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HOME AND SCHOOL

VOL. X, No. 2

DECEMBER, 1957



In this issue —

- YOUR CHILDREN NEED HOBBIES
- INEXPENSIVE GOOD BOOKS FOR YOUNG FOLKS
- IS A UNIVERSITY DEGREE IMPORTANT?
- HOW DOES YOUR ASSOCIATION RATE?

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coming...

*What of
a Girl's Future?*

*Dr. Barbara A. McLaren, Head of the
Department of Household Economics, Uni-
versity of Toronto, discusses a few aspects of
this questions.*

Don't miss it!

HOME AND SCHOOL

Published by
 THE QUEBEC FEDERATION OF
 HOME AND SCHOOL ASSOCIATIONS
 3508 Walkley Ave., Montreal 28.
 HUinter 1-9251

October, December, February,
 April, June and August

Subscription: 50c. per year. Single copy: 15c.

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Editor: Alex R. Hasley

Please address Magazine correspondence as follows:

On editorial
 matters to —

The Editor:
 ALEX R. HASLEY,
 4632 Oxford Avenue,
 Montreal 28, Que.

On advertising
 matters to —

The Advertising Manager:
 BEACON PRESS LTD.,
 P.O. Box 99,
 Rosemere, Que.

On subscriptions,
 changes of address,
 etc. to —

The Corresponding Secretary:
 Mrs. B. M. STARK,
 3508 Walkley Avenue,
 Montreal 28, Que.

Authorized as second class mail,
 Post Office Department, Ottawa

Printed and mailed by Beacon Press Ltd.,
 at Rosemere, Que.

IN THE

PRESIDENT'S

CONFIDENCE



RUNA WOOLGAR

CLICHES BOTHER ME. I always want to tear away the confusing veils and bare the bones of concrete implication. The four aims of our Federation must look very like cliches to many people, even though one knows Aims must be broadly stated. Take the first one, "To bring into closer relationship, the home, school and community." It sounds fine; vague, and undemanding. But the bones underneath, became extremely clear to me twice recently, when I visited two organizations, on your behalf to bring greetings.

The Teachers Convention on Thanksgiving weekend, and run by the Provincial Association of Protestant Teachers, had more interesting sessions than one could attend. One in particular, struck me, a discussion by administrators on "Improving School-Community Relations". Now, let's face it, high pressure salesmanship has never been a required characteristic of a good teacher, but these administrators stated firmly that education and its problems has to be sold, and by teachers. Why? Partly so that teachers may know what parents expect of education, and partly to build that precious business commodity, good will, without which no progress can be made.

They realize that the public tends to feel cut off from the policy making levels of government, industry and education, leaving feelings of frustration, ignorance and impotence. Fertile soil for carping criticism and bigoted complaints. Somehow the gap between teachers and parents has to be narrowed. What bone can we gnaw on here?

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Our Cover . . .

We really don't need to explain, do we, that our cover is conveying to each and every one of you — contributor, reader, advertiser — our very best wishes for the festive season and the New Year.

YOUR CHILDREN

NEED HOBBIES



H. DON ALLEN

Whoever said, "The happiest hours are the busiest hours", must have been watching a child putting all his efforts into something he wanted to do. In this festive season, when a child's happiness can mean so much, such might be reason in itself for devoting these pages to a look at some of the pleasurable pastimes that a parent can place before a child. But the world of the paint set, the postage stamp, the photographic emulsion and the model plane is not merely one of contented hours and the elation of achievement — important as these may be. To you as a parent and to me as a teacher, a visit to the neighbourhood hobby shop can be a "voyage of discovery", just as serious consideration about the hobbies themselves can channel thoughts along unexpected and most significant lines.

If we consider a hobby a "favourite pursuit outside one's main occupation", we realize the great diversity of possible legitimate hobby interests and the importance of being certain that a new hobby is within the scope of the abilities of the child. Model building, stamp collecting or photography quite rightly may be thought of as a life-long pursuit: the problem is to introduce it at the best age level and thoroughly to capture the imagination of the child. Many would be the witness to vouch that such can be a delicate task! One cannot but read tragedy when a distinguished collection has to be sold at death: no son or daughter could be persuaded to take the interest to carry it on. Yet every boy goes through that stage when people are natural collectors — "Did you ever see a boy's room at such a time?" one active Home and Schooler asks. Similarly, model building and like manual tasks keep your twelve-year-old overwhelmed. Yet, guiding a hobby and encouraging it, without seeming to push it, soon comes to be recognized as a most exacting art.

Hobbies discipline. They develop interest,

fire the imagination and give birth to skills. One mother sighs and tells me, "Well, the stamp collections keep the children off the streets." I agree, but — further — the boy who takes his allowance or earnings to purchase stamps (to cite but one hobby interest) is going to give those fragile items the care they deserve. He likely will pride himself in the layout of his album, the neat labelling, the careful arrangement. He will pore over catalogue, atlas and reference book to unearth the story each stamp can tell.* Such a boy, who has learned the value of neatness and order and has worked up the technique of finding out for himself — I'd be glad to assign him a seat in my class!

Lucky is the youngster who discovers for himself the fascination of coins in his pocket change or postmarks on the daily mail. As often as not, hobby interest takes arousing. Always, it must be nurtured — never forced. A young woman relates to me how both her parents were writers and prodded her from an early age to put down her thoughts. She resented the pressure, balked, and would not so much as keep a diary until she developed interests on her own. If Father builds model boats, chances are Son will delight in emulating Dad. But set the standards too high, or try to force-feed the interest, and the spark of enthusiasm is stifled, perhaps for good. The child's greatest hobby pleasures come from doing things by himself, to his own standards often severe. A word of praise can do wonders. So can the admiration of his peers. But it's his show. You can share it, warmly on invitation but never be too open about taking the lead.

**Stamp collecting long has been recognized as giving new meaning to a child's studies in geography, history and related fields. Edmund McColl, that busy Western Quebec Home and Schooler (and long-time philatelist) comments from St. John's Rectory, Quyon: "Stamps excite and nourish interest in life. Could this not be stated as a purpose of education?"*

Lifelike models have achieved a new look since Grandfather built the sailing ship in the bottle. Today's twelve-year old likes his planes supersonic. Further, he prefers custom-made plastic parts even to wooden models that fly. Such plastic kits contain accurately-scaled parts, ready for painting, gluing and assembly. Far less demanding than the more elaborate of wooden kits, which call for certain craftsmanship, such plastic assemblies teach the young man to follow "blue prints". They require care and dexterity in gluing and encourage an artistic flare in adding the personal touch. Indeed, boats, trains, vintage autos, even "ye knights of olde" can be found, ready to assemble, in plastic kits. Prices are reasonable.

Imagination is what brings a hobby to life. A good book — what finer pastime is there? — pays us dividends on the thinking we do while we read. So it can be with all hobbies. Your six-year-old with those wonderful scale-model toys, can dream his dreams. His older brother, sprawled on the floor competing with Father for the electric train, envisions his railway. The number of books that have been written and magazines published on this hobby pays tribute to how far imagination can go in creating a private world on a hobby room table. And what new-found skills can develop! Mosses are wired into trees, cardboard fashioned into houses, advertisements clipped for billboards, and the chugging freight sees a three-dimensional back-drop take shape.

A discrete bit of guidance, a great scope to experiment — these make any hobby a real part of a person's life. In no case is this more true, perhaps, than with the camera. A child with a steady hand and a willingness to learn can perform his own wonders at negligible

cost. Let the children try one picture each roll. And, yourself, when this hobby is available, set out to discover just what your camera can do!

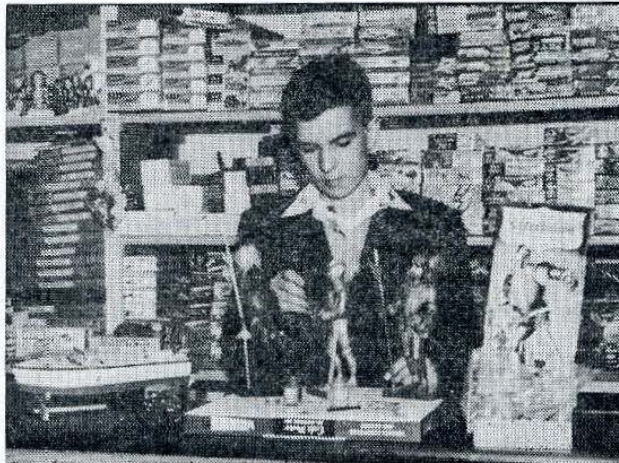
All but the lowest-priced of cameras have variable lens speeds and shutter openings. Two minutes at f/22 after nightfall should capture city lights. An inexpensive attachment will let you put yourself in the picture. A little practice with camera angles, and you'll be startling your friends with the results of table-top photography. How neatly this dove-tails with other hobbies, from toy soldiers to model trains! Rocks, salt, artificial snow and a little ingenuity and you've snapped the latest travel-shot for the Moon or Outer Space!

