

QUEBEC

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HOME AND SCHOOL

VOL. X NO. 5

JUNE 1958



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- PRESIDENT'S ANNUAL REPORT
- THE AMATEUR PSYCHOLOGIST
- WHY CAN'T WE DABBLE?
- ANNUAL CONFERENCE REPORT

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QUEBEC

HOME AND SCHOOL

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THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS

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June 1958

IN THE
PRESIDENT'S
CONFIDENCE



ANNUAL REPORT

(Presented to the Provincial Conference of
the Quebec Federation of Home and School
Associations, at McGill University, May 2,
1958.)

GROWTH is never a smooth process, and
this year a sudden explosion in the num-
ber of Associations of almost 10%, from
161 to 179, has proved the soundness of
my predecessors' efforts. Membership, too,
increased from 22,000 to roughly 23,000.

ORGANIZATION

This burst of expansion has put a de-
finite strain on our organizational resources,
both of personnel and finance, and has ne-
cessitated a new look at our set-up. Decen-
tralization has become essential, in organ-
izing associations, in leadership training, in
encouraging regional cooperation, and in
the promotion of Federation projects. To
this end, the province has been divided into
suggested Council areas, grouping Associa-
tions geographically, nine in Montreal pro-
per and 12 outside. Six are already organ-
ized, with four of these operating effect-
ively.

LEADERSHIP TRAINING

Leadership to these operating and future
Councils is now imperative. One practical
step is the Plan of Work for Regional Coun-

(continued on page 12)

Our Cover

The open road! Whether by bike,
car, train - or however - home-and-
schoolers (distaff side) and their
children will be heading for the wide
open spaces. But don't forget that we
will be back (first time in our Mag-
azine's 10 years) with an August issue.

Your Editor
attempts
to cover

THE ANNUAL CONFERENCE

But gives only the highlights because so many other features of this issue are more informative.

WHEN MRS. J. C. Portnuff, the Conference Committee Chairman, reported at the last session that the registration was 442 she had the honour of announcing the largest attendance yet at any Annual Conference of Quebec Federation. And little enough honour it was for one who was so largely responsible for the smooth organization of the meeting!

McGill University once again proved most wonderful hosts to our annual get-together and did everything in their power to accommodate this large number. There were 143 Representatives from Associations "off the Island" and 173 from Island of Montreal Associations. The "observers" were equally divided in numbers, 37 from out of town and 38 from Montreal. With the exception of the Auditorium every other room used was filled to overflowing — but of that, more later.

One of the great problems in Conference planning is *timing*. To know how to work in everything that is desired in a program and to allocate sufficient time to each subject is extremely difficult. For example, in the past few years there have seldom been more than three or four resolutions to be considered. On this basis the Conference Committee allotted a certain time for this important matter and made arrangements for other items of interest. But this year, *fifteen* resolutions were submitted! There just was not sufficient time to consider them properly, even though some minutes were squeezed out of the Saturday afternoon session. This caused many a Representative to be critical of the arrangements but it is to be hoped that on reflection and with this bit of information they will realize that "timing" is a difficult matter.

Annual Meeting

ON FRIDAY afternoon, May 2nd, the Conference and the Annual Meeting got under way with the singing of O Canada and an inspiring invocation by Rev. Roland Bodger. President Runa Woolgar was in the chair.

Mrs. Woolgar's Annual Report appears on Page 3 of this issue and should be read because she emphasizes the period of consolidation and re-organization through which Federation is passing.

Treasurer Wolfe Rosenbaum gave a financial report which was tabled due to the auditor's report being unavailable at that point. He also presented the Budget for the 1958-59 year, which was approved.

Reports were received from the Chairman of the Magazine Committee, Jack Chivers, the Broadcast Committee, Terrence Ashford, and the Insurance Committee, again Mr. Chivers. A highlight here was the announcement of a broadening of benefits and an increase in rates for the insurance for scholars in the elementary schools. The new rate will be \$1.50 while that for high school students will remain at \$2.00. Mr. Chivers also announced the availability of 24-hour coverage for students from the first day of school to the last day for \$4.00. Details of these insurance items will be furnished the Associations shortly.

Mr. Ashford's report contained the good news that "Home and School on the Air" is now carried over 7 stations, Station CFRA in Ottawa being the latest outlet. The air time over CFRA is Friday at 8 p.m.

The Resolutions Committee Chairman, Howard Stutt, began his difficult task of handling those 15 resolutions (all of which are to be found, as approved, elsewhere in

this issue). In the opinion of this reporter, Mr. Stuff proved to be one of the ablest Resolutions Chairmen to function at any Annual Meeting. The Resolutions deserve careful reading.

Under the chairmanship of William Asherman, Citizenship Committee Chairman, the Canadian Family Study was introduced — and here the meeting had the pleasure and honour of having no less a guest than Mrs. J. D. Taylor, President of National Federation to lead off the discussion. The Canadian Family Study originated with Mrs. Taylor so that the meeting was privileged to hear just what had prompted it, how it was getting along, and what remains to be done on, and with, it. An excellent panel of experts — Dr. Alastair McLeod of the Mental Hygiene Institute, Professor Arthur Lermer of Sir George Williams College, and Mrs. P. DeNeeve, of the Thomas More Institute — provided some interesting views on one of the Study questions, "What values does the family want to preserve and create?"

The President's Reception

THE TRADITIONAL reception was held on Friday evening when the major portion of the program was devoted to reports by Federation's delegates to the Canadian Conference on Education. Mrs. Woolgar, Mrs. R. S. McIntosh, Mrs. R. D. H. Heard and Messrs. Walkington, Price and Mellen reported not only upon the workshops they participated in but gave their views on the Conference, itself. Mr. Walkington's views appear elsewhere in this issue as does Mrs. McIntosh's report on the workshop she attended.

There was the usual good time enjoyed by all as refreshments were served and a great deal of "visiting" was done.

The Workshops

THERE WERE only two things wrong with the Workshops — too little time and not enough room! Every Workshop, on Saturday morning, had an overflow and at least two of them had to break up into smaller groups in order to take care of everyone who wanted to attend. Program Planning, Audio-Visual Aids, Parent Education, Public Relations, Association and Regional Council Executives, and High School Executives were all groups where much was discussed and ideas exchanged. Some portions of the Policy of National

Federation (and therefore of Quebec Federation) were discussed by the Executives with recommendations being given the Executive Committee of Quebec Federation for study.

The Closing Session

ON SATURDAY afternoon, with the biggest attendance, Association Highlights (which will be reported in the August issue) were presented by fourteen Associations — and true highlights they were.

Mrs. J. D. Taylor gave a brief and moving report on the work of the National Federation and completely won every one by her charm, her forensic ability but, more importantly, by what she had to say.

The hard working Committee Chairmen had their day — or rather, their five minutes! — under the competent chairmanship of Mrs. McIntosh. Unfortunately, the time was getting short and many an attendee had to slip out to get home and back for the Dinner so that towards the end of the round-table, the audience had diminished considerably.

