	105	99	90	84	68	55	39	27
New Brunswick	100	100	94	89	78	68	54	34	20	13
Quebec:										
Catholic	100	104	100	84	74	54	—	—	—	—
Protestant	100	101	96	86	77	71	66	52	39	27
Ontario	100	90	89	88	83	74	68	60	45	28
Manitoba	100	99	93	88	81	76	65	52	38	29
Saskatchewan	100	99	93	92	89	82	73	59	43	32
Alberta	100	100	93	88	83	77	70	61	45	35
British Columbia	100	100	93	87	81	76	70	61	50	36

One expects to find children remaining in school until they complete the work of the elementary grades at least. After grade VII many pupils withdraw from school for economic reasons, because they reach the upper compulsory age limit or because they are so out-of-step with the school programme that

school work is no longer interesting.

The drop in attendance between 1950-51 and 1951-52 sessions from grade VII to grade VIII, VIII to IX, IX to X and X to XI is given below for the ten provinces.

(continued on page 11)

**WINSOR & NEWTON**  
**SCHOLASTIC and PROFESSIONAL**  
**ARTISTS MATERIALS**

CATALOGUE ON REQUEST

THE  
**HUGHES-OWENS**  
COMPANY LIMITED

HALIFAX MONTREAL  OTTAWA TORONTO	HAMILTON WINNIPEG  EDMONTON VANCOUVER
--	---



TABLE III  
DECREASE IN ATTENDANCE FROM GRADE TO GRADE EXPRESSED  
IN PERCENTAGE TERMS: 1951-52

Province	Percentage Decrease in Enrolment from Grade to Grade			
	VII to VIII	VIII to IX	IX to X	X to XI
Newfoundland	22	-1 <sup>(a)</sup>	23	21
Prince Edward Island	2	29	3.5	51
Nova Scotia	16	18	26	30
New Brunswick <sup>(b)</sup>	19	36	53	48
Quebec: Protestant	2	16	21	30
Ontario	4	7	25	35
Manitoba	9	12	25	28
Saskatchewan	9	18	27	26
Alberta	8	11	23	22
British Columbia	3	6	14	23
Weighted Averages	8	11	24	31

## NOTES:

- (a) The enrolment in grade IX in 1952 was greater than that in grade VIII in 1951.
- (b) New Brunswick changed its grading system during the period covered by this table. Similar data for 1948-49 and 1949-50 give 11.2, 27.4, 6.2 and 0 instead of 19, 36, 53 and 48.

In Newfoundland, Nova Scotia and New Brunswick the loss between grades VII and VIII is heavy. In other provinces heavy mortality comes at the end of grade IX.

These figures indicate that Canada is educating in grades VIII to XI approximately 70 per cent of the children who reach grade VII; the educational load is 70 per cent of what it would be if all pupils who reach grade VII continued attendance to the end of grade XI.

#### 1951 CENSUS DATA REGARDING ATTENDANCE

Fewer rural than urban children are continuing their education through high school grades. Census data from Bulletin II, Dominion Bureau of Statistics, Vol. II, Table 28, 12-3-53 show that in the ten provinces 57 per cent of urban children and 63 per cent of rural children 15 to 19 years of age inclusive are not attending school. The urban youth referred to have completed about 5.2 years of schooling; the rural youth, about 4.6 years. The non-attendance in all provinces was as given in the following table.

(continued on page 16)



#### QUALITY DAIRY PRODUCTS

HEAD OFFICE: N.D.G. BRANCH:

4141 ST. ANDRE ST. 920 DECARIE BLVD.

FR. 3121 DE. 3561



*This You'll Want To  
Hear For Yourself!*

## **WHAT IS THE SCHOOL'S JOB?**

At a public meeting on March 12 a panel of interesting speakers will discuss the question "WHAT IS THE SCHOOL'S JOB". The meeting is being sponsored jointly by the Provincial Association of Protestant Teachers and the Quebec Federation of Home and School Associations, and will be held in the auditorium of Westmount Junior High School.

