

QUEBEC HOME & SCHOOL NEWS

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Workshop Sessions at Northmount H.S.



About 70 turned up for a Home and School workshop meeting at Northmount High School on November 4, organized by the North District Council of Quebec Federation. Although the men outnumber the ladies in the photo above, the topic for this group was "How to Interest More Men in Home and School". Discussion was led by Federation vice presidents Bob Hector and Cedl Scott.

Program Moves Quickly For Quebec Education

Developments in Quebec education are taking place quickly these days. Appointments are being made to committees and commissions under the Superior Council of Education and Operation 55 is moving ahead for the development of regional schools.

The deputy minister of education, Mr. A. Tremblay, recently asked the Quebec Federation of Protestant Home and School Associations to name a representative to the provincial advisory committee for the implementation of Operation 55. Terms of reference: a continuing means of transmission of information between the department of education and Protestant educational bodies with respect to Operation 55.

to the deputy minister, following action by the Federation executive.

Other requests for representation on new committees are expected to be made from time to time.

Quebec Federation also has been asked to name a representative to an advisory committee on school planning which will lay the groundwork for the implementation of Operation 55 in the Montreal area. Action was being taken by the executive, including contact with local associations, as Home and School News was going to press.

Past President Wolfe Rosenbaum's name has been submitted



The group above, led by vice presidents Mary Buch and Dorothy Frankel, discussed "Membership and Programming". Past President Wolfe Rosenbaum led the group below which discussed "Recent Progress in Quebec Education". Plenary sessions were led by Charles Toeman, leadership training chairman.



"Opportunities for All"

By Lucien G. Perras

(Associate General Director of School Organization, Department of Education)

The goal of Operation 55 in Quebec is to provide a complete network of educational opportunities to all students. The following address by Lucien G. Perras explains this goal. It was delivered in Sherbrooke on October 15 to an audience of Protestant school board members:

A year ago last September I had a telephone call from a father who wanted to come and see me with his son. The son had failed grade nine the previous June and now he was refusing to go back to school to repeat the grade. The boy was 15.

Before the interview I looked up the boy's record. Results of standardized tests and the teachers' comments

(Continued page 4, col. 1)

\$11 Million in University Scholarships

January is scholarship time, when final-year high school students find annual announcements, on bulletin boards, about university scholarships and how to apply for them.

Last January Dorothy Sangster wrote an article in the women's section of the Globe and Mail about the chances of a student winning a scholarship.

She reported that in 1960 \$11,500,000 in awards was made available to Canadian students: provincial governments contributed \$4,400,000; the federal government \$3,500,000. Individuals, associations and municipal governments \$2,400,000, and business and industry \$1,200,000. Of the total, \$8,000,000 went to undergraduates.

Most universities contribute toward scholarships and bursaries from their own budget appropriations. The University of Toronto puts \$120,000 a year into a bursary fund. York University contributed \$37,000 in scholarships in 1964 and another \$15,000 in bursaries.

According to Dr. S. H. Deeks, vice principal of St. Catherine's new Brock University, who has made a study of student aid in Canada, 6,000 organizations have been donating 35,000 awards this year, 92 per cent of them to undergraduates.

Of these slightly more than half are one-year awards, 87.9 per cent are tenable in more than one faculty, and about the same percentage are restricted to universities in a certain province.

Excluding \$400 Ontario Government scholarships, 75 per cent of all university scholarships in this country are in the \$100 to \$300 class and only one per cent are valued at \$1,000 or more. Fees and living costs for attending university range from a low of \$1,212 in some colleges in the West to a high of \$1,613 in Ontario.

F. S. Hendra, head of the guidance department at North Toronto Collegiate, explained: "We start watching our boys and girls at

the very beginning of their high school careers in the first year. We see the same names crop up on the honor roll with an average of 75. We talk to the teachers. We begin to recognize the good students. By the year before graduating year we've a pretty good idea of who is likely to pick up a scholarship."

Speaking for Havergal College, guidance counsellor Mary Dennys said: "This year we have about 75 girls in grade 12 (year before

final one) and I know them well. During the year I'll talk to each girl individually. I know her academic record and I have an indication of her abilities, so I'll try to direct her toward an award that is particularly suited to her talents.

Miss Dennys saw the typical scholarship winner as a bright, active girl, an all-round student, interested in sports or debating or the United Nations Club, rather

(Continued page 4, col. 5)

Serves Lakeshore District School for Retarded Children

There is a new school for retarded children at Beaconsfield, called the John F. Kennedy Memorial School. W. H. Stevenson, president of the Cedar Park Home and School Association, Pointe Claire, wrote the following in the November issue of the association's publication, the Cedar Post: "It was welcome news to read recently that the new John F. Kennedy Memorial School in Beaconsfield is now a reality. It was welcome news for many reasons, all of them important.

"First, of course, is the fact that such excellent facilities for the education of trainable retarded children are available in this community. Probably many of us at one time or another have felt grateful that our children are 'normal' but we must remember that there are many families on the Lakeshore where a retarded child must be given special love and care. It is a credit to the hard work of many among us devoted to planning, organizing and raising money that this school is now a reality.

"A special credit and a source of much pride to our educational authorities is the fact that this new school will enroll Catholic and Protestant children of French and English heritage.

"Why do we talk of exceptional children? It is because, based on present statistics, three per cent of the children to be born some day to our normal sons and daughters will have a level of

intelligence which classifies them as mentally retarded. For this reason alone we feel that it is not too soon to give our normal children some thoughts on the lessons to be learned from careful consideration of these facts:

"1. Considerate and thoughtful people can set aside prejudice with respect to race or religion when they are working together for their common good.

"2. A sense of responsibility for those less fortunate than ourselves must be developed as early as possible by our children.

"3. We must understand and be aware that 'misfortune' can oftentimes be the torch that leads to new heights of self-fulfillment. This fine new school is the result of the efforts of many parents who have worked together with their professional counsellors. To them the satisfaction of seeing the John F. Kennedy Memorial School ready to train not only their own children, but also children with special needs in the future, is indeed most rewarding.

"We hope that you will take a few minutes soon to talk to your young people about this. Home and School must be interested in the education of all children, and we as parents must accept our responsibilities for all children.

"To the administrators, teachers and parents of the Kennedy School we send our warmest wishes."

CIRC. OVER
22,000

QUEBEC HOME &
SCHOOL NEWS

Published in the interests of better education

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The Editor's
Notebook

Here are some tips to publicity chairmen of local associations from an ex-weekly newspaper editor who served six years on the desk (me).

These tips are for communities served by small weekly or daily newspaper or radio stations off the Montreal Island or by the neighborhood papers in the city suburbs.