This was too bad for another reason as the election of our Officers was the last item on the agenda. There was far more than a "corporal's guard" present, however, to elect and acclaim the slate presented by Immediate Past President Douglas Walkington who was Chairman of the Nominating Committee.

The Conference Dinner

IT WAS far-sighted and astute of the Conference Committee to hold the Conference Dinner in the new Queen Elizabeth Hotel. More than 700 sat down to dinner, and a delicious one it was, too.

A choir of boys from Roslyn School under the direction of E. R. Tetrault gave a delightful program. The boys sang well and gave obvious pleasure in so doing, but as someone remarked, under a leader like Mr. Tetrault, it was no wonder the choir enjoyed themselves.

Greetings were extended to Federation by the presidents of sister organizations — including Ontario Federation, the teachers, the administrators and the school trustees. Each speaker brought more than greetings — each had a capsule *message* which was much appreciated.

The guest speaker, Professor C. E. Hendry of the School of Social Work, Univer-

sity of Toronto, a distinguished scholar whose subject, "Changing Patterns Since Pioneer Days", was most interestingly presented, proved to be a happy choice. Professor Hendry combined an informal style with a wealth of considered and meaty observations, many of which will no doubt be quoted or paraphrased throughout the coming year as the Canadian Family Study is pursued.

It was good to have Mr. Leslie N. Buzzell, our Honorary President, with us and to have a few words from him prior to his presentation of the Buzzell Award to Mrs. Grace Heard — a former Association President, Federation Committee Chairman, and presently Chairman of Parent Education for the National Federation.

One Man's Conclusions

PERHAPS as retiring editor this reporter may be forgiven for editorializing for the

first time in four years. (He has already completed and mailed his evaluation slip!).

Quebec Federation has reached the stage in its development when it needs at least two days for its annual conference. Recognizing the difficulty of male Representatives attending a full day session on the Friday, it is felt that certain program items might be presented in the morning which could be covered by the distaff side, exclusively, if necessary.

Quebec Federation has also reached the point where its annual conference program need not be "sugar-coated" with "attractions", no matter how interesting and informative they may be.

Quebec Federation now has so many important matters to be considered, and Association interest is at such a high level, that as much time as necessary should be devoted to business items and to sessions of the workshop type. ●

YOUR OFFICERS FOR 1958 - 59

Honorary President	LESLIE N. BUZZELL	
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Assistant to President	Mrs. S. SHUSTER	Herbert Symonds
Executive Vice-President ..	FREDERICK W. PRICE	Willingdon
Second Vice-President	Mrs. R. S. McINTOSH	Bedford, Quebec
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	GEORGE DOCKUM	Maple Hill
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	Mrs. F. R. WERTS	John Rennie, Pte. Claire
	W. D. JAMIESON	Noranda
	Mrs. M. S. DONOVAN	Lake of Two Mountains
	Miss HAZEL SINCLAIR	St. George's-Quebec City
	ANGUS LAROCQUE	Cecil Newman
		and Lachine Rapids
	ALBERT BREWER	Cartierville

T. SOMERVILLE

brings us
up-to-date on

THE INDUSTRIAL ARTS PROGRAMME of the greater Montreal Board

Mr. Somerville is Director of Education and Secretary-Treasurer of The Protestant School Board of Greater Montreal.

THE INDUSTRIAL Arts Programme is a more comprehensive title for what was introduced in the schools of the Protestant School Board of Montreal at the turn of the century by the name of Manual Training (popularly "Sloyd"). At its inception this term adequately expressed its content. At the present time courses and methods have been developed to include not only the original woodwork, metalwork, and technical drawing, but also the special fields of motor mechanics and practical electricity.

As I indicated, industrial arts had its beginnings in the Montreal Schools at the turn of the century. It was carried on mostly in the elementary schools until 1942 when the first high school shops (for woodwork and metalwork) were opened in the High School of Montreal. As Rector of the High School at the time I was most interested in this development and anxious to demonstrate its possibilities. Since that time the work in this field has expanded rapidly in quantity and quality until at the present time there are 24 high school shops and 10 technical drawing rooms in the Board's high schools. There are also 15 elementary school shops where woodwork is carried on for Grades VI and VII.

Out of the difficulties encountered in supplying accommodation for the regular Industrial Art Courses there was developed in 1951 a new course for Grade VI boys and girls called Home and Industry. The limited space and equipment needed for this new course were easily supplied in a class-sized room planned as a regular feature of the newer two-track schools.

"The Home and Industry Programme", as indicated in the Board's Manual, is designed to integrate the functions of Art, Industrial Arts and Home Economics at the

senior elementary level. It is carried on by a specialist teacher in a room equipped for a variety of crafts. The craft activities are intended for Grade VI classes although the objective applies with equal force to Grade VII. The course derives its merit from a new and appropriate approach to a hand activity programme at this grade level.

No better record of the intent and achievement of this programme can be given than the recent exhibition (April 14-24, 1958) of the products of the pupils who have been taking these courses in our schools. In the screening room of the Teaching Aids Centre in Herbert Symonds School the pupils of the schools that use seven of the Home and Industry centres put on exhibition the results of their learning and effort. Elegantly arranged by the teachers of the courses, samples of the crafts were effectively displayed. Aprons with block painting, shoe covers, book-holders, book-marks, bread-boards, ring toss toys, puppet heads, miniature tool chests and candle holders, dishes enamelled on copper, all well finished and imaginatively executed, gave evidence that the crafts of the needle and of wood, metal, leather, block-painting, wood-carving and basketry had been carefully taught and skilfully and effectively turned into practice.

Teachers and pupils are to be congratulated on achieving what must be the aim of the course: the effective use of tools and the development of the creative sense in bringing into existence objects of usefulness and beauty. This display was viewed with pleasure and excitement by officers and teachers concerned with the development of the Home and Industry courses.

The Board has encountered two difficulties in providing Industrial Arts or Home and Industry in its elementary schools:

(1) The obtaining of teachers with adequate professional and technical training.

(2) The provision of accommodation in the schools where in some cases the increase in enrolment has made it impossible to find the space even for the narrower requirements of Home and Industry.

By advertisement and in-service training of personnel every effort to increase the percentage of those able to take these courses is being made. The prospect of future increase in general enrolment is making the task yearly more difficult.

In the high schools the present enrolment of boys in industrial arts is

98% of the total in Grade VIII

90% of the total in Grade IX

10% of the total in Grade X

2% of the total in Grade XI

These Industrial Arts courses are a part of the curriculum of the Board's composite high schools. As can be seen practically 100% of the boys in Grades VIII and IX take the course. The sudden drastic drop, particularly in the shop courses, in the senior years, is due to the fact that these courses as yet have no matriculation credit.

On the average the boys spend about two hours per week in the shops. This is not sufficient time to learn a trade, nor is it intended that it should be. But it does develop in those who participate an active interest in manual industry and in the problems of how things are made. The courses can also bring to light aptitudes which will direct some to make a choice of their life work in this area.