The panel of speakers will include; Dr. Douglas J. Wilson, of the Montreal Star, who will speak from the standpoint of a citizen and parent; Prof. H. D. Woods, of McGill University, who will take the viewpoint of the university and the employer; W. H. Bradley, Q.C., Vice-President of the Provincial Association of Protestant School Boards, who will reflect the point of view of the school trustee and taxpayer; and C. H. Savage, Superintendent of Westmount Schools, who will look at the question as a school teacher.

Home and Schoolers who attended last year's joint meeting with the P.A.P.T. will remember the stimulating discussion which it provoked. This year's meeting promises to be even more worthwhile. Although it is sponsored by the two associations it is open to the public and a large attendance is expected.

Miss Ruth Low, Vice-President of Quebec Federation will preside. The speakers will be introduced by G. Arnold McArthur, president of P.A.P.T., and closing remarks will be given by Reuben Resin, President of Quebec Federation.

### **VICE-PRESIDENT**



**L. MOWBRAY CLARK**

At the January meeting of The Canadian Home and School and Parent-Teacher Federation, Mr. Clark was named a Vice-President. He is the immediate past president of Quebec Federation.

## *For* **MUMMY DADDY and ME**





## HOME AND SCHOOL ON THE AIR

Your regular Home and School Broadcasts are heard each Saturday at 11.30 A.M. over Station C.F.C.F. That the broadcasts are of interest to all parents is evident from the following list of subjects to be covered during the next three months. Plan to "listen-in" each Saturday.

- Feb. 6 How Healthy are our Children?  
13 Music, the International Language  
20 The Making of a Teacher  
27 What I would like my child to learn in school.
- Mar. 6 What is good discipline?  
13 All about the Art Contest  
20 Parlez-vous Français?  
27 The Junior Symphony Orchestra
- April 3 Are Teachers People?  
10 The Quebec Federation Conference  
17 Choral music at Easter  
24 How compulsory is education?

**Save this list for future reference.**

### **Maisonneuve and John Jenkins**

Traffic Safety is a subject which has long been one of great concern with this Association as it has with many others. To this end, we have had talks by various authorities concerned with safety measures, films and plays on safety written and acted by the school pupils.

John Jenkins school has gone even further. Miss Geymonat, principal of the school which houses children from kindergarten to Grade two has, in cooperation with her staff, inaugurated a safety programme amongst the pupils which has been most successful. The children formed their own council and reports on progress were filed each week. Rules were set and anyone who violated them was penalized in some manner decided upon by the council and with the consent of Miss Geymonat, who maintained a guiding interest in the campaign.

Safety and courtesy has in this way, become a matter of pride and achievement throughout the school and we are very proud of our young pupils who have set an example which might well be the foundation of safe drivers and useful citizens in the years to come.

Both of our schools are adopting the Elmer the Elephant Campaign and the Safety flag will be flying from our flagpoles in the very near future.

*Elizabeth Leese*

Classical Ballet, Modern Dance

**New Location:**

**326 Victoria Ave., Westmount, Que.**

**Phone WA. 8111-2**

### **BUILDING, cont'd**

were held when the following Officers took up their duties:

*President:* Gordon Paterson, Willingdon.

*Executive Vice-President:* Mrs. M.L. Tucker, Roslyn.

*Administrative Vice-President:* A. M. Patience, Willingdon.

*Organizing Vice-President:* C. V. Frayne, Westmount High.

*Vice-President (Speakers):* J. A. B. McLeish, Valleyfield.

*Vice-President (Rural Contacts):* Miss H. Guiton, MacVicar.

*Recording Secretary:* S. S. Colle, Iona.

*Corresponding Secretary:* A. W. Smith, Herbert Symonds.

*Treasurer:* E. B. McKenzie, Kings.