I once made up three simple rules, for community associations, on how to earn news space or air time:

1. Have something specific to report. Don't say, "Please give us some publicity because we're a worthy organization." Provide material that likely will interest all readers of the paper, not just the members of your association.

Your story should have local appeal so you need an angle that will relate it to the community.

2. Type it. (Double space and use wide margins. Leave three inches of white space at the top of the first page. Don't underline anything and don't type words with all capital letters. Avoid dashes. Make it brief — no plethora of words just to fill space.

Mail it or take it to the newspaper office well ahead of the editor's deadline. If you deliver it don't ask to see the editor or news editor unless you've made an appointment earlier. They're busy. Put your name and phone number on your copy. If the editor wants more information he'll phone you.

Supply good pictures (not snapshots taken with a cheap lensless camera).

Don't phone the editor, after you have sent your material, to ask him if he's going to publish your story. He will have made his decision on the basis of merit and he dislikes pressures from you and calls that take up his time.

3. Keep doing this (according to rules 1 and 2) on a regular basis. The editor's respect for you will increase as time goes on. If your stuff is good he'll look to your organization as a source of good material. Before long he'll be calling you.

Some years ago, in Ontario, I gave these rules to a member of the provincial executive of the Junior Chamber of Commerce. He passed them on to

Do's and Don't's Offered
For Publicity Chairmen

one of his small town clubs and later reported some interesting results.

Previously the local association had been complaining it was getting little "support" from the weekly press. They had called the newspaper before every dinner meeting and had sent tickets to the editor for the dinner meetings. The editor didn't show up nor did his representative and the paper carried little news about the Jaycees.

When they followed the rules given them by the provincial executive member their clippings increased by 200 per cent in a period of six months. One of their members had taken on the responsibility of sending typewritten reports to the newspaper on a Monday morning before the editor's Wednesday deadline. One of the stories was simply a report on a talk by one of their guest speakers who discussed industrial development in the community.

The speaker had been critical of the town's efforts to attract new industry and the story got big play with a three column heading. Granted, the Junior Chamber of Commerce was not the subject of the story but it was mentioned. This type of publicity effort was maintained and before long the Chamber was well known by the readers as an active community organization and the editor wrote an editorial praising the club as a valuable asset to the town.

Don't go into the depths of despair if an editor doesn't use a good story you've sent in. There are countless reasons why it could have been shooed out of the news columns — not the least important being a full page advertisement that might have come into the office two minutes to deadline.

Regarding rule number one, remember that in a small newspaper office an editor is a busy man. He's likely the news editor, editorial writer, business manager, personnel manager, plant foreman and advertising copy writer — all in one person.

There's no magic formula for instant publicity. You've got to use some initiative. Sometimes you can be creative. You could do worse than pick an interesting article out of the Home and School News that deals with general aspects of education and think about how you can give it a local angle for your editor. Perhaps there has been talk of a regional school in your area. You could write a lead paragraph, stating what's happened locally, as an introduction to the story by Lucien Ferras in this issue, for example, and send it to the local paper as a possible feature story for the inside pages.

(It would be a good idea to mail your copy of Home and School News, after you've read it, to the local newspaper editor. He might like to quote from editorials and articles or he might find it useful as background information).

I have an idea that his readers are interested in the broad aspects of education, especially now in Quebec. The pink teas, who served the lunch, and lots of name dropping are fine for the women's pages in small doses but they don't do much for the image of Home and School in the long run.

About photographs: don't expect a local newspaper to rush a photographer to a meeting because someone on your executive "thinks it would be nice" to have a picture of the new officers in the paper. Get a little budget yourself for a hired photographer once in a while. Don't pose a group as though it were an army platoon; have people talking, drinking tea (preferably) or looking at a display.

A local publisher's costs are rising too much today and he wonders how he can stay in business. Supplied pictures, which are newsworthy, are a help. (He has enough to pay just to get a photo-engraving made for his paper. The first square inch alone costs him six or seven dollars).

Remember you've got to earn your news space in a paper by helping to build readership.

All of this reminds me of Mrs. Millicent Jenkins. She was secretary treasurer of the local branch of the Do-Good Society in the community where I ran my newspaper. She would come into my office every Friday afternoon and take up a full hour of what I considered to be valuable time.

"Now Mr. Struthers," she would say, seating herself for the afternoon, "why aren't you giving us more publicity?" Then she'd proceed to tell me of all the wonderful works the Do-Good Society was doing. Local ladies were quilting every month in aid of anybody suffering as a result of floods, fires, pestilence and locusts "in the world at large today". Now the Do-Good Society actually was doing some good but Mrs. Jenkins bothered me so much that I couldn't quite get through to that fact.

But I would try. I would suggest that we should get a story with a local angle. "Give me some example. Where is the money being spent in our area? What local families have been helped?" (I always intended to go out and get the information myself and I wrote memos to myself about doing that but they achieved nothing).

My assistance from Mrs. Jenkins consisted of this kind of advice: "Now you are trained at writing. You know how to write something better than I do. I'll just leave it up to you to decide what's best. Just write one of your fine editorials about our organization and I'm sure it will all be for a good cause." I didn't.

Don't be a Millicent Jenkins.

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Dialogue Needed

A Québec judge was commenting recently on the expression by certain groups of young people of a kind of "extremism" that is outside the law and unacceptable according to our society's standards. For the growing disregard for the rules of society he blamed, in strong terms, the lack of communication between youth and mature adults — between adolescents and their parents.

We believe there is only one difference between a type of youth, in Quebec, to whom the judge was referring, and that represented by a yelling mob of 250 youngsters at an Ontario resort one Saturday night last summer who, for no apparent logical excuse, surrounded and crushed in on two constables in their police cruiser and chanted, "Roll it, roll it."

There is a strong connection between an individual's relationship with society and his philosophy of life. Irresponsible public behavior by an adolescent is likely associated with his inability to determine where he fits in with respect to the rest of humanity and how to respond to his half-developed conscience.

The older generation has the capacity to give the adolescent a great deal of useful information, if not advice, that will help him. But so often assistance is not available to him because of the lack of communication between the two generations. This is what the judge was talking about and it is what we were talking about in an editorial in the October issue entitled 'Sex and All That' and the Family.

We have an idea that it is more difficult for a young person today to develop a philosophy of life (sometimes an agonizing process) than it was for some of us parents. Most of us who now have children in school had ready-made causes to follow when we were growing up, such as a "conventional" war to fight. We should admit that as high school students many of us had little difficulty in fitting into the social structure. Half the job was done for us. Our attention was consumed by what was then considered to be a noble activity — fighting or preparing to fight in a war. Granted, we decided eventually that war was an illogical, pathetic human activity but at first it was a glorious, exciting adventure, to some of us, that provided a stimulus for many a young life and solved that problem which today's youth faces — finding a temporary cause to follow.