Even if your photography restricts itself to Christmas and the annual vacation, the fun of developing your own rolls and printing pictures is worth many, many times the minimum cost. One photo firm markets a developing pack containing all the chemicals for two rolls, at 30 cents, exactly what your drugstore will charge to "soup them through". Any child will thrill each time he sees the latent image appear. True, there's virtually no ceiling to what you could spend on enlargers and accessories, but a very bare minimum (a couple of dollars) will provide a child with a whole world to explore.

Even the best of hobbies, you no doubt have discovered, may not "take" with a particular child. Or, the boy who has delighted in model planes will "outgrow" them, and find new interests. This we need not regret, for we have done what we could and the experience has given pleasure and possibly been instructive. Surprisingly, old hobbies may be returned to in later years.

(continued on page 17)

IN SHINING ARMOUR — *The latest of war planes have to compete with the sailing ship and the vintage auto, in modern hobby kits. Keith Brown, 12, of Barclay School, Montreal, goes back one step further, and specializes in knights of old, assembled from plastic parts. Here he puts the finishing touches on a paint job that's judged good enough to remain on permanent display before customers of the Camera and Art Shop of Montreal's north end.*
(Photo by the author.)



To help you
with that
Xmas shopping list . . .



INEXPENSIVE

GOOD BOOKS

FOR YOUNG FOLKS

THE FOLLOWING list is not the very latest word in book lists for youngsters — but then the latest hasn't been published yet. It is, however, one of those rare lists that leads us to good books which are not priced beyond the reach of all but the very wealthy. Not every book or department store has each of these titles but you will find most of them in almost any such store.

AUTHOR	TITLE	PUBLISHER	PRICE
FAMILY LIFE STORIES			
Reading Age — 7 years Kinert	Little Helicopter	Macmillan	\$.65
LaRue, Mabel G.	Tiny Tousey's Birthday	Nelson	1.45
Vallance, Rosalind	Jimmy and Roger	Clarke Irwin	.95
Wilson, Richard	Another Story Please	Nelson	
Reading Age — 8 years Lovell, Dorothy Ann	Shadows on the Stairs (short stories)	Clarke Irwin	1.75
Williams, Ursula	Adventures of Anne	Clarke Irwin	.85
Reading Age — 9 years Blyton, Enid	Circus Book	Latimer House	1.75
James, Grace	John & Mary at Riverton	Muller Ltd.	1.75
Perkins, Lucy	The Filipino Twins	Clarke Irwin	2.00
Reading Age — 10 years Barne, Kitty	Family Footlights	Dent	2.00
Brooke, Jocelyn	The Wonderful Summer	Longmans	2.25
Enright, Elizabeth	Thimble Summer	Farrar	2.50
Fidler, Kathleen	Brydens at Smugglers' Creek	Ryerson	1.75
Seredy, Kate	The Singing Tree	Clarke Irwin	2.25
Spyri, Johanna	Heidi	Nelson	1.50
Streatfield, Noel	Children of Primrose Lane	Collins	1.50
Streatfield, Noel	Painted Garden	Collins	2.50
Travers, P.L.	Mary Poppins		2.49
Reading Age — 11 years Barne, Kitty	Dusty's Windmill	Dent	2.00
Vipont, Elfrida	The Lark in the Morn		2.00
Reading Age — 12 years Robinson	A House of Their Own		1.35
Treadgold, Mary	The Polly Harris	Clarke Irwin	2.00
ANIMAL STORIES			
Reading Age — 7 years Bannerman, Helen	Little Black Sambo	Clarke Irwin	\$.75
Egan, Constance	Epaminondus and the Puppy	Collins	.65
Gag, Wanda	Millions of Cats	Copp Clark	1.55
	Nothing At All	Copp Clark	1.70
Turlay, Clare	Marshmallow	Harper	2.50
Reading Age — 8 years Albra, P.	Winkie, the Grey Squirrel	Oxford	1.35
Atwater, Richard	Mr. Popper's Penguins	Little, Brown	3.25
Baker, Margaret	Three for an Acorn	Dodd, Mead	1.50
Reading Age — 9 years Blyton, Enid	Brer Rabbit Book	Saunders	1.85

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*A gift to yourself
as a parent might
be selected from . . .*

A CORNER OF A PARENTS' BOOKSHELF

OVER THE years Dr. S. R. Laycock has recommended some very fine reading for parents. We have delved back eighteen months or so to an excellent list he annotated and have come up with the following few items for the reader's consideration as well as for that of the Chairman of any Association's Parents' Bookshelf. This may be worth your time to skim over.

Working With Youth Through the High School P.T.A. — 40 cents from the National Congress of Parents and Teachers, 700 North Rush St., Chicago, Ill., U.S.A.

Deals with the values, types of programmes, and ways of providing leadership in the High School Parent-Teacher (Home and School) Association.

Socio-Guidance—50 cents each from Occu-Press, 489 Fifth Ave., New York 17.

Eighteen guidance playlets — about ten minutes long — presenting real-life problems of adolescents in relation to their parents. Excellent as a basis for discussion in a Home and School or Parent-Teacher Association or in a High School Guidance Class. Suggested questions for discussion are included in each booklet.

A new Series in Sex Education — 1955 — Prepared for and distributed by The American Medical Association, 535 North Dearborn St., Chicago 10 and The National Education Association, 1201 Sixteenth St. W.N. Washington, D.C. 5 booklets, 50 cents each; entire series \$2.25.

- (1) **Parents' Privilege**—for parents of pre-school and primary grade children.
- (2) **A Story About You** — for children in grades 4, 5 and 6.
- (3) **Finding Yourself** — for boys and girls of approximately junior-high school age.
- (4) **Learning About Love** — for young people of both sexes (about 16 to 20 years of age).
- (5) **Facts Aren't Enough** — for adults who have any responsibility for youth that may create a need for an understanding of sex education.

An unexcelled set of pamphlets.

The Growing Family — A Guide for Parents, Edited by Maxwell S. Stewart. New York, 1955. Harpe & Bros. Price \$3.50.

The chapters in this book have appeared earlier as Public Affairs Pamphlets under such titles as, **Having a Baby**; **Enjoy Your Child, Ages 1, 2 and 3**; **Three to Six, Your Child Starts to School**; **How to Tell Your Child About Sex**; **Understanding Your Child — From 6 to 12**; **Comics, Television, Radio and Movies — What Do They Offer Children?**; **Keeping Up With Teen Agers**; **Mental Health is a Family Affair**. Simply and interestingly written.

An English Handbook by M. H. Scargill, Toronto, 1954, Longman's Green & Co. Price \$1.25.

Parents who would like to help their children to speak and write better English would find this handbook very helpful.

(continued on page 24)

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**PRESIDENT
RUNA WOOLGAR**
points out that

PROBLEM SOLVING IS BIG BUSINESS

Mrs. Woolgar reports—with lively humour and sagacity — on what happened to a Resolution passed by Federation — and the action still continuing.

HOME AND SCHOOL touches its highest peak when it uncovers a "wrong" to be "right". Shades of the Crusaders and Carrie Nation! The unleashed indignation and the power of militant parents is almost overwhelming.

Sometimes it has been lack of playgrounds — or libraries — or good school buildings — or a traffic hazard — or a senile school board. In the case of Quebec Federation, in recent years it has been neglected children outside the main Montreal area—a problem brought to the attention of the Federation board in 1954 by a perturbed Association in Magog, through their Regional Council. It's exciting to be swept up in such a tide, and amazing to watch. But where does the wave leave us?

Now, scientifically trained people, or good business men are accustomed to analyzing problems and working toward solutions. They know that method must harness madness to produce sound results — not so with many volunteer associations. Often to them, solutions spring ready made out of the challenge, and all too frequently the solution is to ask someone else to do something about it.

We fell into this trap by asking the Provincial Government right off the bat to provide institutions for this and that; to increase the number of Social Welfare Courts and to ask Associations to support branches of a particular agency which was chartered (like most of the agencies in this province) to operate provincially, but in effect was confined to the Montreal area by limited finances. Even before these resolutions were mailed, a lawyer told us they were impossible to implement. We had spoken too soon and probably too loud.

The process of problem solving, of course, has its own logic, its own step by step development. Let us, for argument's sake, take one such outline as a check on our own actions. The first step would be to define the

problem, the second to make preliminary observations and to collect information; the third to analyze the data and relate it to the problem; the fourth, to pose possible solutions, fifth, to try out the most promising ones. Sixth step, check the results and lastly, be prepared to scrap, alter, change or even to start again.

Well, we did define our problem . . . somewhat. We focused on neglected children outside Montreal. What did we mean by neglect? We weren't certain. Malnutrition, certainly; but we thought emotional neglect should come into it too; probably retardation because of emotional disturbance also. Possibly the first sign might be truancy. It was rather hazy but something to work on.

Step 2 we rated full marks on. A survey during the next year taken in many consolidated schools, revealed a distressingly large number of children suffering from *all* the handicaps mentioned above. Lots of information here. A great mass of useful background material flowed also from a Youth Protection Committee set up by the Montreal Council of Social Agencies on which Quebec Federation was represented — Information about courts, protection schools, foster homes, adoption, lack of probation officers and, outside Montreal, the almost total lack of social welfare services.