The Board of Directors consisted of the Officers and 11 Committee members. In addition there was an Advisory Committee of several outstanding citizens to which the Quebec Women's Institute, the P.A.P.T., the Provincial Association of Protestant School Boards and McGill University Graduates Association were invited to appoint one representative each.

President Paterson announced that there were now 45 local Associations in the Province although not all were affiliated with the Federation. Hopes were expressed that affiliation of these groups would soon take place and the Federation was on its way to becoming one of the most vigorous of the provincial bodies.

*(This is the first of a series of three articles. The second will appear in our next issue and be entitled, "Growing Pains — The Years of Expansion, 1945-50.")*



## WORKING WITH, cont'd

These are but a few of the many results of the "movie" project.

### New Girls Snubbed

To return to the square dance, there was some difficulty with the last one. Several of the girls were ill, and younger girls, new to the dances, were invited to replace them. The fifteen-year-old mentioned previously, and some others, refused to dance with the new girls, and insisted on dancing only with certain girls. Altogether there was considerable confusion. The children were not very aware of this; they were enjoying themselves in spite of it. But when the caller left for the evening, he announced abruptly that he was not there to be a disciplinarian.

Sally and her mother and father discussed this incident in terms of good sportsmanship and courtesy. And again the teacher, who attended other sessions but was absent this particular evening, was informed. She agreed to have the incident discussed in class, as it was. The boys carried the day.

They wanted to attend another public dance being held. The fifteen-year-old asked Sally to go with him, alone. Sally's parents took the opportunity of saying a firm "no". Sally reported the next day that it was hard to tell the boy, but that she thought the others respected her more for it. Here again there had been some inter-parent communication, with agreement on limits.

These unhappy developments carried over to the first week in school after the holidays. Sally was thoroughly miserable. The boys were upsetting class routine and were generally negative in their attitudes towards class activities.

### Crisis Overcome

Discussions continued, however, and eventually the square dance question was brought up again for discussion. Gradually, with patience and tact on the part of the teacher, and with parental support, the constructive forces in the group had gained ascendancy. Social events were resumed and expanded to include parties in various children's homes. They were supported and enjoyed by boys and girls alike.

There came a day when Sally arrived home with cheeks aglow and eyes sparkling. "Sally", said her mother, "you look as if you have been having fun". And from Sally came the reply, "Oh, mother, it's just perfect — we've been washing each others' faces in the snow".

Sally *was* enjoying life. For she was growing, her natural maturation being strengthened and stimulated through wise and sympathetic handling by parents and teachers. They agreed that Sally was not only developing social and emotional strengths, but was functioning at her full capacity intellectually.

In this brief account we find much behavior in harmony with several general characteristics of the early adolescent, which are worth remembering:

1. The child's powers are increased in every respect. He will strive to use them; but being less sure of himself, he may hesitate to use them in strange situations.
2. The young adolescent's awareness of himself as a person is heightened; but this very fact creates many doubts and fears about himself.
3. Development is uneven. This refers to both physical and emotional growth within the child, and between children. There are differences in size and social interest.
4. This period is the threshold of full interest in and activity with the opposite sex, which should culminate later in marriage and a home. While loyalty to the same sex continues, there is very great interest in the opposite sex, often expressed in teasing and antagonisms between boys and girls.
5. There is a real problem of communication. The reactions which have been so transparent throughout childhood have "gone underground". Insecure and protective of himself, he expresses his thoughts and feelings in subtle and devious ways.
6. As with all children, the young teenager's emotional and social life has an important bearing on the degree of his success in academic work.