Other abilities follow: an appreciation of good design and workmanship, an outlet for creative expression, a resourcefulness in meeting practical situations, a pride in the making of things and most important of all, a skill in the use of tools and an understanding and ability in solving the common problems of construction and repair.

The growth of the present Industrial Arts programme in the schools had its roots in the activity type of curriculum of Pestalozzi and the impact of the Industrial Revolution with its need for skilled workmen and mechanics.

At the Crystal Place World Fair in 1851, the French startled the manufacturers of other countries with the excellence of their production which they attributed to the introduction of art and drawing into their public school system. The Russians toward

the middle of the 19th Century developed a technical school with the idea of teaching the basic elementary processes of workshop operations to give occupational skill and ease of manipulation. The Swedish Sloyd system laid the emphasis on mental and physical development rather than on the mere acquisition of skills. This system was devised for pupils of grammar school age and its objective was to produce articles of usefulness and beauty.

The beginnings of manual education in America came from the development of a school of drawing in Boston in 1830 and a movement initiated by a professor of mathematics at the Massachusetts Institute of Technology who found that his students were unable to construct simple working models. He proceeded to teach them how to use tools. Another professor at M.I.T., attempting to find a suitable method of teaching shopwork to engineering students, combined with the mathematics professor and set up courses based on the Russian system. Out of these was conceived a course of Manual Training intended as part of the education of all boys. To this end was organized the Manual Training School of Washington University in 1879, a conventional high school with the addition of a

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manual training department. This became the model for other schools in many cities. After a while it was found that the rigidity of the programme offered little opportunity for creativeness, originality or ingenuity.

Attention had been drawn in America to the Swedish Sloyd system which has as its objective the production of articles of usefulness and beauty. By 1900 this Swedish type of manual training had become popular. By this time also interest in manufacturers had gone beyond handskills to a need for knowledge of industrial processes. This, educators felt, could be best obtained by first hand experiences with machines, processes and operation.

In this day and age it is admitted that Industrial Arts is sound curriculum for the practical lower intellectual group. The proponents of the courses, however, are very certain and very concerned that it should be considered as a regular and very necessary inclusion in the educative process of all boys. Comes the question when, as today, concern for and consideration of the bright pupil is exercising educational authority: "Is not Industrial Arts an essential means of enriching the curriculum of the highly intellectual bright pupil for whom it could provide a way to the development and production of beauty through imagination by the achievement of manual skills?"

Hobbies that devise and invent things are known to be a prime interest of the bright child. The skills which Industrial Arts can provide are excellent for implementing the inventiveness necessary in constructing the many appliances necessary for advanced experimentation and research in the new fields that are opening up in science and industry.

This necessity was envisaged many years ago by Michel Pupin who pioneered the study of electro-mechanics in America. He indicates in his autobiography, "From Immigrant to Inventor", the necessity for physics and mathematics specialists — bright academic minds — to have a knowledge of the use of tools so that they may contrive and devise their own experimental equipment. And what he says is true also of all of our potential doctors, dentists, and engineers, and, in fact, of any profession where research must be associated with the necessity for providing its own experimental equipment. It is to be hoped that the review of our educational processes and courses, now in active operation, will reveal and foster this solid benefit which an Industrial Arts programme can provide. ●

(With the acknowledgement for factual information received from A. E. C. McCurdy, Supervisor of Industrial Arts for the Greater Montreal Board.)

COMMITTEE REPORTS

AUDIO — VISUAL AIDS

YOUR CHAIRMAN took over the Audio Visual Aids Committee at the first of the year. So, this report of its work is necessarily an interim one.

The scope of an A.V. committee is indeed broad. Its interests can be divided for simplification into two areas: 1) The School — under which would come the consideration of school broadcasts, school telecasts, the use of films, tape recorders, etc., as teaching aids; 2) The Home — under which would come the evaluation of radio broadcasts and television programs, movies, and films for Home and School Associations.

Our main work these past four months has been concerned with the last area: films useful to Home and School Association

meetings. Our reason for choosing this particular project was that although individual associations have long made use of some films in their programs, we felt that the membership as a whole did not have ready access to detailed information on films pertinent to Home and School interests. And, important to us was the fact that the National Film Board stood ready to give Home and School valuable time and assistance in implementing such a project.

We felt that for any film to be recommended by our Provincial Federation it must concern itself with the objectives of Home and School — furthering the understanding of the school and its teachers; the physical and mental health of children; the development of good citizenship and com-

munity responsibilities. We felt it necessary to reject films that although generally educational or cultural in nature, were not specifically useful as springboards for discussion or action in which a Home and School association could legitimately partake.

To this end representatives of several Federation committees — Parent Education, Citizenship, Health, Program Planning, as well as Audio Visual — screened, at the National Film Board, over fifty tentatively selected films. Of those, we approved forty. These titles, along with NFB film guide sheets for each, will be sent to all member associations in the province for use in planning their programs for the coming year. These guide sheets give an excellent resume of each film's content, with suggestions for post film discussion, as well as the usual data on time, projection, etc. A copy of each of the films is to be placed in the Macdonald College Film Library for Home and School use so that Associations throughout the province may obtain them with ease.

To further promote the use of these films, the Audio-Visual Workshop combined with Program Planning in the auditorium this morning. Mr. John Miller of the National Film Board, who has worked with us on this project, showed the film, "Let's Talk About Films", suggesting ways and means associations could make most intelligent use of these films. Associations were urged to sign for films of interest to their particular membership, rather than automatically decide "a couple of these films would certainly take care of two programs for us". With the information now available to them program chairmen should be able to choose a topic of interest to *their* association and then select a film that fits in with that topic.

We shall continue to screen films for you. The National Film Board will inform us of new films that may be of interest to Home and School as they are made; and we shall continue to enlist the services of the various Federation committees in screening as their fields are involved. We are hoping and have suggested that films on Home and School itself, on the physical fitness of Canadian children, an effective one on Traffic Safety, one on the education of gifted and retarded children will be forthcoming.

The cooperation of the other Federation committees in this film project has been essential. Actually the Audio Visual committee merely "set the ball rolling". The

credit for implementing the project is due the other committees mentioned, particularly Program Planning.

We feel, as a matter of fact, that an Audio-Visual committee cannot function properly by itself (except perhaps as set up for a specific study — such as the recommendations to the Fowler Commission) because audio visual aids are not means or ends in themselves. Radio, television and films, in the school, in the home or in the community are powerful means of communication, and *can* be powerful means of education. Home and School must always support, encourage and if necessary instigate high standards in these areas. We are fortunate in Canada to have two such agencies of the "mass media" as the CBC and the National Film Board who not only value but request the opinions and support of such groups as Home and School. We would urge each of the standing committees to consider constructive criticism or support of Canadian films, radio broadcasts and telecasts in their particular fields as an important aspect of their function. And perhaps in return it can be a function of this committee to forward to the other chairmen pertinent notices on films, radio and television garnered from the NFB mailing list, the CBC Times, etc.

As part of a plan for future work these suggestions may seem elementary. But it is our conclusion that as parents and teachers we are not at present sifting or making the best use of the audio visual aids already available to us and that we must aim for progress here.