We didn't pay enough attention to Step 3. If we had, some time would have been saved. We continued gaily interviewing anyone who had any day to day contact with the children we were worried about. During one such interview with a school supervisor (who incidentally had one school wherein he estimated 40% at least of the children as needing a mental health treatment, not to mention clothes and food), we met the county health nurse, who brought a valuable gleam of light. The relationship of troubled parents with public health nurses is excellent, better

very often than with teachers or principal . . . providing a point of contact for advice and support. There had been a "health" category in the original survey, which should have steered us straight to public health nurses, if we had been on the ball.

At this stage, masses of information lie undigested in whirling brains and on untidy desks. A point of saturation is reached, with hoped for solutions and the committee mired completely. Then begins the sorting, and re-sorting, the categorizing and shuffling of data, till some kind of pattern emerges, or rather facts suddenly fly into clusters around central points of emphasis which act like magnets. Light dawns, and hope revives. For the Quebec committee the central themes were these :

1. Extreme cases of emotional neglect :
 which would benefit from more Social Welfare Courts.
 from treatment facilities.
 from Social Welfare assistance.
 from more institutional care.
2. Not so serious cases :
 which would benefit from early detection and help.
 from remedial teaching.
 from Family Welfare type assistance.
3. Cases of predominantly physical neglect:
 which would benefit from intelligently administered donations and from adequate health services.
4. Lack of consolidated information on referral facilities and widely scattered and inadequate treatment centres; and on possible Government assistance (which then was administered by several Govt. Depts. and has recently been centred under the jurisdiction of one Dept.)

The analysis had brought some possible solutions right along in its wake almost automatically, leading into Step 4. Obviously, solutions would have to be handled by various authorities, but there were some which were definitely the responsibility of Home and School. These were referred to Associations for action, e.g.

1. Investigation of the adequacy of school health services.

A complete, factual "Report of Committee on Family Welfare Problems Outside Montreal" by Mrs. Woolgar has been furnished the President of each Association — ask about it.

2. Initiation of community committees to coordinate charitable endeavours, to assess the need of neglected children in that area, and to urge the formation of some type of social welfare agency. Actually, this suggestion has been carried out already by Magog, the original community concerned, and is showing some promise. One of the values of community investigation BEFORE the formation of any type of agency is shown by the fact that the agency we had chosen to endorse earlier, proved not to be the most effective one. We hadn't assessed local community needs correctly, in fact we just guessed !

To various authorities we recommended the following :

1. To large central school boards, the in-service training of teachers in mental health, such as is currently in operation in two Boards with the co-operation of the staff of the Mental Hygiene Inst. of Montreal, to help teachers who graduated before the present mental health training was included in the Teachers Training College courses.
2. To the Provincial Government, to in-

(continued on page 16)

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Make it

a Musical Christmas

CAN YOU picture Christmas without music? The very atmosphere seems to sing, reflecting the special warmth of Christmas carols and the togetherness of family and friends who give tribute to the Christ Child in music and song.

Christmas music this year will play a bigger role than ever before in the family scene, according to the American Music Conference. These experts tell us that several million children in schools all over America now have the opportunity to learn music by actually playing everything from kazoos and recorders to saxophones and pianos — beginning in kindergarten, no less. These youngsters are not only able, but eager, to be included in the family's Christmas music fests.

The preferred spot on the list of all family Christmas music-making goes, of course, to the beloved carols of the Holy season. The story of the Christmas carol and of how it came to be an American tradition is an old and fascinating tale.



December, 1957

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Quebec Home and School

The Christmas carol was born, it is said, in 13th century Italy. It was St. Francis of Assisi who created the original manger scene representing the birth of Christ, and his friends gathered around the replica of that first Nativity to sing songs of the great Gospel tale of God's love for man. Thus was the narrative of St. Luke dramatized in song, and the simple carols to the Christ Child spread rapidly throughout Europe.

Although we treasure the carols handed down from other parts of the world, America itself has contributed some the world's best-loved Christmas songs. The sweet verses of "O Little Town of Bethlehem" were written in 1868 by an Episcopal clergyman who loved children. The Rev. Phillips Brooks, who later became Bishop of Massachusetts, was pastor of Holy Trinity Church in Philadelphia when he made the visit to the Holy Land that inspired the words of the famous carol, a favorite of children everywhere today. The melody for "O Little Town of Bethlehem" was composed by Lewis Redner, organist and superintendent of the Sunday School at Holy Trinity.

Several American carols were composed by the Rev. John Henry Hopkins, Jr., of Christ's Church in Williamsport, Pa. Words and music for the most famous of these, "We Three Kings of Orient Are," were written in 1857.

The "Three Kings" are not clearly defined in the Bible's version of the Magi, but rather have come down to us through legend and tradition. As the legend goes, Melchior, Caspar and Balthazar, guided by the Star of Bethlehem, arrived on the Twelfth Night to pay homage to the new-born King. Melchior, diminutive king of Nubia, presented a gift of gold, signifying Christ's Royalty. Caspar, king of Chaldea, gave frankincense to symbolize Christ's Divinity; and Balthazar — tall, black-skinned king of Tarshish — gave the babe the gift of myrrh, representing Christ's suffering. This great legend serves to remind us today that Christ and Christmas are not bound by limitations of national borders or of race.

The words for another favorite, "It Came Upon the Midnight Clear," were first published in the *Christian Register* in 1850. Their author, the Rev. Edmund Hamilton Sears, was a Unitarian minister and poet who is also remembered for another carol, "Calm on the Listening Ear." The inspiration and natural beauty of Sears' poem led to the composing of the now-famous carol tune by a Boston musician named Richard Storrs Willis.

Both England and France claim the origin of "The First Noel," a true folk-song with its strikingly simple verse and imperfect rhyme. "Noel" is one of the many French words brought to England during the Norman Conquest. Derived from the Latin "natalia," meaning birth, it has gradually become associated with the birth of Christ.

"The First Noel" did not appear in print until 1833, although it was in common use in England and in Europe during the 17th century. Tradition says that the verses are supposedly sung by shepherds, and the refrain is sung by the angels.

The most widely known and best loved Christmas carol of all is "Silent Night, Holy Night." Written by a village priest of Oberndorf, Bavaria, "Silent Night" has been translated into 90 languages and dialects.

Following the blessing of a new-born infant on Christmas Eve 139 years ago, Father Joseph Mohr was returning to the town when he was reminded of the first Christmas Eve in Bethlehem. The beauty and tranquility of that holy night crept over him, and as he walked he jotted down the inspired words that were to mean so much to the world. Next morning, Father Mohr took the verses to Franz Gruber, teacher-organist of the village, who set them immediately to music.

Have
YOU
Renewed
Your Subscription
To
Quebec Home and School
Yet?

As luck would have it, the church organ was out of commission that Christmas Eve. "Silent Night" made its first appearance, therefore, as two solo voices accompanied by a guitar. The organ repairman took the carol home with him to Tyrol, where it was performed at fairs and outdoor markets by a family of singers. And thus it was that the beloved "Silent Night, Holy Night" eventually was carried from Southern Germany to the North, and from there was spread to the entire world.

Travellers have heard it in the depths of Asia, at the foot of the Himalayas, in New Zealand, and in the darkness of equatorial Africa. It is sung by Indians in South America and by Arabs in the Sudan. Perhaps the greatest rendition of all took place in a little German village on Christmas Eve of 1917, when 150 World War I soldiers from practically every nation sang together the glorious words of "Silent Night" in at least six different tongues.

The host of Christmas carols and songs, accompanied by the melodious strains of piano, violin, guitar or flute, not only help to spread the true feeling of Christmas spirit but add to the enjoyment of family holiday fun as well. Indeed, Christmas without music is all but impossible to imagine.

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There are very few gifts under the tree that can evoke more joy and pure pride of possession than the gift of a musical instrument. For the music lover, it will be a most cherished personal possession. For the novice it will provide a challenge with charm and offer countless hours of happiness and satisfaction.

As Christmas gifts, the variety of musical instruments appeals to all sizes of budgets, to all degrees of musical interest and skill, and to all age groups.

If you are thinking of things musical for under your tree this Christmas, here are a few tips from the American Music Conference that will help you in your selection: first of all, determine the use to which the recipient will put your gift; then, choose an instrument to fit both his desire and your price range.

Is it for a family gift? Many families pool the money they save for family Christmas giving to use for one important mutual gift. When they invest in a piano or small organ, they are at the same time building a new home interest and strengthening family ties.

One piano can bring the joy of participation to the entire family, become the center of fun for young people's parties, and provide a relaxing hobby for adults. It's wise to consult a reputable dealer for help in selecting such a large instrument; then, listen for resonance of tone, remembering that construction, kind of wood and skilled craftsmanship all contribute to that tone.

Keep in mind the best spot in your home for your piano or organ, and select a cabinet style compatible with the rest of your furnishings. The spinet piano may be most convenient for you because it is now manufactured in many wood finishes, both modern and period styles. Prices range from about \$495 to around \$1,500. Small electric organs begin at about \$700.

The family that already owns a piano will appreciate a new metronome, or sheet music. And for an unusually clever gift, you can have gay sheet music covers framed in the decor of the music room.