These things we should explain to our own children in terms which they can understand. With some sympathy for their own problems today we should admit to them that perhaps we "didn't have it so bad" when we were growing up. (We are reminded of a useless comment by an intolerant father telling his indolent teenage son, "Why, when I was your age I was in the army marching off to war!" as though the son should have felt grateful that he was not born in that generation. — The son might have welcome the escape.) The present generation, represented by our own children, is groping for a cause. What do we do to help them find one and to understand themselves? How well do we understand them? Are we communicating with them?

In the previous issue of this newspaper there was an announcement that the Family Life Education Council of Montreal offers a program for Home and School Associations to help "open some channels of communication between young people and adults and to increase mutual understanding". The program includes a panel of teenagers. It deals with the "lack of communication between the two generations" and some of the needs of adolescents in our society. Perhaps such a program can help parents understand the new generation and help stimulate dialogue between the young and the old.

Want Federal Office Of Education for Canada

A proposal for a federal office of education has been made by the Canadian Home and School and Parent-Teacher Federation.

At the 1963 annual meeting, the Canadian Federation passed the following resolution: "Be it resolved that the Canadian Home and School and Parent-Teacher Federation request the federal government to establish a federal office of education."

Prepared Brief

The School Life Chairman, Mrs. R. V. McCullough of Red Deer, Alberta, prepared a brief and headed a delegation which discussed the matter with the prime minister on September 24, 1963.

It was pointed out that the desirability of a federal office arises from consideration of the following needs: 1. To represent Canadian education internationally; 2. To coordinate and disseminate educational information; 3. To stimulate support and conduct educational research; and 4. To coordinate the massive federal expenditures on education.

The president of the Canadian Federation, C. M. Bedford, in his address to the annual meeting of the Alberta Federation in April, 1964, said, "Data derived from the 1962-63 federal estimates indicate that last year the total federal estimates on formal education and vocational training amounted to \$330,000,000. Educa-

tion, if it were a separate department of federal government, would be the fourth largest spender of money amongst all the federal departments."

Provincial Autonomy

Prime Minister Pearson strongly endorsed the values pointed out in the brief, provided that the function of any office or department set up is fully approved by all provinces and is done in such a way as not to interfere with provincial autonomy in education.

On February 18, 1964, Mr. Bedford wrote to the prime minister raising again the matter of a federal office of education with some references to the federal-provincial conference last fall. Mr. Pearson replied March 4 as follows (in part):

"You will recall that when you presented your brief last September, I expressed ready sympathy with the objectives you are pursuing. I naturally emphasized at the same time the constitutional limitations in the way of the federal government's taking the initiative in matters pertaining to education.

Need Provinces' Interest

"At the federal-provincial conference last November I referred to the representations which your Federation had made to me some weeks earlier. I can only interpret the lack of response to my remarks, on the part of the provinces, as an indication that, in their opinion, the subject is not

Exhibition on History of Flight Opens Dec. 3



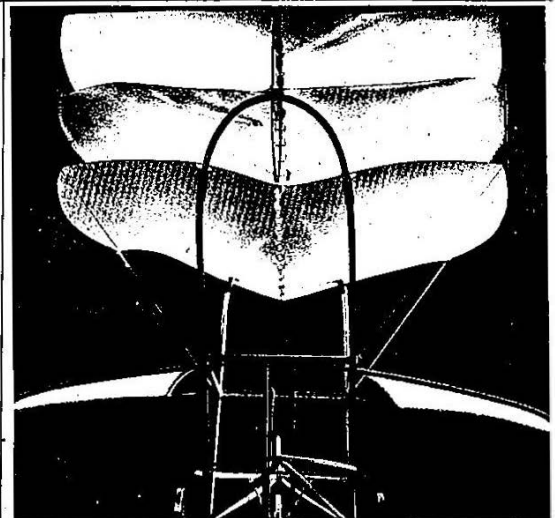
School children and other groups are encouraged to see the display of a collection of models depicting historical breakthroughs in flight, to be held at the International Civil Aviation Organization's Exhibition Hall, 1080 University St., Montreal. The models will be on display from December 3 to January 29. The collection comes from Australia and has travelled to all parts of the world for exhibition. Research and development took many years; it was sponsored by the Australian airline, QUANTAS. Appointments for groups wishing to see the display should be made with the Public Information Office, ICAO, telephone UN. 6-2551, local 304. The photo above shows the over-all display which is called "Da Vinci to Sputnik".

one which, at this stage at least, would lend itself to profitable federal-provincial consultation. You appreciate, I am sure, that in a matter of this kind where the responsibility constitutionally rests with the provinces, effective action cannot be taken without their full co-operation."

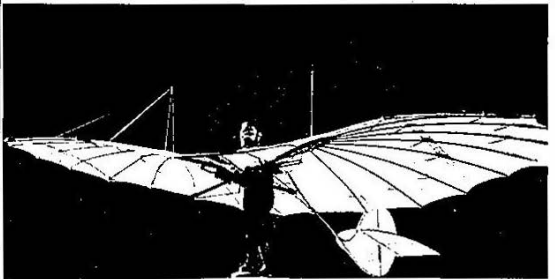
Mr. Bedford, speaking to the annual convention of the Saskatchewan Federation of Home and School Associations, March 17, said:

"Education is, or could be, the most unifying force that we have in Canada. Surely the time has come when the prime minister and the provincial premiers should frankly discuss the role of education in Canada today. Surely we are Canadians first and provincialists second. And if, perchance, these deliberations indicate the need for a revision of the BNA Act then let us amend it. 1964 is not 1867. Provincial jurisdiction over education was a necessary condition for Confederation in 1867. Furthermore, provincial autonomy in most educational matters is still desirable. Nonetheless we must change with passing times or time itself will pass us by. Education could be a tremendous force for Canadian unity. We call upon the Canadian leaders to make it so.

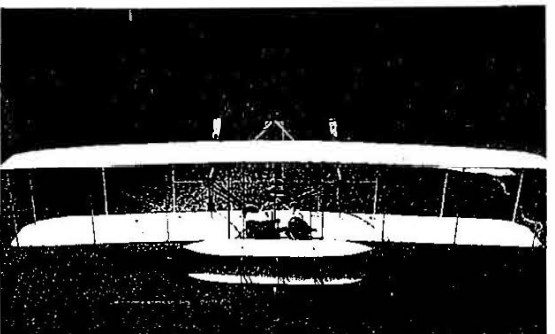
"At the present time your Canadian Federation is the only national people's organization primarily concerned with educational matters for Canadian children and youth. We are a national educational parliament. As such our potential for good is tremendous. This potential can best be realized when each provincial federation actively supports, at the provincial level, those policies which it has helped to shape at the national level."