Mrs. J. W. STEWART,
Chairman. ●

THE RADIO Broadcast Committee of Quebec Federation has produced some 32 programs for broadcast since September 21st, 1957. These programs have voiced facts and opinions about current events within the scope of our homes, our schools, and our communities.

This Committee has an active staff of 10 producers, each one charged with the responsibility of completing the assigned program. In addition to the research, rehearsal, and actual production of each show, time must be found for the planning of future shows.

Our current series of program material has covered such topics as Health, United Nations and the Children, Poetry for the

Teenager Safe Driving, as well as opinions on Homework, School Reports, Teacher Shortage, Care of the Eyes, Help for the Retarded Child. Nor has community interest been overlooked for we have told listeners about the Establishment of Recreational Centres, Problems of the Working Mothers, The Child and Traffic Safety, as well as problems of financing Students through University, and Family Welfare in rural areas.

Our circle of listeners broadened out with Radio Station CKVD Val d'Or joining our existing stations last September, then Radio Station CJQC Quebec City began broadcasting our programs on the first week of April. I am pleased to now announce that Radio Station CFRA, the voice of our Nation's Capitol in Ottawa, will carry Home and School on the Air beginning next week, thus bringing the total number of radio outlets to seven (7). Naturally this has brought about added technical problems of a minor nature but does not represent any handicap.

I close this brief report on a note of appreciation for the excellent support given the Committee by our parent station CFCE, the Marconi staff and facilities have been at our complete disposal. I would be remiss if I did not voice my thanks to the other Radio Stations in our family, for their fine spirit of public service in bringing our program to their listeners each week. And my heartfelt appreciation for the members of this Committee for their untiring efforts to make "Home and School on the Air" the true voice of the Federation speaking to our homes, our schools, and our communities.

TERRY ASHFORD,
Chairman. ●

SCHOOL EDUCATION

The stated purpose of the School Education Committee is to examine and encourage a better understanding of the present education system, its philosophy, curriculum and administration, its needs and problems.

At the present time this committee is not properly organized to carry out the very wide programmes which would be required to fulfill these aims.

Some excellent work has, however, been done by sub-committees, notably the committee on special education of the Macdonald Home and School Association which has turned in a comprehensive report in three sections covering:

- a) The special learning problems of the bright child;
- b) The varied learning problems of the average child;
- c) The handicapped child, whose learning problems are related in part to slower comprehension.

This report has been submitted by Mrs. Kathleen Bolten, President of Macdonald Home and School Association on behalf of the committee and three resolutions have been submitted to the resolutions committee of Federation to be presented at the Annual Conference in May.

An excellent report has also been received from Mrs. C. O. Jones of Bedford who has chaired a sub-committee on loans, scholarships and bursaries. One of the most interesting items in this report is the statement that there is much assistance available for students willing to ask for it and that the biggest problem of the awarding agencies is that there are so few applicants.

Another study has been underway for sometime by Mr. C. H. Savage of Grand Mere on the problems of children of servicemen who are frequently transferred. So far it has not been possible to present any concrete recommendation for an overall solution to the many problems in this field.

In addition to the sub-committees, the Federation has been represented on the Curriculum committee of the Provincial Association of Protestant Teachers and through its representative has learned that considerable thought and hard work is being carried on not only by the members of that committee, which consists of highly qualified professional teachers with a few laymen included, but by several other educational organizations in the province.

One sees and hears a good deal of criticism of education but it is seldom that arguments are heard in rebuttal to these criticisms. After a while there is a tendency to believe that the educational system is in a terrible state. After associating with members of the teaching profession and others who concern themselves with these problems, and there are many of them, it soon becomes apparent that the problems are not only known but tremendous effort is being exerted by these people to bring about the necessary changes. One also realizes that things are not as bad as they look and that there is very much that is good in our edu-

(Continued on page 17)

(continued from page 3)

cils now available. Another is the visiting teams of Federation Board members to such Councils or groups of Associations, for training workshops. Six workshops have been held this year, two in unorganized areas, with a resultant application from Quebec City for a new Council. A summer training workshop for Federation Board members, an innovation, will help them to act as advisors, organizers and promoters of Federation work more actively than formerly. We hope Associations will use their services.

EFFECTIVENESS OF OUR WORK

But size, however efficiently organized, is not the only factor in growth. One must ask how effective our work is. Fewer and fewer Associations are seeing themselves as gift givers to the school system. Liaison is much closer with a great many school boards, and there is evidence that parents are ready to ask how they can help with teachers' problems, not confining their concern to their own. Scholarships, art and dancing classes, libraries, music festivals have enriched the lives of many children; with the UNESCO hallowe'en project touching the lives of those far distant from Canada.

These things are demonstrable; but so much of what we do is far less concrete. How can one assess the effect of one father's acknowledgment, after all the men present in the meeting had denied even a twinge of fear when children sally forth on first jobs, or first bikes . . . "I think we ARE afraid" he said, "But we are ashamed to show it." How can one assess the feeling of comradeship at that time? Or when adults and teens discuss openly some of their traditional conflicts? How valuable is the contribution of a group of parents and teachers sitting down together to find ways in which that community can meet the needs of the slower learners? And how can one measure the response of parents when a school board chairman comes to explain the financial structures prohibiting a new gymnasium? Yet this kind of sympathetic climate brings just the right temperature for the growth of sound educational progress, and the creation of it is just as much our job as anything that appears in the constitution.

But one suspects from the requests for help from Associations from numerous per-

sonal conversations, and visits to twenty or so Associations, that our role is often interpreted much more narrowly. Parents very often feel cut off from the policy making levels of education, and can see no avenue through which to voice their concern. Perhaps the all too frequent coffee cup complaints, the subtle undermining of the teacher's status stem from this isolated feeling. Certainly information and consultation flow like salve on irritation. Perhaps we don't ask enough questions, nor the right questions at the right time. Perhaps the bugbear of "non-interference" in school administration has shut off all exploration. Surely it is possible to find ways both to protect staff and principals and still discuss our common responsibilities of such things as discipline, moral standards, the socialization of children, and the aims of education and its tools, the curriculum. Discussion, study and recommendations can lead to action.

LIAISON WITH OTHER BODIES

Liaison with other organizations has been most rewarding. On your behalf I have visited the annual meetings of the Provincial Association of Protestant Teachers, the Quebec Association of Protestant School Boards and of School administrators. We are proud of representation on Dr. Giles special sub-committee of Teacher Recruitment, and on the PAPT Curriculum Committee. The continuing liaison with the Mental Hygiene Institute through our Parent Education Committee has been most profitable, and with the Westend Traffic Safety Council through our Traffic Safety Committee. Also, this year was added the fertile liaison with the National Film Board. A one-day Institute on "Rearing Children of Good Will" was held for the second year, in conjunction with the Council of Christians and Jews, with many Home and Schoolers attending.