Is it a gift for a child's fun? Many of the simple rhythm and melody instruments on the market are excellent for introducing even the youngest children to the fun of making

music. Often these are given as toys, but educators are now using them as "pre-band" instruments because of their effectiveness in stimulating early musical interest.

If you bear in mind the size of the child and his ability to pound or blow, you will select colorful drums and rhythm sticks for very tiny children, and tiny ukuleles and plastic flutes for fours and fives. These instruments can be had for less than \$5.

Is it for teen's recreation? All teen-agers enjoy easy to learn and play instruments like the guitar, as background for song sessions. Guitars with quality workmanship that can be passed around at parties range from \$35. Electric and Hawaiian guitars start at about \$150, including electrical systems. And a portable amplifier will make the amateur guitarist feel like a real "pro."

About \$35 will purchase a new "semi-accordion" with limited playing range; the 12-bass accordion sells for about \$75, and the full 120-base starts at about \$250. If there's an accordion owner in the family, look around for extras like chromium initials, or an electric "mike" to achieve organ effects.

South American rhythms will bounce off recreation room walls when young people receive one of the popular "bongo" or "conga" drums for Christmas. These sell for about \$30 each.

The love of music is universal and the variety of gift choices wide. Lean heavily on these ideas, and you'll find your Christmas shopping list will shrink in no time. Make it a musical Christmas — and a happy Christmas with benefits lasting for years to come. ●



CHOOSING A CAREER


CHOOSING A career was the topic of chief interest to a panel of Chambly County High School students who discussed a number of questions under the leadership of Professor Cuthbert G. Gifford, at a recent meeting of the St. Lambert Home and School Association. Guidance in selecting an occupation is one of the chief needs of the high school student, in the panel's opinion.

The discussion was the result of a decision of the Programme Committee of the Association that it would be of interest to have a group of high school students discuss some of their problems at an Association meeting. When this was proposed to the Principal, Mr. E. Y. Templeton, he agreed readily, provided that a suitable Moderator for the panel could be found. Fortunately Professor Gifford, who is with the School of Social work at McGill, and who is well known to St. Lambert people, accepted this task, and plans were made between him and Mr. Templeton for the meeting.

The first thought was to select a panel from the different high school grades, but the decision was reached that by concentrating on one grade — and grade XI was chosen — a broader range of students' interests might be reached. About two weeks before the meeting Mr. Templeton talked to each of the four Grade XI classes about the panel discussion and asked each one to choose six representatives for a meeting with Professor Gifford. The twenty-four students so selected met with him one week later. At this session Mr. Gavin Scott, Teen-Age Editor of the Montreal Gazette was present and he reported the meeting in a special article in the next Saturday's issue of the Gazette.

After a short explanation of the get together, Professor Gifford wrote on the blackboard a number of questions from which he thought a selection could be made for discussion at the public meeting. The first reaction was a minute or two of silence, but as soon as one of the students broke the ice, the discussion became lively and nearly all of the twenty-four participated in it. At the end of the session it was decided to select three questions for discussion at the public meeting, namely "The Need for Vocational Guidance", "Going Steady" and "The Attitude of Adults to High School Students". The meeting also chose the panel of six students whose picture appeared in the next Saturday's Gazette. The students chosen were



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Joan Gregory, Ron Stewart, Linda Cassidy, George Sanders, Kenneth Weir and Beverly Harris.

At the public meeting the Chairman first explained the background of the meeting and how the topics were chosen and the panel selected. Professor Gifford allowed between ten to fifteen minutes for the discussion of each topic with the panel and after three topics had been reviewed in this way, the meeting was thrown open to a general discussion. Participation in the discussion was very active particularly among the 150 high school students who turned out.

On the question of Vocational Guidance there was sharp disagreement between George Sanders, who considered that a complete testing of the individual by trained consultants was most desirable, and other members of the panel who suggested other means of obtaining assistance. Some thought there should be a regular member of the high school staff specialising in vocational guidance, others thought help might be obtained from professional and business men in the community. In the general discussion several men spoke, putting forward different ideas. One suggested that students should not overlook the possibility of going into business for themselves, he also thought that a father could often give his son some good advice on choosing a career. Another speaker thought that there was too much emphasis on white

collar work and that students should think of work involving manual skills. Still another warned students to retain a spark of independence and not lean too heavily on professional advice.

The discussion of "Going Steady" naturally brought a good deal of amusement, and led to Professor Gifford congratulating the panel on the forthright manner in which they discussed the question. The general feeling was that even though a couple might go together to most social functions, that they did not lose contact with other members of the group.

On the matter of "The Attitude of Adults to the High School Students" Professor Gifford began by reading a quotation from the Greek Historian Herodotus which indicated that even four thousand years ago the older people in the community were quite sure that the young were going to the dogs.

The panel thought that the community ended to judge teenagers by the actions of a few individuals who were not representative of the group. They agreed that generally speaking parents judge their own children quite fairly.

During the refreshment period after the meeting the discussion was carried on in numerous small groups. Many of those present regarded the meeting as one of the most successful the Association had had and were loud in their praise of Professor Gifford and the panel of students.

COLIN JACK

MAYBE YOU'D LIKE TO SEE AND/OR LISTEN TO CITIZENS' FORUM

ON THE Trans-Canada radio network, Citizens' Forum is head on Thursday nights - 8.30 p.m. EST. The TV series is seen and heard on Sunday afternoons at 3.00 p.m. Then, of course, the main arguments on each topic are presented and analyzed in the pamphlets prepared by the Canadian Association for Adult Education. The complete series of leaflets is obtainable in Quebec from P.O. Box 66, Station "H", Montreal.

Here's the series for the month of December:

LIFE AND LEISURE -

On the Shelf: At What Age? - TV Dec. 8; Radio Dec. 12.

What Do You Want from the Canada Council? - TV Dec. 16; Radio Dec. 19.

More Leisure or More Money: What Are You Working For? - TV Dec. 22; Radio Dec. 26.

In the News - TV Dec. 29; Radio Jan 2.

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AN OUNCE OF PREVENTION

AS EVERY parent knows, small boys have an uncanny faculty for getting their heads caught in fences, their tongues frozen to metal pipes, and their pockets crammed with strange, stray objects.

In the first two cases, results are usually no more serious than a bruised neck or a skinned tongue. The collector's instinct, however, can lead to tragedy.

Recently, a nine-year-old Montrealer was nearly blinded for life because he failed to realize the danger hidden inside some innocent looking objects which he found while playing around a construction site.

These objects were blasting caps, which are used to detonate commercial explosives. But, to the boy and his playmates, they probably looked like a special kind of fire-cracker. They were curious to see what would happen when they set them off.



Blasting caps and dynamite are essential tools for the numerous construction projects now in progress throughout our growing country. Contractors handle them without fear of injury because they are skilled in their use. But in the hands of children (or of inexperienced adults), they are dangerous to life and limb. A blasting cap is so sensitive that a serious accident can be caused by heat, a tap from a stone or hammer, or a prick

from a pin or nail.

Many years ago, legislation was enacted to govern the manufacture, handling, shipping, and use of blasting caps and commercial explosives. However, the law finds it difficult to curb the curiosity of a small boy.

There are two equally potent types of blasting cap. Each type can be readily recognized; it is a small aluminum or copper cylinder measuring about the size of a lead pencil in diameter.

One type is approximately an inch and a half in length, and has an open end, being designed for detonation by the flame of a fuse.

The other type is an electric blasting cap, and has two wires extending from one end so that it can be fired by an electric current. These caps are from two to five inches in length.

It is also important for parents and children to realize the hazards involved in the handling of explosive cartridges; these are not to be trifled with either. The cartridges are usually about eight inches in length, and about an inch in diameter. The length may be as much as sixteen inches to two feet, and the diameter may be from four to eight inches. The cartridges may be covered in brown, waxed paper, or encased in a cardboard tube.

Blasting caps and dynamite cartridges should never be touched by inexperienced hands — not even with a ten-foot pole! Anyone finding them should give them a wide berth, and report their location immediately to the police or some other authority. Wise parents would be practicing an ounce of prevention for their children, if they declared construction sites strictly out of bounds at all times.

AVAILABLE — FREE OF CHARGE

In addition to posters, Canadian Industries Limited has other literature available on request to it, Box 10, Montreal. Moreover, "Blasting Cap Danger", an entertaining sound and colour film, has been produced especially to appeal to children.

It dramatically depicts the danger of playing with blasting caps and gives practical suggestions for avoiding accidents from this source. 16mm. prints of this film are available on loan on request to the Motion Picture Section, Canadian Industries Limited, at the above address.

MATAPEDIA HOME AND SCHOOL ASSOCIATION

THE FIRST general meeting, 1957-58 term, of the Matapedia Home and School Association was held in the Intermediate School on Monday, September 23rd, 1957, with the President, Mrs. Bliss Gregoire, in the chair. About thirty members and guests were present and were welcomed by the president, after the singing of O Canada.