Man achieved winged flight in 1849. Sir George Carley's triplane glider floated a 10 year old boy off the ground for a few yards in Yorkshire. There are 17 displays including this one above.



Lilienthal in Germany, about 1891, was the first to control flight, as shown in the model above. Below is the Wright Brothers' biplane of 1903 which made the first successful powered flight.



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"Opportunities for All": Goal of Operation 55

\$11 Million In University Scholarships

(Continued from page 1)

than someone who can't be pried loose from her books. "The flash of intelligence is needed, of course," she said, "but mostly we recognize a potential winner by sound study habits and real steadiness of purpose. She's a girl who's anxious to enter university with a good scholarly background. If an award comes with it, fine, but she would work hard anyway."

Student Aid List

Dr. Deeks of Brock University has set up the National Student Aid Information Service to help those who want to know where to go to get a scholarship or bursary in Canada. In 1961 he published two red-bound, cross-indexed volumes on a subscription basis — mostly to libraries. They list every form of student aid available in Canada.

According to the index there are only 13 awards for Fine Arts in Canada: nine general, three for art, only one (a \$400 scholarship restricted to residents of British Columbia) for drama, but there are 839 awards, valued at a total of \$340,000, for engineering.

The most generous awards are donated by wealthy corporations and industries. General Motors Corporation makes 100 awards of \$200 to \$2,000 depending on need, to 14 Canadian universities, four in Ontario. International Nickel gives 100 scholarships of \$300 plus university fees, through to graduation if satisfactory marks are maintained, and adds a \$500 grant to 18 Canadian universities. From 1958 to 1960, business and industry grants increased from \$2,697,000 to \$13,824,000, and they are still going up.

Thousands of awards from individuals and organizations, like the Imperial Order Daughters of the Empire, Zonta, and Business and Professional Women's clubs, are also helping students through college. For example, the IODE has almost 100 chapters; its list of awards covers two single-spaced pages in Dr. Deeks' books.

Are students grateful? A few winners write the Ontario Minister of Education a thank-you note but most don't bother. Universities are also surprised by the attitude of many students who win awards. An executive at the University of Toronto said, "They even take bursaries for granted. They come rushing in and demand, 'Where is it?' Often there's not a word of thanks. It's quite a letdown for some of the donors."

become the responsibility of school boards, wherever possible to the end of the high school level.

"The definition of the scope of the role to be played by regional school boards implies that they will be called upon to offer new types of instruction.

"In addition to the regular high school courses which already included several branches — general, domestic arts, commercial, scientific and classical — the regional school boards will progressively become responsible for a large share of vocational training at the high school level". (The Development of Regional School Facilities).

Last spring the QAPSA and the QAPSB held a joint conference and one of the two main topics of discussion was the need for vocational training in our schools. There was unanimous agreement that the need was urgent.

I remember that, after the panel discussion, I continued the conversation with another participant at this conference. He was worried. He said for years we have been pressing for this vocational education and some day we'll get the green light. He agreed that there should be vocational education in the high schools, but he added, "I simply don't know what we'd do in my area if we got this green light tomorrow."

He said, "We have a rather small number of students in our high school, about 350. We're finding it tough now to finance the 12 academic subjects we offer. I shudder to think what would be our cost per pupil if we had an additional seven or eight vocational options and the same number of pupils. I am quite sure," he went on, "that our present class of 20 students in biology would shrink if these students could choose other subjects. Yet, we'd still need to teach biology for the 10 or 12 who would want to take it."

Then he chuckled and said, "I may be worrying for nothing. Because we'd need to build all these shops and equip them before we can teach anything. And I don't think we could ever afford that."

Although I had just finished advocating vocational education in our high schools, I couldn't answer the man. His arguments were powerful and I couldn't refute them.

Now It Is Possible

I do believe that we have the answers to his arguments now. I believe that the White Paper tabled by the Minister of Education in the Legislature and the present Operation 55 give us as school boards and as teachers the means to carry out our repeated pleas for vocational education in our high school program.

First on the question of capital costs there is a clear-cut and unequivocal statement of policy.

"Expenditures for vocational training will be sub-

(Continued page 5, col.1)

indicated that the boy had more than sufficient ability to finish high school. Yet he had failed and repeated grade eight, and now he was to repeat grade nine.

When I met the boy I soon realized that he was bitter and "fed up with school" as he put it. He told me that he wanted to become an airplane mechanic. I explained to him that he couldn't be admitted to any technical school with a grade eight pass and a grade nine failure. But he was just as determined that he wasn't going to spend another three or four years in the local high school before he could start training to become a mechanic.

Finally, I decided to meet him on his own ground of a negative attitude and told him that if he left school now, no employer would be interested in employing him because he had no skill to offer and no high school certificate. I told him that I didn't think he could even get a job as an office boy.

Well, the boy left my office with his father and I didn't hear from him for a while. I really didn't expect to hear from him at all.

This is the kind of experience that most of your school principals have every year many times over.

About five weeks later the boy called me and asked if he could come to see me. He told me that the best job he had been able to get was to push a cart in the warehouse of a large store. He said he wanted to come back to school. But this was no boy who was penitent. He was still bitter. When I asked him about his experiences in job hunting, he said that most places wouldn't even let him fill out any application form. Then he added cynically, "I suppose they might have given me a job as an office boy if I had finished high school. Big deal."

Last June I made a point to look at the boy's marks, after two years in grade nine.

He had passed — barely. This year he has started grade ten. But, in spite of my rather optimistic nature, I know from previous experience that the boy has little chance to pass grade ten. The odds are that the boy will drop out of school before he succeeds passing grade eleven.

It is more than likely that he will become another statistic — one of the 65% of our Canadian boys and girls who drop out of school before they have completed high school, and find themselves on the labor market without any skill to offer a prospective employer.

Familiar Story

As I talked to this boy I couldn't help thinking that we are largely at fault as a school system because we couldn't offer him any alternative to our list of academic subjects with no option for any vocational training as part of his high school program. Surely there is something lacking when more than three quarters of our boys and girls leave school with no marketable skill. This point was underlined in the Tremblay Report concerning vocational education and in this report a whole new philosophy is suggested in its basic principle which states: "No boy or girl should leave school..."