Representation was maintained on the Youth Protection Committee of the Montreal Council of Social Agencies. Our Past President was Chairman of Education Week, and our Executive Vice-President was its Secretary. Mrs. Simon attended the leadership training camp put on by Ontario Federation of Couchiching, and Mr. Asherman went to the Quebec Adult Education Camp at Laquemac.

The Conference on Education in Ottawa was a most inspiring experience for your

delegates, and you will be pleased to hear that much of Mr. Hasley's explorations and mine with your Associations was fed directly into the discussions. There is a mass of ideas growing out of this conference for future study by Associations.

The exciting project of the *Canadian Family Study* initiated by our National President was not taken up to any great extent in Quebec, largely because many Association programs were already fully planned. But this will undoubtedly provide much thought-provoking material for this coming year.

PUBLICATIONS

The Newsletter continues to provide a close link between Federation Board and Association Executives, and the printing of the Constitutions of Federation, Councils and Associations has proved a handy tool. Terms of reference for Committee chairmen and Board members are now ready for printing also.

PUBLICITY

How widely is our work known? Increasingly, it seems, though still insufficiently.

Through the tremendous efforts of the Broadcasts Committee, "Home and School on the Air" is now aired weekly all year, over five Quebec stations, soon to reach into Ontario from Ottawa. Our Magazine has a circulation of 12,000, over half our membership, with mailing difficulties at last overcome. We are very sorry to have to announce the retirement of our excellent Editor, Al. Hasley. In general, press reports of our work have provided better coverage than formerly.

This year has seen the beginning of consolidation in reorganization, with many doors opening on new prospects. None of this would have been possible without the friendly and staunch support of my Executive, committee chairmen and Board, all of whom have my deepest respect and gratitude. Next year they will again be ready to help you open still wider the channels of communication between administrators, staff and parents. ●

RUNA WOOLGAR

The outstanding contribution of milk to our diet

LOUISE LAMBERT, B.S., M.S.

Milk For Health, Inc.

IF BIOLOGICAL scientists were to vote for the food which has done most for man's health and well-being all through the years, milk would be an unanimous choice.

Milk is the most important of our foods. It is suited to the very first days of life as well as to the very last. It is all through life a reliable, inexpensive source of our most necessary nutrients: protein, calcium, riboflavin, vitamin A to name only a few.

Whenever adults run the classical experiment of living on milk for a few weeks or months they always thrive on it. If supplemented with iron pills and orange juice or synthetic ascorbic acid, milk is fully adequate in meeting the requirements for nutrients and energy.

Adults sometime forget that they too need milk. They thus cheat themselves of essential calcium and riboflavin since these two elements are so sparsely distributed in nature outside of dairy products.

Calcium is necessary all through life to repair the wear and tear of those bones and teeth it has contributed to build. It is also

essential to the heart beating, the stability of the nervous system and the clotting of the blood.

Riboflavin is one of the B complex vitamins. It is needed for a normal vision and a healthy skin. People working under powerful lights or looking at television for whole evenings probably have greater requirements for riboflavin than those who potter around the house and go to bed early.

Calcium and riboflavin are almost exclusive to milk in amounts large enough to meet the body demands. While protein, vitamin A and thiamin which are outstanding in milk can also be found abundantly in other foods, the same is not true of calcium and riboflavin upon which milk seems to have a sort of monopoly.

For vitality, for beauty, for growth and maintenance, the prescription is the same: a well-balanced diet including the quantity of milk recommended in Canada's Food Rules: at least 10 ounces for adults; at least 20 ounces for children under 12 and at least 30 ounces for adolescents. ●

On the
one hand, in

THE AMATEUR PSYCHOLOGIST

JOHN PERRIE

makes some points

WHEN I was a principal of a down-town school I had a mother in to see me for consultation over her 15-year-old son. The boy was in the habit of telling his parents when to go to bed, locking up the house at night when he felt it was time to do so, ordering his meals served in a separate room, opening his father's mail, telling his mother not to speak to him unless spoken to.

When I asked the mother to explain the boy's truancy from school she said it was because he was shy!

There's a woman who was quite an amateur psychologist!

If I may go from the ridiculous to the serious may I observe that amateur psychologist is a distinction to which an ever-increasing number of parents to-day seem to aspire! This growing host of self-styled experts has introduced into public education another complexity of major significance.

I find it difficult to decide whether the psychologist has risen to prominence because of the confusion felt by parents or whether he himself is responsible for their bewilderment. The explanation matters little, I suppose. The real issue is the adverse influence amateur psychology has

exerted upon the lives of children and the impact of this trend upon the work of the schools.

My quarrel is not with the discipline of psychology itself, from which schools have learned much and stand to learn even more as the science continues to contribute to our knowledge of human behaviour. What does disturb me is the popularization of psychology and the encouragement of amateurish dabbling in it. While parents and Home & School Associations must assume much of the blame for this, the psychologists cannot altogether escape responsibility. Many of them, who are otherwise splendid people, have been grossly irresponsible in the way they have publicized their work and disseminated their hypotheses — for that's all many of their pronouncements really are — too soon and too extensively. As experts in human behaviour they of all people should have been the first to appreciate the harmful consequences of what they are doing.

The satisfactions that teachers and principals used to feel in the uniqueness of their contribution to children's lives have been greatly lessened. Frustrations have been increased by the need to disabuse parents' minds of notions about their children that are wrong or at best unrealistic.

Parent-teacher and parent-principal interviews have increased tremendously and, while many of these consultations are fruitful and constructive, the principals here assembled, I am sure, could testify feelingly to the hours that are consumed each year in trying to protect pupils from misguided arm-chair psychologists. This precious time obviously has to be found somewhere. Hence the instructional programme — the usual business of the school — tends to receive less attention that it otherwise would. ●

Mr. Perrie is Education Officer with the Protestant School Board of Greater Montreal — but this extract from a talk he gave to the Headmasters Association of Montreal contains views which he pointed out to his audience are his own. While principal of different Montreal schools, Mr. Perrie was also an enthusiastic home-and-schooler.

While on the
other hand, in

WHY CAN'T WE DABBLE?

FRED. W. PRICE
counters a point or two

JOHN PERRIE is disturbed by "the popularization of psychology and the encouragement of amateurish dabbling in it", and blames parents and the Home and School Associations for much of it.

It is unfortunate that press reports of Mr. Perrie's otherwise excellent address featured this example of overgeneralization, and gave the impression that he is unfriendly to Home and School. The truth is that he has given us top support and co-operation for many years, as school principal, as education officer and as president of the teachers' association.

Mr. Perrie is, of course, entitled to his opinion — and to express it. But when it attacks the parent education and child study that constitute an essential part of the Home and School program, it cannot be left unchallenged.

Now psychology is a young science. It has made enormous advances in a short time, and Mr. Perrie recognizes this. Without its help, schools would not be the interesting and important places of learning that they are today.

However, it is not my purpose to defend psychology. If Mr. Perrie is disturbed by parents' "dabbling" in it, I am disturbed by his apparent belief that teachers have a monopoly of knowledge of it, and that parents are incapable of learning anything helpful in this field.