(continued on page 15)

## CECIL CARPENTER

COMPANY LIMITED

— GENERAL CONTRACTORS —

5139 DECARIE BLVD.

MONTREAL



## WORKING WITH, *cont'd*

We can also develop from our observations a number of points of immediate practical value in dealing with children of this age:

1. Children not only receive their values from parents; parents are counted on for assistance in developing a value system. Parents can betray their children by not establishing restrictions within reason. The child will accept these limits, providing that a good relationship has been established with him.
2. The school curriculum can and should encompass the child's life experience. Such objectives as learning to live happily alongside the opposite sex, learning honesty in human relations, acquiring the ability to seek help and advice when needed, acquiring ability to say "no" to the destructive in life, democratic action in developing and carrying through a plan with responsibility — these are surely appropriate for any educational program worthy of the name.
3. One of the best contributions of the school is to give boys and girls the opportunity to learn to deal with each other. The co-educational school is fundamental in sound education for living.
4. Parents and teachers must take initial and primary responsibility for the development of good mental health.
5. Warm affection, a sense of humor and a huge toleration on the part of parents, particularly, are priceless. They help to provide a secure base of operations for the youngster engaged in social exploration.
6. There must be full and free communication between all those adults in the community who deal with the child; between parents and teachers, and between parents themselves.
7. Needs must be anticipated — and timing in this is crucial.
8. The seriously deviant child should have the attention of the specialist; but disturbed children can actually contribute to growth by their presence in the schoolroom when the problems thus created are wisely handled.
10. Teaching is not confined to the classroom; nor does it consist of funneling information into a child's head. It can and does take place informally and "on the spot" in all life situations; and it

## de BELLE & WHITE ARCHITECTS

2425 GRAND BLVD. MONTREAL

*Rap-Rite*  
**WAXED PAPER  
PROTECTS  
FRESHNESS**

consists of the skillful leadership of the child to use his own resources. All those who work with children need to think of themselves as teachers.

11. Here as elsewhere preparation for something else is not the only worthy goal. The best preparation for the future is a satisfying and productive life in the present. For children and particularly the early adolescent, now is the moment! It is the job of adults to help him make this moment the fullest, the most interesting, and the most absorbing of all his powers.

In short, all those who work with the early adolescent are required to have sensitive understanding and skill and to work closely together with flexibility and imagination.

In this there is an important assumption; namely, that parents and teachers work out of a consensus regarding life values. This value system springs from concepts of the "Fatherhood of God" and the "Brotherhood of Man", and is nurtured primarily in religion. From it we derive the larger goals which we all need to develop our full stature as human beings.



TABLE IV  
POPULATIONS 15-19 YEARS OF AGE (INCLUSIVE) AND PERCENTAGES  
NOT ATTENDING SCHOOL, JUNE 1951

Province	Population 15-19 Years of age		Per cent (15-19 years) Not Attending School	
	Rural	Urban	Rural	Urban
Newfoundland	17,009	13,399	65	58
Prince Edward Island	6,148	2,148	61	56
Nova Scotia	24,347	27,186	57	53
New Brunswick	26,049	16,801	63	54
Quebec	128,982	208,519	78	65
Ontario	101,573	214,112	60	55
Manitoba	28,281	28,907	60	52
Saskatchewan	49,202	19,280	52	45
Alberta	42,852	31,089	50	49
British Columbia	25,648	44,582	50	47
Canada <sup>(a)</sup>	451,679	606,293	63	57

(a) Includes Yukon and Northwest Territories.

According to these data there were in Canada in June 1951 more than 630,000

young people of approximately high school age who were not attending either high or elementary grades. The 1951 census data show that non-attendance was greater for rural than for urban children.

TABLE V  
SCHOOL ATTENDANCE OF CHILDREN 15-19 YEARS OF AGE, JUNE 1951

Schools	Percentage of Children Attending School	Percentage of Children Not Attending School
Rural	37.09	62.91
Urban	42.91	57.09
Total	40.43	59.57

Of the 1,057,972 Canadian children 15-19 years of age 630,290 were not enrolled in schools (public or private).