The story of this boy is a familiar one and it is repeated every year many times over in all our schools. The boy has ability, he is ready to go on in school, but he wants a program which satisfies his aptitudes and his ambition or interests.

For a number of years Protestant school boards and teachers have advocated the introduction of vocational training in the high school program. Up to this time this has not been possible except in a very few cases and even in these few cases the vocational subjects available were not part of a complete training program which led to generally accepted qualifications in a trade.

It is now possible. Not only is it possible but the Provincial Government urges that vocational training

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(Continued from page 4)

ject to a 100% grant." (The Development of Regional School Facilities).

But we also know that after these facilities are built and the courses are available, they have to be operated and maintained.

Vocational education is a great deal more expensive than our present high school program. It would be futile and short-sighted to offer one, two or three vocational specialties only to all the school population in a region. Yet we simply cannot afford classes of three, four or even seven or eight pupils. Somehow we must agree to regroup our pupil resources so that we can justify and afford the broad range of courses that we need to offer our students.

One of the aims of Operation 55 is to regroup our student population or school boards into viable administrative units. This aim can be achieved with the formation of regional school boards.

Legislation for the formation of regional school boards has been in effect for the last three years, and our Catholic neighbors have already formed 42 regional school boards.

Difficulties

I realize that there are all kinds of difficulties involved in the formation of a regional school board. It means that each school board participating in a regional administrative unit will have to delegate some of its present prerogatives with respect to the high school program. But I urge you to remember the very reason why school boards exists: to provide the best education possible for all the boys and girls in the school municipality. This responsibility could mean that a local school board could best fulfil its duty by participating in a regional school board. To do otherwise may be a great disservice to the local school population.

Operation 55 also urges regional school boards to form regional planning committees representing the various interests and points of view in the community.

This regional planning committee is intended to serve as an advisory body to the regional school board. Its functions are to review and state the educational needs and aspirations of the many interests in the community. The committee should also make recommendations for the location of the various facilities necessary to provide these types of education.

Truly Representative

The White Paper recommends that the composition of this advisory committee be truly representative of the various elements in the community: school boards, teachers, industry, parent-teacher groups, etc.

In the last few days we have had several questions concerning this committee and there is one such question in particular to which I would like to devote a few moments:

Must there be one single advisory committee in a region for both the Protestant and the Catholic regional school boards? Wherever this is possible it is highly recommended in order to ensure maximum co-operation between the local Catholic Regional School Board and the Protestant School Board. For such co-operation is indispensable if there is to be a complete network of educational services in a region to serve the needs of all pupils whatever be their aptitudes and their interests.

If, however, it is impractical to have a single advisory committee, then the co-operation should be achieved through systematic and continuing communications between the local advisory committees while they are preparing their recommendations for their respective regional school boards.

Let us remember that the goal of Operation 55 is to provide a complete network of educational opportunities to all our students. This goal can be reached through the frame-work of confessional school systems. But, respect and adherence to the principle of confessional school systems should not be confused with lack of co-operation between the local Catholic school board and the local Protestant school board.

"Education Showplace" Plans 225 Exhibits

By Thomas L. Wells

Mr. Wells is Chairman of the Program Advisory Committee of The Canadian Education Showplace. He is a member of the Ontario legislature, and a member of its Select Committee on Youth. He formerly served for seven years as a school trustee on the Scarborough Board of Education in Metro Toronto, two years as chairman.

Planned to meet the needs of those whose business is education, Canadian Education Showplace is expected to draw some 8,000 educators from across Canada to a six-part exposition. It will be presented at the Queen Elizabeth Building on the grounds of the Canadian National Exhibition in Toronto, Friday and Saturday, February 5 and 6.

This is the first national annual event for all levels of education ranging from elementary through secondary and university — teachers, principals, inspectors, superintendents, trustees, business officials, school architects, department of education officials and university personnel.

Behind the planning of the Showplace is an eleven-man Program Advisory Committee of which I have the honor to be chairman. This committee is supported by an Architectural Advisory Committee of architects and leading school officials, under the chairmanship of Frank J. K. Nicol, director of the new Division of School Planning and Building Research of the Ontario Department of Education. The entire exposition is sponsored by School Progress Magazine.

Some 225 exhibits will demonstrate the latest in equipment and services used in the planning, construction, maintenance and operation of schools, supplies.

Another feature of the Showplace will be the graphic display of Canada's most outstanding new school buildings, designed to meet



Unique Scarborough College, one of two "satellite" colleges being established by the University of Toronto, is among 29 outstanding new school and university buildings to be displayed at the Canadian Education Showplace.

the specific requirements of communities coast to coast.

The selection of the buildings for display was made from more than one hundred submissions from architects across Canada. Displayed on outside panels, these varied exhibits will include photographs and data to enable visitors to evaluate many school design concepts and apply them to their own needs.

For those interested in making a first-hand assessment of the potential of classroom television, Showplace will provide several new opportunities. Visitors may participate in live closed-circuit demonstrations designed to show the advantages of the medium in terms of solving particular classroom problems. While this will focus attention on the positive aspects of educational television, the demonstration will also objectively indicate some of the problem areas. In this way visitors will be presented with a unique opportunity to consider all facts concerning this important medium.

Television receivers specifically designed for classroom use will carry these demonstrations on a closed-circuit system throughout the entire building.

Other educational television attractions will include the showing of new and proven television films. For those who want to ask

questions, the display will be reinforced by ETV experts working under the guidance of Arthur F. Knowles, the Executive Secretary of the Metropolitan Educational Television Association, who is coordinator of the entire presentation.

Another highlight of the Showplace program will be a working miniature of the Information Retrieval Service developed by the Toronto Board of Education. This system has excited considerable interest because of the ease by which it provides articles, books and other materials on any topic in response to a specific request for data. In Toronto the service is used by students, teachers, trustees and board officials, and the Showplace model will similarly be organized for visitor participation on a wide variety of topics.

Under the supervision of the Toronto Board's Chief Librarian, Leonard Freiser, it is anticipated that the demonstration may lead to a widespread program whereby students and educators can spend their time working with information rather than spending long hours gathering information needed for important reports and projects.

Admission is free by pre-registration from The Canadian Education Showplace, 57 Bloor St. W., Toronto 5, Ont.

Aspect of Urgency

There is a definite aspect of urgency to Operation 55. In the first place we should act quickly to answer the needs of the large number of students who require a broader range of options in our high schools. Secondly the financial aid available to school boards — 100% capital grant for vocational facilities and equipment — is predicated on the federal-provincial agreement which expires on March 31, 1967. In other words a 100% capital grant for vocational education may be obtained from the Provincial Government for those facilities which are built before April 1, 1967.