It is true that teachers' training courses today devote considerable time to child psychology, and most teachers at graduation are equipped with a theoretical understanding of its elements. But psychology is like many other fields of knowledge — like law, or health and medicine, for example: everyone has to develop some acquaintance with it in the course of life, and thus may be said to "dabble" in it.

Dr. Hilda Neatby, in a magazine article on the recent Canadian Conference on

Education, says that education is *not* everybody's business. A crisis in medicine would be dealt with by the Canadian Medical Association, with no outside help. The educators should be able to handle the crisis in education by themselves.

What Dr Neatby does not admit (does Mr. Perrie?) is that there is medicine *and* medicine. If the doctors are discussing industrial health, they usually call in business executives to contribute to their knowledge of the situation. Similarly, there is education *and* education; if public education must be publicly financed, there must be public understanding of the kind of education we are paying for.

The use of psychology is important in commerce and government — in employee selection and appraisal, for example. And if you want to know how extensively it is used in advertising, read a new book called "The Hidden Persuaders". These people are not expert psychologists, but they have studied the science and are putting it into practice.

Parents have a job to do, and need knowledge to do it properly. Most of us, believe it or not, are aided considerably by spare-time reading and discussion of the findings of the psychologists.

Please, Mr. Perrie, won't you let us dabble? ●

Mr. Price needs no introduction to home-and-schoolers in Quebec, or for that matter, nationally, since he is past Corresponding Secretary of Quebec Federation, past President of Willingdon Association, National Treasurer, and newly elected Executive Vice-President of Quebec Federation.

Resolutions presented at the Annual Meeting
of the Council of Representatives — May 2nd & 3rd, 1958

1. Representation of lay personnel in curriculum planning
from Executive

*Whereas it is important that the school curriculum reflects the needs of society,
Whereas it is important that parents understand the purposes of curriculum
change,*

*Whereas it is felt that many members of Home and School Associations are both
able and anxious to participate in the serious studies involved in curriculum
planning,*

BE IT RESOLVED that the Quebec Federation of Home and School Associations
recommend to the Protestant Committee of the Council of Education that
more use be made of lay personnel in curriculum planning.

Destination: Protestant Committee

2. Clerical duties of teachers
from Executive

*Whereas there is evidence that school administrators and teachers are over-
burdened with clerical duties and demands that are essentially non-educational
in character,*

*Whereas such duties and demands make impossible maximum attention to the
real duties of school personnel, viz. supervision of instruction, planning,
preparation and correction of lessons, and the giving of proper attention to
the guidance and personal welfare of the children committed to their charge,*

BE IT RESOLVED that the Quebec Federation of Home & School Associations
request school boards to make more clerical assistance available to schools.

Destination: School Boards

3. Fluoridation of Montreal water supply
from Parkdale Home & School Association

*Whereas a resolution was passed by the Provincial Association in 1956 to the
effect that we urgently support fluoridation of the water supply, and whereas
no action has been taken by the civic authorities to implement this step,
it is hereby moved that this association press as strongly as possible for this
addition to the water supply.*

Destination: City of Montreal

4. Residential institution for mentally handicapped children
from Macdonald Home & School Committee on Special Education

*Whereas institutional care is required for a) children needing custodial care,
b) trainable children who cannot live at home, and, c) educable mentally
handicapped children who are behavior problems or delinquent,*

BE IT RESOLVED, therefore, that the Government of the Province of Quebec
be requested to initiate the establishment of an English-speaking residential
institution which will meet the needs of these children for care and training.

Destination: Provincial Government

5. Day schools for trainable children
from Macdonald Home & School Committee on Special Education

*Whereas many trainable children live at home, and constitute a progressive burden
to themselves and their families, unless they learn to be socially acceptable;
and*

*Whereas the Protestant School Board of Greater Montreal subsidizes the Associa-
tion for the Help of Retarded Children for each child in its school district
who attends one of the Association's schools; and the Macdonald Central
School Board assists the parents of children who cannot be taught in the
Macdonald schools by an amount approximately equivalent to the school's
cost of educating a normal child,*

BE IT RESOLVED, therefore that all local school boards in the Province recognize a responsibility to these children by financial assistance to their parents or through subsidies to the Association for the Help of Retarded Children.

Destination: School Boards

6. Educable mentally handicapped children from Macdonald Home & School Committee on Special Education

Whereas for the educable mentally handicapped child to become an independent, contributing member of society, particular consideration must be given to his education, and

Whereas he requires:

- a) Teachers with special training or at least with regular help in understanding him,
- b) A well planned curriculum which will be both useful and understood by him,
- c) An academic education to the level of his ability,
- d) Occupational and possibly some simple vocational training at the high school level,
- e) Job placement and job supervision for a time, as is provided in Rochester, Ottawa, Smiths Falls, and on an informal basis in some Montreal schools,

BE IT RESOLVED, therefore, that all school boards in this Province study the needs in their districts, and establish — with the help of the Protestant Committee on Education where necessary —

- a) a policy of grouping these children either in a regular classroom, special class or special centre, with a suitable curriculum and teachers equipped to help them,
- b) special training centres at the high school level, to include occupational training, job placement and possibly some job supervision.

Destination: School Boards

(balance of Resolutions in August)

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(continued from page 11)

cational system.

It may well be that the main effort of the School Education Committee should be directed toward the "understanding" part of its aims and to pass this understanding on to the members of Home and School.

It is suggested that the future committee look at its objectives and decide on one or two activities that it should undertake and stick firmly to these on a long time basis.

G. MELLEN,
Chairman. ●

HOME ECONOMICS - A STEP TO FASCINATING CAREERS

by K. DORIS NORMAN

JUNE IS graduation time. This is one time when thoughts begin to race through the heads of many young girls — "What will I do when it becomes my turn to graduate?", "What career will I choose?". Have you heard some of your girls say, "I want to be married", or "I want to become a home economist", or "I would like to become a dietitian or nutritionist"? Parents and teachers are frequently sought out for questioning, guidance and advice about these important matters. If you are one of those parents or teachers, who are asked about these profession, perhaps the following words will help you in answering some of the queries.

Home Economics began in Quebec and Montreal in 1670 with the teaching of what we now would term Domestic Science classes by two religious orders, the Ursulines and the Congregation of Notre Dame. Later on, Domestic Science or Home Economics began to be included in the schools. Today, there are sixteen universities that offer a bachelor degree in Home Economics. Food is our first necessity, and in Home Economics, a girl will learn the art and science of feeding herself in a way that will result in the best nutritional health possible. She will learn good grooming, how to make her room, apartment or house, a home; how to manage and budget wisely. She will learn the art of personnel relations which is so vital to the happiness and success of all of us. Home Economics is the perfect background for the girl who says "I want to be married". Furthermore, Home Economics offers many interesting specialities from which a girl may choose her career outside of the home. Having completed the Home Economics course with a major in foods and nutrition, a girl may then intern for one year at an approved hospital. There are fourteen across Canada, one in nearly every province. Or, if she is interested in restaurant and hotel work, she could intern at an approved commercial centre or with the Royal Canadian Air Force. After an internship, she then is a professional dietitian.