The recording secretary gave a summary of the last two general meetings and four executive meetings. Mrs. Hannibal Hoar, Chairman of the Insurance Committee reported that sixty-six of the one hundred and thirty pupils had already registered for Student Accident Insurance. Mrs. Norman Lyons has twenty-nine members, a total of twenty-six family belonging to the Association. It is hoped that by 1958 the membership will have doubled.

The Principal, Mr. Gordon Adams, spoke to the parents for a few moments and then

the programme — Question Box was conducted by Mrs. Rae Irving. Questions were answered by Mr. Gordon Adams, representing the school; Mrs. Bliss Gregoire, the Home and School; and Mr. Wheeler Adams, the parents. Some questions as "How long should a child study?", "How much help and supervision should a parent offer in connection with homework?", "How could more parents become interested in Home and School?" and other helpful and interesting questions were presented and answered by the panel.


Miss Janet MacQuot, Quebec Women's Institute Technician of the Department of Agriculture was introduced by Mrs. Gregoire and gave some helpful hints on "Lunch Box Briefs". Recipes and pamphlets were distributed to all as over eighty-five percent of the pupils attending the Matapedia Intermediate take their lunch to school. Mrs. Hannibal Hoar, thanked Miss MacQuot for the interesting information given.

Mr. Gordon Adams, Mrs. R. James Fraser, Mrs. Rae Irving, Mrs. Malcolm Gregoire and Mrs. William Pratt served a dainty lunch with a most refreshing cup of tea. ●



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(continued from page 9)

crease the number of Social Welfare Courts and the number of probation officers. (This was a repeat, for obvious reasons.)

The co-operation of the Montreal Council of Social Agencies was sought and obtained in the printing of a booklet listing referral agencies in Montreal, treatment centres, Government legislation pertaining to youth etc. This to be distributed to School Supervisors and others who have responsibility for referrals. Draft copies have been shown them and the project has their enthusiastic support.

That left some areas with not even tentative remedies. We are not yet ready to sug-

gest anything on remedial teaching, and the matter of institutional care is presently under review by the Government Department concerned. To them we are expressing our views for consideration.

Steps 6 and 7? Don't hurry us. After three years' work we are moderately satisfied. At least we can see dimly where we hope to travel. Taking into consideration the inevitable time lag before action percolates down into Associations from any Federation Board recommendations, we hope to be able to report widespread results somewhere about 1967. Certainly patience, planning and co-ordination must be part of the method which harnesses the madness. Problem solving is big business. ●

(continued from page 5)

Ideally, a child's hobby interest broadens and assumes new overtones as he matures. The boy who whetted his skills on plastic planes may be trying his own ideas on powered models. The stamp collectors, who began with famous men on commemoratives, perhaps is specializing in the philatelic material of one dictatorship, or the influence of some historical event, as recorded on stamps. Few hobbies are truly "outgrown". Rather, the interest in them lags for not being given the opportunity to grow with the boy.

The young craftsman who works in wood or metal deserves, over the months, tools to keep pace with his developing skills. The boy or girl with the stamp album or coin folders needs a catalogue and a subscription to a good hobby magazine. A new filter (how inexpensive!) opens up new fields of discovery for the camera fan. Interests must go forward, or the precious spark of enthusiasm may be lost.

That "one of the gang" spirit that rears up in pre-adolescence can leave a hobby deserted for "street corner society", but needn't. The stamp club or crafts shop of the neighbourhood youth centre provides all that "feeling of belonging", and opens up new maturer vistas in the hobby. Stamp trading can have a great deal in common with the give-and-take of mature life. Running a meeting, behaving in a group and respecting others take on new importance in a field in which a child knows he belongs.

The value of any hobby grows as the hobbyist finds out more about it, through his reading, his association with others, and — that oldest teacher of them all — through trial and error as he develops his interests and skills.

Hobbies once were classed with childhood toys, things to be enjoyed and put aside. Today, with more leisure at the disposal of more strata of society, with the adult world discovering that sitting back and being entertained brings little of the satisfaction of sitting up and doing, hobbies have a place in everyone's growing and living. Your child needs something to bring out those latent skills and habits and tastes, to offer that feeling of accomplishment and pride in doing and possessing, perhaps to add a measure of increased pleasure and contentment to a lifetime of leisure hours.

Certainly, the whole subject would seem to merit investigation and careful thought. ●

in your Association to studying the material available from Mr. Al. Hasley on Teacher Recruitment. This material has been set up by a national committee of the Canadian Teachers' Federation, the Canadian Association of School Trustees and the Canadian Home and School and Parent-Teacher Federation, the latter acting as chairman.

Even controversy can be explored rather than played down or ignored, and if the bare bones happen to be a skeleton in a closet, the exposure would be far less disturbing if the door were opened by the three hands of Board, Staff and parent. ●

the need for the in-service training of teachers in Mental Health. You may remember that our own Annual Meeting last May sent a resolution to School Boards asking them to consider just this topic. Many people I met stressed again the need for a close working relationship between School Boards and public. That's us. I doubt if all Associations outside Montreal and Quebec City send delegates to their School Board meetings, or ask the Board chairman to Home and School meetings to present plans and problems; but it is an idea worth thinking over, as a first step. A second might be to give some time and possible solutions can be undertaken in committees of teachers and parents, on a local or provincial level, to plan for action. Slow motion action, I must admit. But school Boards are approachable people (probably they are parents too), city councils listen to reasonable requests, if they are not too expensive, and all kinds of "authorities", even governments, cock an ear to well presented pleas — over a period of time. We don't have to be cut off from the policy making levels. Certainly Home and Schoolers can be salesmen for education, if they know their product.

The second organization was the Quebec Association of Protestant School Boards meeting in Granby, where we heard a talk on

(continued from page 3)

A good solid femur would be to give educators a platform before Home and School audiences; to encourage them to speak up about the gaps and hurdles as they see them. To ask for explanations of the successes and accomplishments of new methods. Get them a good press. Many teachers are reticent and would be unwilling to so expose themselves, so it wouldn't do to press too hard. But there are many who could provide facts that we need to cut down the uninformed criticism of teaching training, curriculum and of teaching methods. If, then, criticism appeared warranted, more intensive marshalling of facts

HOW DOES YOUR ASSOCIATION RATE?

In addition to being President of an Association and Treasurer of National Federation, Mr. Price due to having been the key worker in Federation for many years is known to thousands as "Mr. Home and School".

HERE ARE ten simple check questions you — the member — may apply to your local Association to determine how it rates as an active home and school body carrying out the aims and objects of Home and School:

1. Is your Association alive to the school curriculum and its purpose? Or does it assume that the curriculum is unchanged from the days when most of its members were themselves in school? Or does your Association apparently just not care?

2. Does your Association operate on the understanding that education is something involving only the school teachers? Or that parents, the church, and other community organizations are equally involved, too?

3. Is your Association's program centred about the child — at home and at school? Or is it devoting its attention to something else?

4. Does your Association feel it is its duty to raise money for school equipment that may be non-essential but nevertheless desirable?

Or does it rather try to persuade the School Board to include it in its budget?

5. Is your Association in contact (formally or informally) with other community organizations that concern children? Or is co-operation not feasible?

6. Are all the teachers on the school staff members of your Association — and active? Or do they not feel welcome?

7. Does your Association's program consist of five or six general meetings a year — and nothing more? Or does it sponsor other educational activities for parents and pupils?

8. Does your Association enlist the Principal's help in distributing membership cards to all parents — and in collecting their fees? Or does your Association try to do it all at the first general meeting?

9. Do your Association's meetings give parents and teachers the opportunity to discuss and solve problems that concern them? Or does the program consist of having just a speaker or a film, with little or no time left over for discussion?

10. Do older children in your school, pre-adolescents and adolescents, share in home-school relations in ways appropriate to their age? For example, in planning for teacher's visit to their home — or conferences regarding their work and behaviour? ●

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of vital importance
to parents and to
high school students in*

IS A UNIVERSITY DEGREE IMPORTANT?

Dean Andrew, who is Deputy to the President, University of British Columbia, gave this sage advice in a radio talk over CBC this Spring.

I have been asked to discuss the roles played in Canadian life by men and women in professional fields other than technical, to stress, that is, the importance of the arts and humanities, social sciences and other related professions. This I am very happy to do, for as a university teacher, I have frequently young men and women come to me to discuss their programs of study and their future aims when they are not clear in their own minds that their interests coincide exactly with established professional studies. They may be preparing for a university program leading to engineering, law, or medicine, but they are not sure whether they want to practise engineering, law or medicine. They are interested, perhaps, in some aspects of the practice, but they may also be very much interested in research or administration or politics, or in interpreting the findings of these professions to the public at large. They want, in short, a career that is not entirely professional practice. Sometimes it would appear that the answer is that they should start with professional practice, and branch out into other aspects of their interests as time and opportunity afford.

On the other hand, I, like many other people, am conscious of the fact that a great many of the leaders in our national life are people who have prepared themselves consciously or unconsciously for a career which does not fall into any of the professional categories. The fact is that there is in a free society and a free economy such as ours a very considerable freedom to move around within related kinds of work, and this makes possible the use of a general education in a variety of fields of activity. The general education must not, of course, be so general that it does not add up to any body of knowledge, and the person who pursues this kind of

education has to be willing to take a chance on finding the job to fit his particular qualifications. Not all the people who pursue this type of education will, of course, end up as leading figures in the national scene. The matter is more one of what gives satisfaction to the individual, than of aiming at a specific career objective.