#### **HOLDING POWER OF THE HIGH SCHOOL: PROGRESS AND PROBLEMS**

Making allowance for increased enrolment in each grade due to immigration the enrolment<sup>1</sup> in grades VIII, IX, X and XI in 1946-47 was 59.2 per cent of the grade VII enrolments on which they are based while five years later the corresponding percentage was 59.9. Retention of grade VII students in grades VIII, IX, X and XI increased 0.7 per cent in the five-year period. High wages in industry and business may be attracting

many students from high school today. Enrolments are increasing but only because the population is increasing. The junior and senior high schools are not holding an appreciably larger percentage of grade VII students than they did in 1946-47.

(continued on page 18)

**F. David Mathias**  
ARCHITECT

1375 GREENE AVE.

MONTREAL

WI. 5684

(1. Data from Canada Year Books and 'Immigration into Canada, 1949-1952'. Dominion Bureau of Statistics Information Sheet, January, 1953.)



*Reserve these dates now for the*

## **ANNUAL MEETING & CONFERENCE**

of the

**Quebec Federation of Home and School Associations**

**Friday and Saturday, April 30 - May 1**

**Windsor Hotel, Montreal.**

Home and School's big event of the year,  
for ALL Home and School members.

*It's the 10th Anniversary of our Federation!*

### **PREP SCHOOL SUMMER CAMP**

A camp for boys and girls (ages 6-18), offering simple country conveniences in a friendly and informal atmosphere.

**PLUS SCHOOLING, IF DESIRED**

5447 PARK AVENUE

(folder on request)

CALUMET 7712



## STUDENT, cont'd

In the United States the enrolment in grades VIII, IX, X and XI in 1949-50 was 6,293,897 or 83.9 per cent of the grade VII enrolments of 1945-46 to 1948-49 inclusive (full-time public day schools)<sup>2</sup>. Although no allowance is made here for immigration influences, the contrast in the holding power of the United States and the Canadian high schools is noteworthy. In the United States in 1949-50 the enrolment in grades VIII to XI inclusive was 84 per cent of the sum of grade VII enrolments in the years 1945-46 to 1948-49; in Canada the corresponding percentage was 59.6. If grade II instead of grade VII be the base of reference the 1949-50 high school retention figure for the United States becomes 70.3 while the Canadian percentage drops to 44.5.

Teaching, nursing and several other professions are calling for recruits. If the high schools were educating 90 instead of 44.5 per cent of the youngsters graduating from grade II the shortage of personnel in the professions might be solved. If, however, we wish 90 per cent of the children in elementary grades to continue their education through high school we must deal in some positive fashion with the problem of retardation now inevitably associated with our mass education methods.

The Canadian School Trustees' Association's research committee is studying school finance. It is apparent that school costs vary with the number of children being educated. Is Canada to provide secondary education for only 44.5 per cent of her young people or should she take steps to increase the high school population?

(2. 'Statistics of State School Systems', 1949-50, United States Government Printing Office, Washington, D.C. p. 46.)

## NEW FILMS AVAILABLE

The Physical Fitness Division Preview Library: Department of National Health and Welfare, Canada, announces the following films now in circulation. For further information write the Canadian Film Institute, 142 Spark Street, Ottawa.

*"Feeling Left Out"* — Aims at developing a sympathetic understanding for the socially isolated and offers suggestions for overcoming this condition. Particularly helpful for boys and girls of high school age. Recommended also for teachers and adult groups.

*"Fun of Making Friends"* — Especially helpful to teachers and parents who are interested in helping the shy child and the

Calling All  
Representatives!

Next meeting  
of the Federation's

**COUNCIL OF  
REPRESENTATIVES**

on Saturday, March 20,

at 2.00 p.m.

in The High School of Montreal,

3449 UNIVERSITY ST.

socially awkward child to make friends with other children.

*"Developing Self Reliance"* — Shows how dependency grows and yet how necessary self reliance is to success and happiness.