A professional dietitian plans meals and therapeutic diets, purchases food and directs its preparation and services; she supervises and instructs personnel; teaches patients and student nurses; conducts nutrition surveys and assists in research work. A dietitian's job is very much like that of any administrator. She will meet and be working with all types of interesting people. Doctors will call to consult about diets and feeding problems of patients. There will be parties and functions at which she will cater and act as hostess.

If she is interested in research and operating test diets and finding out the "hows" and "whys" of things, there is the research dietitian who walks hand in hand with the doctor on special cases. New problems in research are being solved every day in hospitals, as well as in universities, government agencies, and commercial firms.

Other Careers

With further study the dietitian may establish herself as a dietitian or nutritionist in a diet teaching centre or food clinic attached to a hospital or medical centre. Here she will work as a member of a medical team, and will provide nutrition and diet education to the ambulatory pa-

Miss K. Doris Norman is a dietitian-nutritionist directing the Diet Teaching Centre of the Montreal General Hospital. She graduated from Acadia University, Wolfville, Nova Scotia, with a bachelor of science degree in Home Economics; served her post graduate dietetic internship at St. Michael's Hospital, Toronto; and obtained her master degree in education from Tufts University, Boston, Mass. Before coming to Montreal a year ago, Miss Norman was a federal nutritionist with the Nutrition Division, Department of National Health and Welfare, Ottawa.

Dietitians in restaurants, hotels, clubs and other eating places must think in terms of the type of food service required and the tastes of the clientele they wish to attract. The dietitian's work in the Navy and Army is very much like that of a hospital dietitian. In the RCAF, she is utilized at all levels of food service, that is, in the hospitals, for general and special feeding of air crews and personnel, and for developing and preparing special rations.

A girl who is interested in public health services, may become a public health nutritionist, home economist or consultant dietitian, with a city or government department of health, welfare or education. Here she may teach by giving talks or demonstrations on nutrition and proper food preparation to women's groups, conduct short courses in nutrition for the related professions, or assist with special programs being carried on in schools. She may be called on to write booklets, articles for the press, or radio and TV scripts on nutrition. She might be employed as a government home economics extension worker and instruct groups and individuals, particularly in rural areas, about such things as homemaking, family living, and handicrafts.

Home Economics as a school subject is taught in most parts of Canada and some girl who enjoys teaching will find a real challenge in teaching Home Economics in the elementary or secondary schools. She will probably include in her course topics such as the foods for health and how to make these foods into meals, the girl's role

in family life, home care and management, sewing and handicrafts. If a girl wishes to teach at the college or university level she will specialize in a particular phase of home economics.

In the business field home economics graduates are employed or consulted by manufacturers of food, department stores, advertising agencies, magazines, newspapers, radio and television. Many newspapers carry special features of interest to women, these are written by home economists. Note the use being made of television to teach and demonstrate how to prepare nutritious meals or to sell new food products.

The profession of Home Economics is expanding steadily. It is so new that it affords a tremendous scope to develop ideas and to explore new and interesting areas of work. This field offers inspiration and a feeling of achievement from helping patients return to health, guiding people toward improved eating habits and healthful family living, managing a high-standard food service and teaching young people the art and science of homemaking. It needs young girls but those who consider this field for their career should want to be of service to people and have an interest in the science of food and nutrition, have good health, enthusiasm and a sense of humor.

To obtain brochures and additional information such as academic qualifications required or course content, contact your nearest university or write to: The Canadian Dietetic Association, 415 Bloor Street West, Toronto, Ontario.



EDUCATION - EVERYBODY'S BUSINESS

Immediate Past President Walkington was Chairman of Education Week in Quebec and in that capacity made the following speech to the Westward Rotary Club. We publish it here as an excellent, brief report on the Conference.

FOR MANY years "Education Week" has been held early in March. The sponsoring groups have been such organizations as the Teachers, Home and School, Trustees, Labour, C.M.A., National Council of Women and many others. The object has been to publicize the achievements and problems of education. For some time, however, there has been a feeling that something more was needed and the feeling crystallized into a demand for a National Conference at which educators and laymen could examine the needs of education.

After over a year of planning, the first Canadian Conference on Education was held in February in Ottawa. Its aims were to —

- Define the needs of education
- Study them and make recommendations
- Interest and inform as many Canadians as possible

The Conference lasted four days and the 800 delegates came from all ten provinces and from all walks of life — teachers, trustees, administrators, business men, housewives, farmers, labour, librarians, university heads, publicists — 70 organizations were represented. On the first and fourth days we met together under the chairmanship of Dr. Wilder Penfield. First we heard a number of informative speeches.

Dr. Penfield told us that we must adventure on, hoping that from greater knowledge will come greater understanding. Douglas LaPan, who was secretary of the Gordon Commission, said that a larger and ever larger proportion of our labour force must be educated to higher levels if our economic progress is not to be thwarted.

Mr. Alexei Tovstogan, cultural attache of the Ottawa Embassy of the U.S.S.R., said that in Russia education is universal,

7 years in the country and 10 years in the cities. It is standardized in all areas and the language of the area is used. He emphasized Lenin's dictum that a Communist State can only be operated by educated people. Education is free and 79% of university students receive payment according to their academic standards. The aim and purpose of education is brotherhood, as Russia wants to live at peace with all countries. It was interesting to hear him say that Russian education has a broad cultural background even for those who go in for engineering, and that 70% of the students in medicine are women. One of the problems is a shortage of teachers. We Canadians can sympathize with them there.

Engineers include technicians

"The Russian member of a four-man panel (at the Canadian Conference on Education) gave a keenly-anticipated paper on education in his country. An interesting fact to emerge from it was the lack of distinction drawn in Russia between "engineers" and what we call "technical assistants" (graduates with two to three years technical training from a school such as the Ryerson Institute). The U.S.S.R. lists both categories together which accounts for the large number of engineers we hear about".

Anne MacDermot
in
Spring '58
The McGill News

Dr. Carr of the U.S. discussed education in his country and said that all education must be based on moral and ethical standards.

Dr. W. A. Trueman for Canada said that there was no problem in education which could not be solved by great sums of money.

He called for more highly qualified teachers, more pay, a speeding up of the educational process and a halt to the deriding of intellectuals.

Sir Ronald Gould of Great Britain insisted that we must define the aims of education more clearly and said the boys at one school had translated the Latin motto to read, "Pep without purpose is piffle". He felt that the purposes of education are --

- To equip people to earn a living
- To train people to live in a free society
- To give something to the individual.

No school can accomplish this all by itself. Newspapers, radio, churches, clubs, industry and particularly the home must play their part.

Still Other Views

MR. MARCEL FARIBAULT spoke on the French-Canadian philosophy of education: That the basis of education must be religion, that the family comes next, and that the purpose of society is to maintain order between conflicting parts.

On a panel entitled, "In My Opinion", Dr. Eugene Forsey of the Canadian Labour Congress said the average, the normal child, is being neglected while we do a great deal for the exceptional ones. He asked, "Are we making our High Schools adolescent play pens and our teachers glorified baby-sitters?"