So far what I have said has been in general terms, but who are these people, what are they trained for and what do they do? A few examples will perhaps illustrate my point. The first is from public life — a man whose career is well known to many Canadians—Lester Pearson, the Minister for External Affairs. He studied history at university, and according to him, played a lot of baseball. He became a university teacher, joined the Civil Service, entered politics, and has played a distinguished part on the international stage. He has had a career in non-technical fields, based on studies in history.

Another example, from business this time, Dr. A. E. Grauer, President of the British Columbia Electric Company, who studied economics and law, became a professor of the social sciences at Toronto University, before entering the large public utility he is now president of.

Another that I know has had a satisfying career in newspaper work, teaching and politics, all based on a general arts education in the social sciences. The present Deputy Minister of Welfare in the Federal Department of National Health and Welfare, Dr. George Davidson, started off his career as a brilliant student of classics.

The Common Denominator

One thing all these people have in common is a demonstrated interest in human and social relationships. This is exactly what one would expect from people who have studied

the humanities and the social sciences. The study of subjects like history, sociology, economics, philosophy, political science, language and literature does not, of course, create an interest in human and social problems. People who are primarily interested in human and social problems tend to study such subjects, and the subjects deepen and broaden their understanding of the problems. There are many satisfying careers to be carved out, based on the liberal arts program at the university, and there are many young men and women coming to the university who say to me, in effect, what one young man said recently: "I didn't know what I wanted to do when I finished school, so I went to work. I worked in the woods for seven years and liked the work, but during that time I became more and more anxious to learn more about myself, other people and what they think. I decided to come to university so I enrolled two years ago. The first year was hard slugging because I was rusty, but it was fun. The second year was terrific! I still don't know what I will do — I may go into teaching or personnel work, or social work, but I am not very worried. I am having the time of my life learning, and nobody can take away the joy of learning."

I don't know what this young man will do, and it doesn't matter — what I do know is that whatever he does, he will make a worthwhile contribution to society and will also have the personal resources not to care too much if the world is not as kind as it might be. My own tendency as a university teacher is to advise young people to find out what gives them most satisfaction in their studies, to find out what they do best at, to pursue those studies, and then and only then find out how they make a living at what they like to do. This advice will lead a great many people into a clearly defined professional field, technical or otherwise. It will, on the other hand, lead others to study both law and social work, others still, literature and philosophy, or history and anthropology, still others economics and political science. Having studied in these fields, if they have studied successfully, they must then face the working world with skills which do not add up to recognized professional qualifications. They still have to prove that their skills are a marketable commodity, and as a consequence they are likely to be a little later finding their niche in life than those who have worked for a straight professional ticket.

The Interpretive Professions

Most frequently people with such qualifications gravitate for a time into one or

other of what might be called the interpretative professions — those that I have referred to in my case histories — teaching in the university or high school, working on a newspaper, or in radio or television, in the civil service, politics, or other aspects of public affairs, or business and industry, on the human or public relations side. One reason why universities have been slow to develop schools of journalism or schools of communication, or indeed many applied fields of humanistic and social scientific studies, is because there is no general agreement on what kind of academic training best leads to a career within these interpretative professions. Both the requirements and the qualifications are very various. A good newspaper reporter or a good politician, or for that matter a good high school teacher, should know something of history, economics, philosophy and literature. He should be able to express himself accurately, clearly, and if possible, colourfully. He should in addition have some special field of interest. The rest he can learn on the job. What I call the interpretive professions are to a considerable extent interchangeable. They are also in a very real sense the group that binds society together, that interprets each to other — they are, in fact, our social cement.

This would, however, still seem to be in our society an area in which individual quality is more important than standard qualifications. In addition to these interpretive professions, there are also relatively undefined areas between the recognized professions, the proper education for which is likewise ill-defined. I could refer here to the areas between social theory and law, or social welfare and medicine, or those areas surrounding the social implications of technological change. In such areas there is no package deal in the university curriculum. The individual must still be led by his own curiosity and his own desire to find personal satisfaction in pursuit of an area of study and its application. New professions are only created by social pioneers.

As I have already indicated, a number of our national leaders in business and industry and government and public service, have been social pioneers in the sense that they trusted their native curiosity to lead them to their career objectives.

Original studies in such fields as philosophy, history, classics, have led to shorter or longer periods of service in industry, in government, in teaching, in the military services during the war, and each of these experiences would seem from the progress of

the career to have contributed something by way of experience to their qualifications for their present positions.

Satisfaction in Work Done

In the same way, some of the most contented people I have met are those who, if they have not found eminence, have at least found satisfaction in pursuing lines of study and occupations which fall outside the professional field, but which have been providing the individuals concerned with the rewards of individual interest and personal absorption in the work they are doing. These are the people who provide the leadership in most of the voluntary organizations, which are the very essence of a free society.

Today there are very strong social influences tending to make young people feel that they should have decided on their profession by the time they come to university, and the profession should be one clearly recognized because they cannot afford to "shop around", as they say, during the process of their university career. This point seems to me essentially anti-educational. A certain amount of shopping around and a good deal of self-discovery, is an essential prerequisite to an education which means what it should mean in self-fulfilment and self-realization. There are, in short, lots of opportunities in the gaps between the professions, for those who want to focus their education on their own personal intellectual curiosity, and their own sense of social need. It's a commonplace to observe today that we are living in an age of great technological change. It is less frequently noted that we are also living in an age where social and human implications of technological change are equally revolutionary.

Canada in its relatively short life has a remarkable record of achievement in many of the sciences and applied sciences. A good deal of the impetus to scientific development has been provided by the National Research Council, by industry, and by government grants in such fields as health and welfare, agriculture, fisheries, etc. This is one of our marks of national distinction. Our first problems as a people, were those of inhabiting a northern continent and learning how to live in it, on conquering the problems of our geographical area and building physical communications. This work is, of course, not in any sense completed, and increasing numbers of people need to be attracted to develop and pursue the gains we have already made.

Other areas of our national life have, however, suffered from relative neglect, and this

was a matter of public record, forcibly and vigorously made by the publication of the Massey Report on the Development of the Arts, Letters, Humanities and Social Sciences in Canada.

Help and Encouragement

This year the Federal Government has set up a Canada Council for the encouragement of the Arts, Letters, Humanities and Social Sciences, and it is expected that as a result of this move there will be more money available in the form of scholarships, loans and grants, to encourage young people to risk a career in these areas, and also to provide them with some minimal support such as has been provided to young scientists by the National Research Council Awards.

Quite apart from the encouragement of creative and artistic activity there is at the present time an urgent need for more people to devote themselves to study about the social and human implications of industrial change, the social and human implications of modern systems of communication, and the social and human implications of the shrinking world society. These areas of study are still too new to be regarded as professional studies, though some of the established professions are expanding their offerings to try and embrace some of the more urgent aspects of these studies. Our young people, as anyone who is teaching in the university will be glad to corroborate, are still as willing to accept the challenge to explore new areas of interest and activity as ever they were, provided society at large and the counsellors in schools in particular do not impress on them the need to make up their minds about their future professional activity before they have had a chance to explore these new areas which have not yet become professionalized. To many of our young people the best career advice we can possibly give is "Don't choose a profession, but follow your interest and find your profession." ●

Do you want to work

on a committee?

See page 24 for

the list of

Federation's Committees.

THE FACTS OF HEALTH

THE HEALTH of the nation is the wealth of the nation — and it's largely up to US as parents.

While health is a national problem, it is still of individual concern. As the parents of the nation it is evident that we must be leaders in the matter of help care. There is a growing tendency to lean on others, and to wait to be taken care of and told what to do. Canada is wealthier in terms of income than ever before, there are more washing machines and automobiles to make living easier and more pleasant. Canada ranks third among the nations of the world in world trade — and eleventh in infant mortality. Why should this be? A frightening apathy has developed. The Health League of Canada points out, the attitude of self-help seems to be on the wane, and we are paying out for drugs and cure rather than for prevention. Oddly enough, we seem proud of the fact that 70,000 new hospital beds have been added in the last ten years, rather than horrified that we should need them.

Foundation of The Health League of Canada is a strong body of committees formed by laymen and specialists in the fields of child and maternal care, geriatrics, alcoholism, fluoridation, pasteurization, industrial health, immunization, nutrition, hygiene for food-handling, and artificial respiration. From the work and recommendations of these picked committees arises information which is prepared and sent to Canadians via all media of communications — the press, radio, television, forums, and public addresses, informing Canadians in all walks of life from one end of the country to the other. The League sparked toxois against diphtheria, pasteurization of milk, and, more recently, fluoridation.

Did You Know?

If all the milk bottles containing the unpasteurized milk consumed in Canada just last year were laid end to end, it would take 3 years and 3 months to walk from one end of the line to the other, going 5 miles an hour, and walking steadily through night and day with no stops.