Operation 55 is a challenge to both school boards and the Department of Education. The challenge must be and can be met by a working partnership between school boards and the Department of Education.

The Provincial Government is offering its resources, both human and material, to school boards: a new capital grant policy for vocational facilities; a recommended pattern for planning through advisory committees reporting to their respective regional school boards; legislation which makes possible the indispensable larger units of administration (regional school boards). In addition, some 43 advisors in school organization have been assigned exclusively to the task of assisting school boards towards the successful implementation of Operation 55.

Operation 55 is the greatest opportunity to date for all school boards to provide broader educational services for all local children. I urge you to take now some definite action which will open the way towards the possible formation of a regional school board and the formation of a regional advisory committee to plan your requirements.

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The Financing of Regional Schools

The Department of Education of Quebec has produced a White Paper on the development and financing of Regional School Facilities in the province.

The last issue of *Quebec Home and School News* carried the introduction to the paper, by the Minister of Education, which deals with "education urgency: general and vocational high school instruction for all" and the first part of the paper which deals with planning for regional schools.

The second part, below, deals with planning for investment financing:

PLANNING FOR INVESTMENT FINANCING

A. Context

In accordance with the general objectives which it is pursuing in order to improve the financial situation of school boards, the government is seeking appropriate solutions to the two following types of problems:

- 1) Financing of operations;
- 2) Financing of investments.

Regarding the financing of operations, the Prime Minister announced the government's new policy in his speech to the Legislative Assembly on January 17th, 1964. This policy includes two main provisions as follows:

- 1) The financing of operating deficits by means of deficit grants;
- 2) The formulation of a new system of statutory grants in terms of the normalization of local tax effort already under way and the progressive normalization of school boards' expenditures.

This policy will be worked out by the Department of Education in the light of the recommendations of the Royal Commission on Education and in consultation with the interested groups as represented on the Planning Committee on Educational Development which will shortly become active.

The scope of the present document is limited to the financing of school boards' capital investments.

In this connection, the government has, by means of building grants, provided financial aid based on each school board's particular needs. But, as the investment requirements for carrying out the plans for educational development and school facilities become apparent, the division of financial contributions between the government and the school boards must be reviewed.

In this perspective, the government has developed a new plan to provide for the financing of school boards' capital investments. This policy has two objectives:

- 1) To minimize delays in formulating and acting upon plans for regional school facilities;
- 2) To increase the government's construction grants to school boards for this purpose.

B. The New Policy for Financing Investments

From now until April 1967, the government will pay in cash and in full the cost of school boards' capital investments for vocational training. This policy will apply not only to investments undertaken from and after the present fiscal year but also those made since 1st April, 1961.

As to capital investments for general education, the government will continue to make construction grants in accordance with the financial needs of each school board, and the payment of these grants will be spread over a number of years.

As compared with the policy hitherto in force, this new policy constitutes a radical change in the following three respects:

- 1) The nature of expenditures subject to grants;
- 2) The percentage of grants;
- 3) The times at which grants are paid.

1.—The Nature of Expenditures Subject to Grants

Whatever the type of education for which they are intended, capital expenditures subject to government grants

will hereafter include the construction costs of buildings, the cost of outside improvements, of furniture and equipment and professional fees.

Up to now, only the cost of the building itself was used as the basis for a grant.

2.—The Percentage of Grants

Regarding the percentage of grants, the new financing makes a clear distinction between investments for vocational training and those for general education:

- a) Expenditures for vocational training will be subject to a 100% grant;
- b) Expenditures for general education will continue to be subject to grants in a proportion which will vary according to the needs of each school board as at present.

3.—The Times at which Grants are Paid

Here again, a distinction is to be made between investments for vocational education and investments for general education.

In the first case, the grants will be paid as soon as the expenditures are incurred by the school board.

In the second case, the grants will continue to be spread over a period of years as is now the case.

C. The Financial Implications of the New Policy

1.—For School Boards

Following the recommendations of the Study Committee on Technical and Vocational Education, the Department of Education expects that, in the future, about 50 per cent of pupils at the high school level in schools under the jurisdiction of school boards will be enrolled in vocational training courses. Furthermore, the per-pupil cost of school facilities for vocational education is about three times as high as that for general education. Taking these two factors into account, it is estimated that expenditures for vocational education schools will represent, on the average, about 75 per cent of the capital costs of school boards for pupils at the high school level.

For the 1964-1965 school year, it is estimated that school boards' building costs at the high school level will amount to about \$32 million. Of this amount, about \$24 million will thus be allocated to vocational training facilities and about \$8 million to general education.

According to the grant system hitherto in force, the government would have awarded grants equal, on the average, to 65 per cent of the total investment and would have spread the payment of such grants over periods of up to 10 years, depending on the size of the grant, following the completion of the building.

The payment of grants by instalments has obliged school boards to finance the full amount of the building costs by means of long term bond issues. The school boards have thus generally, over the period of the loan, paid out an amount approximately equal to double the initial cost. The grant thus represented only a third of the final cost.

Under the new financing policy, school boards will receive in cash grants the whole of the \$24 million to be invested in facilities for vocational education, or 75 per cent of the total investment of \$32 million estimated for education at the high school level. They will thus be required to undertake long term financing for only 25 per cent, on the average, of their total capital investment.

Moreover, they may receive additional grants for general education facilities, the amounts of which will vary according to the school board's needs and which will be paid by annual instalments.

It must also be remembered that the new policy applies to capital expenditures incurred by school boards since April 1st, 1961. The expenditure for vocational training facilities from 1961 to 1964 amount to about \$63 million. Under the system already in effect, the government has paid about \$26 million in grants towards such expenditures. According to the

(Continued page 7)

Films and Broadcasts

By Mrs. J. W. Hewitson

Chairman, Audio Visual Aids

Many of you will have read the film reviews in the October issue of the "News". Here is more information on the film "Boy to Man" which was one of the films reviewed.

This film has since been given several screenings by audiences of guidance counsellors, school administrators, teachers, nurses and parents, and has been highly recommended for use in explaining to teen-age boys the physical changes of puberty and the promotion of healthy attitudes toward sex. As a result we are pleased to inform readers that Macdonald College Extension Film Library, Ste.-Anne-de-Belleveue, has ordered a print of this film, which will be available to any association interested in borrowing it. Information on how to purchase a print of this film was contained in the October issue in case local associations or school commissions are interested.