*"Snap Out Of It"* — A High School boy finds out how to divert his energies from disappointed brooding towards constructive activities. Recommended for secondary school teachers and students, guidance directors, and parents.

*"Ways to Good Habits"* — In this film an attempt is made to demonstrate to children of elementary school age the importance of habits good or bad. The main idea is that good habits may be developed as easily as bad ones, and then made to replace them. Suitable for children of elementary and secondary-school age and useful to parents.

*"Respect for Property"* — A suitable film for secondary school students, teachers and parents.

*"Why Take Chances"* — The suggestions given in this film for ordinary safety precautions make it interesting to children and parents as well.

*"How We Co-operate"* — The functions of purpose, effort, and planning in co-operation are stressed. Though intended for secondary school students, this film is of value to parents and teachers.



*Rendezvous for the*

**FASHION-WISE, BUDGET-WISE**

MORGAN'S BUDGET SHOPS  
THIRD FLOOR

. . . fashions designed for workaday smartness, for day-to-date versatility, for thrifty purses . . . and Morgan's B.C.A. (Budgeted Charge Account) makes it easy to plan your wardrobe, pay as you wear . . .

 HENRY MORGAN & CO. LIMITED  
You Are Sure of Quality at Morgan's - Call PL 6261

**FOR THOSE WHO DANCE**



PINK SATIN  
TOE SHOES \$6.95

LEOTARDS  
\$3.25 and \$5.20

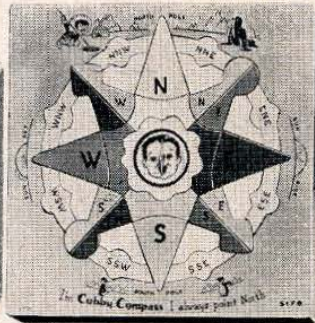
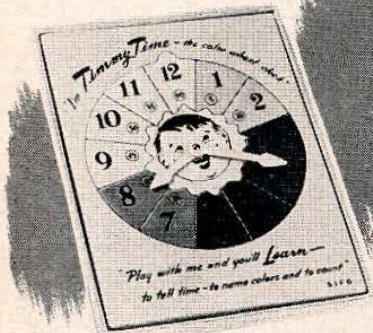
MISS ELEANOR  
PLEATED BALLET \$3.30

SHOES AND COSTUMES SELECTED BY  
**Eleanor Moore Ashton**  
FOR HER PUPILS—EXCLUSIVE AT

**JOHNNY BROWN**  
637 Burnside St. — BE. 3221 — Montreal  
Back of Eaton's and Morgan's

**"Learning can be fun" with Sifo**

**EDUCATIONAL TOYS**



Here are some of the most interesting and educational teaching aids ever devised. With all the fascinating Sifo Toys and Puzzles, children can learn to count, tell time, learn days, months and seasons without individual supervision. Especially good for Kindergarten classes.

All Sifo Educational Toys and Puzzles carry seals of approval from "Parents" and "Good Housekeeping" Magazines. Ask your nearest Moyer office for full details . . . colourfully illustrated literature.

**MOYER**

*Everything for the school since 1884*  
**SCHOOL SUPPLIES LIMITED**

57 NOTRE DAME STREET WEST, MONTREAL

MONCTON • MONTREAL • TORONTO • WINNIPEG • SASKATOON • EDMONTON

AD. NO. MT-54-1A





the **ALL-NEW**  
**Gurney**  
ELECTRIC RANGE...

*When you see it—  
you'll want it!*

All the beauty . . . all the features . . . all the cooking efficiency you could ever want, are built into the All-New Gurney Electric Ranges . . . We're proud to sell these All-New Gurneys . . . You'll be proud to own one . . . your family will be even prouder of your cooking!

**SEE IT—YOU'LL WANT IT!**

*Your Northern Electric Dealer is a good man to know!*

**N**orthern **E**lectric  
THE NAME TO REMEMBER FOR ALL HOME APPLIANCES LARGE & SMALL