Only Ontario and Saskatchewan have province-wide compulsory pasteurization laws. Last year Canadians consumed 846,878,850 quarts of unpasteurized milk, which can carry

the germs of bone tuberculosis, septic sore throat, undulant fever, typhoid fever and diphtheria.

There was a rise of 250 per cent in the rate of first admissions to Canadian mental hospitals for alcoholism with and without psychosis between 1945 and 1953. In Ontario alone, between January, 1948, and May, 1953, 6,300 persons were treated for alcoholism. An alcoholic runs three times the normal risk of death.

400,000 babies are born each year in Canada, and of these, 10,000 are born with no medical assistance. In the first year of life, 13,841 babies die. Of these, 8,348 die in the first four weeks of life. Canada still ranks eleventh among nations in infant mortality.

Only 35 per cent of the Canadian population receive dental care of any kind in any one year. At that, Canadians spend over 72 million dollars on dental care annually. The use of fluoridated water would prevent as much dental disease as the total number of dentists now in Canada are able to treat.

More children in the 5 to 14 year age group die by accidents than by all 9 principal diseases combined. The main causes of death due to accidents from birth to fourteen years of age rank in this order: Motor vehicles, drowning, fire and explosions, poisonings, falls.

HEALTH WEEK IN CANADA

Let's support The Health League of Canada in its work of helping us as parents look after our children and ourselves. For information in connection with observance of Health Week, write the Health League of Canada, 914 Sun Life Building, Montreal, Que.

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(continued from page 6)

AUTHOR	TITLE	PUBLISHER	PRICE
Disney, Walt	Bambi	McLeod	.75
Leaf, Munro	Ferdinand	Macmillan	2.00
Reading Age — 10 years			
Cumming, Primrose	The Great Horses	Dent	2.00
Harnett, Cynthia	Getting to Know Dogs	Collins	2.75
Jean, Angela	Harry, the Peke	Macmillan	1.50
Kelway, Phyllis	The Otter Book	Collins	1.50
Lloyd, Owen	The Call of the Cougar	Clarke Irwin	
O'Brien, Jack	Silver Chief	Grosset	1.50
Salten, Felix	Bambi	McLeod	.75
Reading Age — 11 years			
Bagnold, Enid	National Velvet	Penguin	3.00
Charlton, Moyra	Patch	Methuen	2.25
Dawson, A. J.	Finn, the Wolfhound	Grant Richards	2.00
Golden, Gourse	Older Mousie	Saunders	2.25
Reading Age — 12 years			
Heyerdahl, Thor	Kon-Tiki Expedition	Nelson	2.00
Knight, Eric	Lassie Come Home	Winston	2.75
Seredy, Kate	The White Stag	Clarke Irwin	2.25
Whitlock, Ralph	Cowleaze Farm	Longmans	2.50
Wilcox, Barbara	Susan at Herron's Farm	Oxford	1.75
BIOGRAPHY			
Reading Age — 11 years			
Boylston, Helen	Carol Goes Backstage	Clarke Irwin	2.50
Fabre, J. H.	The Insect Man	British Book Service	.90
Zinkeisen, Anna	Prelude	Oxford	2.50
Reading Age — 12 years			
Abraham, C. H.	Prelude	Oxford	\$2.50
Doorly, Eleanor	The Radium Woman	Heinemann	
Edwards, Kenneth	Men of Action	Collins	3.25
Evans, Edward	South with Scott	Collins	1.25
Forbes, Esther	Johnny Tremain	Nelson	1.90
Malvern, Gladys	The Dancing Star	Collins	2.50
Strong, L. A. C.	The Man Who Asked Questions	Nelson	.90
Trease, Geoffrey	Sir Walter Raleigh	Methuen	2.25
HISTORY			
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Denison, Muriel	Susannah at Boarding School	Dodd	
Kent, Louise	He Went with Marco Polo	T. Allen	3.00
Lee, F. H.	Children's Book of Heroines	Clarke Irwin	.50
Reading Age — 11 years			
Priestley, M.	The Ring of Fortune	Faber	2.25
Reading Age — 12 years			
Golding, H.	Wonder Book of Daring Deeds	Ryerson	3.25
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Steedman, Amy	Our School Saints	Jack	
Van Loon, H. W.	The Story of Mankin	Garden Publisher	2.49
ADVENTURE & TRAVEL			
Reading Age — 10 years			
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Holling, C. H.	Sea Bird	Allen	3.50
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Reading Age — 11 years			
Cheesman, Evelyn	Camping Adventure on Cannibal Islands	Clarke Irwin	1.75
Cheesman, Evelyn	Marooned in Du-Bu Cove	Clarke Irwin	2.00
Gates, Elizabeth	Young Traveller in U.S.A.	Dent	1.75
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Graham, E.	More Travels and Adventures in Mongolia	British Book Service	1.50
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Ransome, A.	Peter Duck	Clarke Irwin	2.00
Rush, William M.	Yellowstone Scout	Longmans	2.00
Wyss, J.	Swiss Family Robinson	Oxford	2.00

Does YOUR Association

Subscribe 100% to Our Magazine?

The Story of You by Edgar A. Cockefair and Ada Milam Cockefair, 1955, Milam Publications, Route No. 2, Madison, Wisconsin, Price \$2.00.

This book, a nice blend of sentiment and physiology will help pre-school and primary grade children to find an answer to the question "Where did I come from?"

Understanding the Other Sex by Lester A. Kirkendall and Ruth F. Osborne, Chicago, 1955, Science Research Associates, 50 cents.

A Life Adjustment Booklet to help high school students to improve their relations with the opposite sex.

Anticipating Your Marriage by Robert O. Blood, 1955. The Free Press, Glencoe, Ill., Price \$5.00.

An excellent step-by-step guide for young people giving them help in dating, choosing a marriage partner, engagement problems, getting married, making the marriage work, problems of parenthood and family living.

Marriage Is for Two by Frances Bruce Strain, New York, 1955, Longman's Green & Co., Price \$4.00.

This book, by a well-known writer on marriage problems, discusses the effect upon marriage of childhood conditions and restrictions and of the new status of women. It deals with problems of dating, courtship, engagement, marriage, parenthood and family relationships.

Thinking Together About Marriage and the Family by William & Mildred Morgan, New York, 1955. The Association Press, \$3.50.

Questions and readings for group discussion to guide individuals, couples and parents toward success in marriage and family relationships. Excellent for groups of young people.

The Development of Lifetime Reading Habits — A report of a conference called by the Committee on Reading Development in New York, 1954, 50 cents, from R. R. Bowker Co., 62 West 45th Street, New York 36.

Superintendents of Schools, Principals, teachers and parents, who are interested in helping pupils to develop lifetime habits of reading would be interested in this pamphlet.

These Federation Committees can help you in planning your Association activities. Ask them!

Audio Visual:

Mrs. J. W. Stewart, 31 Easton Ave., Montreal West.

Children's Leisure Reading:

Miss B. Bunting, Box 271, Macdonald College, Ste. Anne de Bellevue.

Citizenship:

Wm. Asherman, 3090 Linton Ave., Montreal.

Conference:

Mrs. J. C. Portnuff, 618 Sydenham Ave., Westmount.

Constitution:

Mrs. M. Benjamin, 720 Aberdare Ave., Town of Mount Royal.

General Health:

Dr. J. S. Smit, 4544 Wilson Ave., Montreal.

Insurance:

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

Parent Education:

Mrs. G. A. Gordon, 4847 Draper Ave., Montreal.

Program Planning:

Mrs. P. Jobin, 4647 Clanranald Ave., Montreal; Mrs. M. McCaw, Bedford.

Publications

Mrs. B. W. Stark, 3508 Walkley Ave., Montreal.

Publicity:

Don Duff, Hudson, Que.

Radio Broadcast:

Terrence Ashford, 1212 Rolland Ave., Verdun.

School Education:

George Mellen, 117 Yonge Crescent, Valois.

School Finance:

Douglas Walkington, P.O. Box 39, Hudson.

Teacher Recruitment:

A. R. Hasley, 4632 Oxford Ave., Montreal.

Traffic Safety:

A. Cousineau, 4542 Hampton Ave., Montreal.

All Committees will welcome volunteer members — write the Chairman of the Committee in which you are interested.

R

FOR JUNIOR

JUNIOR IS confined to bed with a cold or sore throat. You dose him, as the doctor has prescribed, and show him how to use an iodine gargle to soothe his scratchy throat. Now the question is: How to keep him happy and busy?

A good starting point is his favorite hobby. This is the day when he can get his stamp album or matchbook collection pasted up to date. It's also the ideal time for him to properly assort the photos he's been hoarding of baseball players and cowboys, autos and planes. And there's lots more to do, besides.

Is the patient in an artistic mood, perhaps? Coloring books never lose their appeal, especially when Mother provides hard, non-sloppy crayons. Girls can make bracelets and necklaces by stringing buttons or different shapes of macaroni, colored with food dyes. (Fashion note: an empty spool makes a nice pendant!) Pipe cleaners are excellent for small sculptors, may be easily bent into cute animals.

Pictures of animals clipped from magazines or papers and mounted on cardboard make a lively bedside zoo.