A vital issue being discussed in many quarters at the present time is the effect of television on children. The Canadian Home and School Federation is encouraging efforts in research in this area and it is strongly recommended that you bring this subject up for discussion at your local meetings. Many people have been approached to sign petitions to various networks and stations in protest against programs containing undue emphasis on sex, liquor and violence. Rather than sign such a document unthinkingly, without careful research, it is suggested that parents make a point of studying the calibre of programs shown in the early hours of the evening, taking note of which stations or networks are the offenders, and taking action, if necessary, by preparing resolutions at the local level which could be submitted to Quebec Federation.

On the positive side, your attention is drawn to two excellent programs, one on television in the Montreal viewing area, and one on radio for FM listeners.

'The Liberal Arts'

The Liberal Arts program on CFCF-TV, Channel 12, Montreal, arranged by the Thomas More Institute, is seen Sunday-through-Friday. Sunday is "showcase" day, when particularly significant series are presented for family viewing from 12 to 12.30 p.m. Weekday time is 10 to 10.30 a.m. and a single area of interest is featured the same morning each week: Mondays, music; Tuesdays, the visual arts; Wednesdays, literature; Thursdays, social and philosophical thought; and Fridays, science.

For those of you with FM receivers there is an excellent educational series called "The Learning Stage" from 10.30 to 11 p.m. weekdays. The schedule is as follows:

Mondays: The Philosophy of Science, 17 programs.

Tuesdays: Cinema Canada, 13 programs, being a series on the new task of making full-length feature films in Canada.

Wednesdays: Personalities, Politics and Prime Ministers, 15 programs.

Thursdays: The Contemporary Novel, 13 programs.

Fridays: The Living Shakespeares, 10 programs.

"The Learning Stage" may be heard on CBM-FM Montreal and CBO-FM Ottawa.

Hints on Running a Parents' Bookshelf

By Mary Kucharsky

Chairman
Family Life Committee

A bookshelf is a very concrete recognition of one of the basic aims of Home and School: to understand families and children more clearly and to increase confi-

dence in building healthy relationships.

Every executive should seriously consider a yearly allotment of perhaps \$25 for this purpose.

Here are a few hints to keep your bookshelf running smoothly:

1. Appoint an enthusiastic convenor who will choose a few as-

sistants if she finds it necessary.

2. Write to the Family Life Committee of Quebec Federation of Protestant Home and School Associations for a list of recommended books and pamphlets.

3. Pamphlets and pocketbooks make a good return for a small outlay when you are just beginning a shelf.

4. A record of books must be kept. A good idea is to have a pocket with a card in the back of each book. The due date to be stamped on the pocket and the name and phone number of the borrower on the card are to be kept as a record and for easy reference.

5. Books should be displayed in some prominent place at every general meeting. One school has shelves which hook on the gym bars, so a dozen or so can choose books in comfort. Other associations display their books on a long table. Some have a special shelf in the school library.

6. Ask for a few minutes at every meeting to draw attention to the shelf, for instance, a two-minute book review or a short announcement of the purchase of new books, plus an eye-catching display card above the book table.

7. Try to have books or pamphlets relating to your current speaker's subject in evidence.

8. Ask members to circulate books among their neighbors if the monthly meeting is the only chance there is to return books.

9. Keep your shelf up to date with new additions. You could include some popular ones.

10. If you can't take the more technical ones, dip into them and browse. They can be very helpful in deepening your understanding of your children and your enjoyment of life.

The Department of National Health and Welfare has produced several publications, most of which you can get from your nearest health centre or provincial department of health. In Montreal the address is the Queen's Printer's Book Shop, 1182 St. Catherine St. West. If you have any difficulty in obtaining any of these publications, write the Department of National Health and Welfare, Ottawa, for advice on where to get them.

Here are some of the books and leaflets which have been produced for Canadian parents:

The Canadian Mother and Child (143 pp).

Up the Years from One to Six (208 pp).

The Backward Child (60 pp — How to care for the backward child in the home).

Mental Health Clinics.

Child Training Series (order the folder you want): Baby Talk, Bed-Wetting, Destructiveness, Discipline, Eye Trouble, Feeding Habits, Fear, Illness, Jealousy, Lying and Stealing, Nervous Habits, Obedience, Leisure in the Later Years, Mental Health, The Only Child, Parent Education, Play and Playmates, Preparing your Child for Hospital, Preparing your Child for School, Sex, Shyness, Sleeping Habits, Stuttering, Temper, Thumb-Sucking and The Brilliant Child.



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Correction

A picture of volunteers working for a Quebec Federation Family Life Committee project at the Jewish General Hospital appeared in our last issue on page 6. Unfortunately the names in our photo caption were incorrect.

The girl in the centre of the picture actually was Pauline Gross who is in charge of the pamphlet distribution program for the Family Life Committee. The girl at the right of the picture was Ann Niamark. — The Editor.

Financing Regional Schools

(Continued from page 6)

new policy, it will therefore have to pay to these school boards this year the balance of about \$37 million. As the school boards who have incurred these capital expenditures have financed them by means of bond issues with fixed maturities, the government will arrange, in consultation with such boards, the methods of payment and application of such grants.

The two estimated amounts of \$24 million (investment in facilities for vocational education foreseen for the year 1964-1965) and \$37 million (balance to be paid on investments for vocational education from 1961 to 1964-1965) total \$61 million in all. As an amount of \$11 million provided in the regular budget is available for this purpose, the balance of about \$50 million which the government will pay to school boards during the present fiscal year must be provided for in a supplementary budget.

2.—For the Government

Under the Federal-Provincial Agreement on Technical and Vocational Education to which Quebec is a party, the provincial government will recuperate three-quarters of the amount it will pay to school boards in grants for vocational training facilities. In accordance with the policy of the Quebec government announced by the Prime Minister at the Federal-Provincial Conference in March 1964, this agreement, limited to the period from 1961 to 1967, is one of those which Quebec intends to make use of to recuperate all of the amounts to which it is entitled.

CONCLUSION

This new policy of financing capital expenditures will make it possible to build up over a period of three years the basis of a network of regional school facilities in line with the needs of the province of Quebec. Planning for this development will assure the rational carrying out of the operations involved.

The plans for regional school facilities will serve as standards for the approval of construction projects by the Department of Education: the participation of the Department in the investments made by school boards for purposes of general and vocational education will also be conditional on such plans.

Thus, within a relatively short time, we will establish a regional school system which will be in line with the basic objective of our present educational policy: to make available to all young people, in all regions, education adapted to their aptitudes and their ambitions as well as to the requirements of the economic and cultural development of Quebec.