A child's favorite model autos, locomotives, or toy soldiers belong in bed, too. But don't bother setting up elaborate props or backgrounds. Impromptu effects are much more interesting. Thanks to your child's unbridled imagination, the folds in bed-covers become plains or mountains for trains, air-fields for planes, hilly terrain for military maneuvers.

You can improvise an ideal enclosed auto raceway from a grocery carton by cutting down its sides to a height of two or three inches. Then even the speedier models will keep to their course, on the bed.

Sick-a-beds have fun with mirrors, catching sunlight and flashing it around the room. If the mirror has beveled edge, a whole magic rainbow dances over the wall!

Does your child yearn to sail the even seas — and can you trust him with a little water? Then magnetically powered ships are great fun. Set a shallow glass or aluminum pie plate (iron or steel won't do) on a chair beside the bed, pouring in one inch of water for the ocean. Now take an ordinary wooden kitchen match and float it on the water with two straight pins stuck through so that the head and about one-eighth of an inch of pin show above water as smoke stacks. The rest of each pin is below water and helps steady the craft. Now the ship is ready, only waiting for power, which is provided by a toy magnet. By holding the magnet about an inch away from the match boat, your commodore can move it forward, turn it or reverse. Soon he'll find that magnetic power can even pull through the sides of the pie plate, so that the ship can be moved along the shore.

Sound can keep a sick child amused, too. Those glass wind-harps sold by Oriental novelty shops, hung at the sick-room window, will tinkle and ring busily in the lightest breeze.

One last hint: have everything possible — toys, paper, crayons, a favorite doll (bandaged or dosed up to match the small patient!) — all within easy reach. A plain basket tied to the edge of the bed makes a good toy caddy.

And now where are you? Doctor's medicine has done its work. The iodine gargle has soothed that sore throat. And Junior's day in bed has been busy and pleasant. True, nobody enjoys coughs and sniffles, but, still, he's learned there are compensations. Next time, you won't have to use force to keep him in bed.

And you have done it all without wrecking your entire day. ●



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BROWNSBURG HAS PROFITABLE YEAR

THREE MEETINGS of special interest were held by the BROWNSBURG HOME AND SCHOOL ASSOCIATION during the 1956-57 season.

On February 20th, Dr. C. Aberdeen McCabe, Representative of the Dental Hygiene League of Quebec, spoke on floridation. Special guests members of the town councils of Lachute and Brownsburg, the Protestant School Board and the Chairman of the Catholic School Commission.

On March 20th, Miss Janet McOuat, home economist with the Women's Institute, planned, "Lunch Boxes For School Children".

Our Association sponsored a Book Fair on April 12th and 13th in the auditorium of the High School. Parents and friends who bought books are asked to donate them to the school library and it is hoped by this means to augment the present library by at least 150 books. Contributions of money were also received.

Eleanor Hanson

LAYCOCK'S RADIO SERIES CONTINUES

The 15th annual CBC SCHOOL FOR PARENTS will be broadcast on TRANSCANADA MATINEE for nine Thursdays beginning November 7 and continuing through December.

Dr. S. R. Laycock, former Dean of Education at the University of Saskatchewan, will be speaker in this series which he has conducted since the first was broadcast on the CBC in 1942.

Dr. Laycock is a recognized authority on child psychology and parent education. For many years he has worked closely with the Home and School and Parent-Teacher Federation, serving for a time as their national president. He estimates that he has spoken to more than 1,000 Home and School and Parent-Teacher Associations from the Maritimes to the Yukon.

THE NEIGHBOURHOOD AND YOUR CHILD is the title of Dr. Laycock's 1957 SCHOOL FOR PARENTS on TRANSCANADA MATINEE. Questions discussed in his talks will be:

- Dec. 5 Cultural Influences
- " 12 Movies, Comics and
Broadcasting
- " 19 Street Learning
- " 26 The Policeman as Friend
- Jan. 2 Child Guidance Services

MANIWAKI OFF TO GOOD START

THE MANIWAKI Association held its first meeting of the new season on October 8th in the school auditorium. It was "Meet the Teachers" and there was goodly attendance of the parents who later in the meeting paid their fees to become members for the year.

A very interesting brief on the teachers' backgrounds was presented by the Chairman of the School Board. The new staff for the year includes Mr. Maurice Buc, Principal, from Montreal; Mr. Alonzo Adey, Newfoundland; Mr. Douglas Waugh, Fredericton; and Miss Sally McClanahan of Montreal.

A program for the year was drawn up, promising to be a very full and active season. Our first activity will be a Hallowe'en Square Dance on October 25th.

Membership fees and subscriptions to QUEBEC HOME AND SCHOOL were carried out, 80% of members subscribing to the Magazine when paying their fees.

We are pleased to note that over half of the children attending school are enrolled in the insurance plan.

Refreshments were served by the Social Committee at the close of the meeting. ●

(Mrs.) DOROTHY MILES

(Editor's Note: Bless Maniwaki! Mrs. Miles' official post is "Magazine Editor" and Maniwaki always has kept us posted on their doings. We wish every Association had a like officer!)



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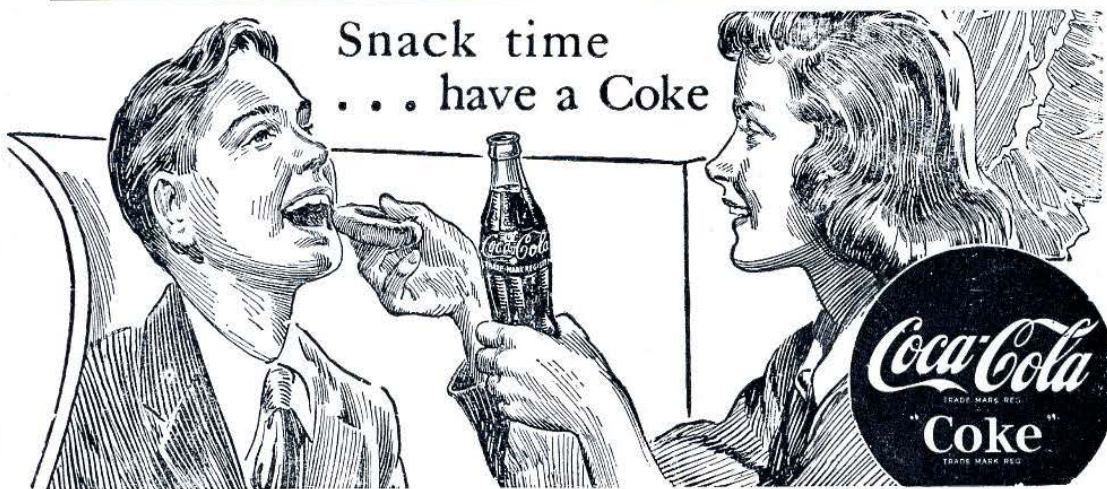
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ONE YOUTH'S PHILOSOPHY

"A lot of people will give a fellow a lift if they see that he is going some place." So Tom remarked when we set him down on the road to Toronto as we turned off on the road to Ottawa. He figured it was better to be definitely on his way than to wait at the toll bridge for a chance to be picked up. He used this very good logic, that the best way to get somewhere is to start — and keep on going. There is a lesson in that young man's philosophy for all of us. It is a two-way philosophy. It is true that many people are willing to give such fellows a lift. Some folks are ready to give almost anyone what help they can, and some people have the faculty of attracting assistance and encouragement — they show that they are going some place. But many more people could lend a helping hand to the boys and girls who are — or should be — "going some place". If they were to decide this sooner in their lives, there is no doubt that more young people would have more definite objectives. It is not often that a choice of career can be made early, so a broad training suitable for any type of work must be laid as a foundation. In this task the cooperation of parents and teachers is essential, but the interest of a friend, or employer is a strong factor. Equally important — if not more so — is the building of character. This calls for development of a personal ideal and a sense of social responsibility. The former is primar-

ily a spiritual process that should be fostered by home, church and school. Without any notion of preaching, it may be safely said that the character of Christ is the only satisfactory ultimate ideal. It is equally safe to assert that too many young people fail to accept that ideal because their elders do not show Him sufficient reverence, either at home, in shop and office, or wherever they are. Men and women fail, too in disregarding opportunities to help build for the future by not aiding such organizations as playgrounds, Boy Scouts, Girl Guides, etc. These offer excellent opportunities for men and women to help build for the future by helping such organizations. Much talent is going to waste for lack of interest and the willing leaders are woefully overworked. No wonder so many youths lack guidance when so many of us are indifferent to such an opportunity — and obligation — to start them going some place and to give them a lift. There is little sense in our complaining of any lack of energy, effort and aim of the adolescent generation if we do not give them every possible benefit of our knowledge and experience. We can do that in our homes and by giving real cooperation to church, school, civic, and other community activity. Our nation will be sound and strong only when we are all working to make it so, and the youth of today and their ideals are the material of which it will be built.

J. N. STEPHENSON
Gardenvale, Que.



x x x x

The One Great Hope...

x x x x

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

*With Every Good Wish For A Merry Christmas
And A Happy New Year*

. . .

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