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Deaf Children Learn by Oral Method At a School Operated in Montreal

The benefits of oral education to deaf children have been offered to Quebec, and the Montreal area in particular, since 1950 by the Montreal Oral School for the Deaf. Graduates of the school taught by the oral method today are continuing their education in normal school systems.

Classrooms are in Iona Avenue School, Montreal, provided by the Protestant School Board of Greater Montreal. The board also provides a "fixed grant" for each child of school age within its jurisdiction. Otherwise the Montreal Oral School for the Deaf Inc. must raise funds to operate the school. This year it needs \$50,000 from contributions (which may be sent to 4616 Hampton Avenue, Montreal 28).

In an oral school no hand-signs are used by teachers or pupils. All communication is carried on by speech alone. The students learn to depend wholly upon lip-reading and their voices in all activities, and so find no additional barrier to communicate when away from the school environment for their language is the spoken language.

Over the years, several types of schools have served the needs of deaf children. The purely "manual" school provided an education by means of sign-language and finger-spelling only. Obviously, graduates of such a school could communicate only by sign-language with only those who know it, and by pad and pencil with others.

In the "combined" school, sign-language and finger-spelling are employed and some oral instruction is given. Conversation between pupils and graduates who are adept in the manual methods of communication is of course limited to a rather small number of people. They may or may not be proficient in lip-reading and in speech.

Graduates of oral teaching have gone on to complete their education in regular secondary schools and universities and to positions in which they compete successfully with hearing people.

The Montreal Oral School for the Deaf Inc., is essentially a private school, operated by parents and friends of deaf children. A provincially chartered, non-profit organization, the Montreal Oral School accepts all qualified applicants without regard to race, creed or financial status, offering a strictly oral-day-school education to deaf children. The school follows the academic curriculum of the Protestant School Board of Greater Montreal.

How it Started

In 1949 the Speech Department of the Children's Memorial Hospital sponsored a series of lectures dealing with the problems of profound deafness in children from

the medical, educational and sociological aspects. These lectures were attended by parents of deaf children who had been diagnosed as deaf by the medical profession, and by other persons deeply interested in the problems arising from deafness in young children.

As this course progressed, it became the conviction of those attending that an "oral" education for deaf children in a school which would accept them at the early age of three years, was to be preferred over any other facility.

It was shown that commencing the deaf child's education at this age was most important because the child has so much to learn and at this age is most eager to do so. Obviously a school for three-year-olds must be a day school — for very practical reasons and for the comfort and parental love and care which plays an important part in the development of all children.

Because there was no English-speaking school of this type in Montreal, nor for that matter in the Province of Quebec, this little band of parents, along with a few interested friends, about a dozen couples in all, founded such a school. Through the generosity of

the Protestant School Board of Greater Montreal, premises were found and with the Laurentian Service Organization providing the money the Montreal Oral School for the Deaf (then called "Education for Hearing - Handicapped Children Inc.") began operations in rooms in Aberdeen School with six pupils and one teacher, on November 6, 1950.

How Children Are Taught

As previously stated, youngsters start classes at the age of three in order for them to get an early grasp on speech fundamentals, and then to use this speech. This is accomplished by a specially trained staff of specialists, using electronic aids which are placed in each of the school's six classrooms. Microphones are placed at strategic points in each room to pick up sound through small transmitters which are individually controlled by the students. Tape recorders record each child's speech progress



"Education Weekly" Is a New Publication of Quebec Dept.

The Department of Education is now publishing a periodical called Education Weekly which is distributed to persons who have responsibilities in Quebec education.

In the first issue, produced in May, the Minister of Education, Mr. Paul Gérin-Lajoie says the new department bulletin is produced "to show that education in the Province of Quebec is a community endeavor".

Each week this "house organ" of the department gives an account of the decisions taken by the administration and publishes a summary of the information useful to school directors and educators.

Education Weekly is aimed at the personnel of the Department

of Education, at school board trustees and at the administrative staff of institutions of learning, teachers and all educators in general.

The Minister says, "Since the activities of the Department of Education are to be under the principle of co-ordination of all sectors of the school system, it appears to me as essential that each individual who, in one way or the other, has some responsibility in education, be directly informed.

"Education Weekly shall thus be, for the department, an instrument of liaison with every group and every individual concerned, so as to facilitate this permanent and organic communication essential to the development of education."

and audiometers test their hearing periodically.

At the age of six the pupils are eased into a normal academic education while at the same time further study of speech and sound is carried on. By the time these children reach the sixth grade at the Oral School they have caught up with the normal children in public schools. Usually it takes three years longer for deaf children to reach this level, thus one of the reasons the Montreal Oral School accepts children at such an early age.

The school is financed largely by an annual appeal to the general public. No money grants are received from the municipal, provincial or federal authorities, although the school submitted a brief to the Quebec Royal Commission on Education requesting governmental support.

Although nominal fees are paid by parents, the cost of operating such a specialized school is necessarily high. Each child must have almost individual attention, resulting in a very low pupil/teacher

ratio, the maximum being eight pupils per teacher for satisfactory results. Electronic aids, audiometers, acoustical treatment of classrooms in which high-powered hearing aids are installed are costly. One such piece of equipment may cost as much as \$1,500. The generosity of the service clubs of Montreal has made possible some of the excellent equipment in daily use.

Class-rooms are located at 5000 Iona Avenue in the Iona Avenue School in the Snowdon area. Here is conducted the only English-speaking oral school for the deaf in the Province of Quebec, and believed to be the only private non-residential oral school in Canada.

Forty-six children attend the Montreal Oral School. They come from all areas of Greater Montreal — St. Lambert, Verdun, Pointe Claire, St. Laurent, Ville D'Anjou, etc. Originally some of these children have come from far away places: children whose fathers were serving Canada in Western Europe and transferred to this area solely so that they may attend the Oral School. Others come from British Columbia, Alberta, Ontario, and various areas of Quebec.

The acceptance of students who have left or graduated from the Oral School to normal schools removes all shadow of doubt that a deaf child must be confined to sign language, but can lead a richer and fuller life and be a financially independent adult in the years ahead.

Always in the public service Sun Life Assurance Company of Canada offers, free and without obligation, 16 leaflets in a series entitled 'Values in Education'. Popular among educators, parents and students, the millions of leaflets which have been requested examine such topics as THE VALUE OF A COLLEGE EDUCATION, WHAT ABOUT TECHNICAL AND TRADE SCHOOLS, HOW TO GET HIGHER MARKS, and THE PRE-SCHOOLER. You are invited to write for a description of these leaflets. Simply address your request to: Values in Education, Dept. B, Sun Life Assurance Company of Canada, 218 Sun Life Building, Montreal, or to any Sun Life office throughout Canada.

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