Andre L'Heureux of the University Students stated that the effort required of a secondary school student is insufficient to provide a challenge and that the students who do not meet High School standards should be dismissed.

Miss Byrne Hope Sanders laid stress on the need to get rid of the idea that education is for children and youth alone and to realize that it must continue throughout life.

Mr. Hugh Crombie of the Canadian Manufacturers Association pleaded for more engineers and scientists in order to keep Canada in the industrial race — but engineers and scientists with a broad background of cultural subjects. He stressed we must come closer to European thought, which holds teachers and professors in great esteem.

And Then the Workshops

ON THE second and third days we broke up into groups to discuss the problems of education under eight headings. I took part

in the discussions on the financing of education, but I learned something of what went on in the other Workshops.

In the Buildings and Equipment Workshop, stress was laid on the physical plant, on the need for good looking but functional schools built at moderate cost; on the need to use school property for the good of the whole community, etc.

Adult education was discussed under the heading, "Education for Leisure". The desire for programmes covering a fantastic range of subjects was a swelling tide in Canada and while much is being accomplished, the shorter working hours demand that a great deal more must be done.

The Workshop on Higher Education debated higher entrance standards and whether this would lower the rate of failures; what to do with the flood of new students expected in the next few years; how to finance new buildings, professors' pay and student fees. There was agreement that more Institutes of Technology*, along the lines of Ryerson in Toronto, were needed

* Article coming in August issue

(continued on page 26)

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ELIZABETH M. JONES

and her Committee

report on

LOANS - SCHOLARSHIPS - BURSARIES

LAST FALL a committee of the Quebec Federation of Home and School began to accumulate information about Scholarships, Bursaries and Loans available to students from Quebec schools who wish to continue their education beyond High School Leaving. So far, most of the material collected applies to University Entrance and the School for Teachers. Sometimes a lack of understanding exists concerning these awards. Scholarships are awarded on academic standing alone, financial need may influence the amount of money awarded. Bursaries are grants in aid, made to needy students, with reasonably good academic standing. The awarding institution may assign some duties to the recipient. Loans, by the University, are usually reserved for students in the upper years and are made on the recommendation of the student's Dean. There are loan funds established in some localities for the use of their own students. Students are expected to make application for awards. This is important. Do not assume that a student is automatically considered because he or she is registered at a school or university.

How should you obtain information about Scholarships, Bursaries and Loans? There are two excellent publications available from the Queen's Printer, Ottawa: Undergraduate Scholarships and Bursaries, Reference Paper No. 55, 75 cents, lists awards of \$100 or more made to students registering at Canadian Universities; Canadian Institutions of Higher Learning, Reference Paper No. 48, 25 cents, lists names, addresses, courses offered and general information on entrance requirements and fees. The Provincial Association of Protestant Teachers, Room 15, 1410 Guy St., Montreal, publishes a booklet containing information on assistance to student teachers in the Province of Quebec.

There are some interesting awards, new and old, which have come to the attention of the committee. The Quebec Department of Youth and Social Welfare, 88 Grande Allée Quebec, will send information and application forms for Provincial Bursaries and Loans upon request. These Bursaries and Loans vary from \$500, for out of town university students, to \$50, for student nurses and technical school pupils, per annum, for the number of years required to complete the course, provided that a satisfactory standard of work is maintained.

Other interesting Scholarships have been established by various industries in Canada — International Nickel Co. of Canada Ltd. — Dupont of Canada; General Motors of Canada, Oshawa, Ont., H. J. Heinz Co. and etc. The Smith College Club of Montreal offers \$900 annually to a Canadian resident (girl), apply to Mrs. Glen Ellis, 44 High Field Ave., Town of Mount Royal. If your child is interested in a specific industry, it might be well to inquire whether or not the company offers some types of assistance to employees or future employees.

Home and School Associations and School Boards throughout the Province of Quebec are most interested in encouraging students and have been establishing funds for that purpose. Those which we know about are listed here. Please do not feel forgotten if yours is not among them as our lists are far from complete. These awards are usually intended for students from the district concerned. Your school Principal will have information and application forms. Arvida Home and School, Scholarship, \$150; Aylmer Home and School, Scholarship, \$200; Bedford School Board, Loan Fund for student teachers (interest free); Bedford Home and School, Scholarship, \$75; Cowansville Home and School, Loan Fund; Mount Royal High School

Home and School \$25 (4), Scholarships; Town of Mount Royal Women's Community Club, Scholarships, \$50 (2); Protestant Board of Greater Montreal, several Bursaries and Loans, one Scholarship; (for student teachers); Pontiac School Board, Loan Fund (up to \$700) for student teacher; Papineau County School Board, Scholarships, \$300 and \$200; Quebec School Board, Loan Fund, \$300; Riverbend, Bursary, \$100; Stanstead County Central Board, Loan Fund for student teacher proceeding to a degree (apply Box 154, Magog, Que.) Sutton School Board, Free Tutition for Grade XII to any student in District of Bedford with 50% High School Leaving; City of Westmount, Bursaries, \$150, for student teachers, offered to children of teachers. Several local Chapters of the I.O.D.E. and Branches of the Canadian Legion offer assistance to their students.

The following Home and School Associations affiliated with elementary and intermediate schools have established scholarships which help their students to attend high school. Devonshire, (2) \$24; Longu-

euil and Montreal South, \$40; Greenfield Park, \$40; Maisonneuve and John Jenkins, (4) total \$120; Escuminax, \$25. Several of the private schools hold sholarship examinations annually. The schools will send information on request.

Our research to date seems to indicate that there is assistance available for students willing to ask for it. The best approach is to ask the Principal for the information available at your school. Select the schools or universities which interest you. Write to the Registrar for information about Bursaries and Scholarships, then, application for the ones which you are qualified to receive. Some applications must be received long before the School Leaving results are published. Send them in! If your marks are not satisfactory you will not be considered, if they are good, your name is right where it should be. The biggest complaint of the awarding agencies is that there are so few applications. We cannot expect to have larger assistance programs until we show more interest in the ones already available.

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H. KATHLEEN MILNE
writes interestingly
of an important
project

HOME AND SCHOOL in the **DENTAL FIELD**

THE URGENT need of dental care for a large percentage of children in this province has been a matter of concern for years. In the larger cities, needy children have access to clinics, but until recently no clinics have been available for those in the smaller communities. There, needy children visit dentists only when aching teeth demand extraction.

In 1953, a member of the Magog and District Home and School Association read a news item in the Sherbrooke Record about a Dental Clinic held in Bury under the joint auspices of the Junior Red Cross Society, the Women's Institute and interested citizens. If Bury could have a Dental Clinic, why couldn't we?

Inquiries were made at Junior Red Cross headquarters, the matter was discussed at a Home and School meeting, a committee was formed, money was raised, and in the spring of 1954 a very successful Dental Clinic was held in the nurse's office at Magog's new Princess Elizabeth High School. Since then, the clinic has been held annually, and its gradual expansion and beneficial results have been most gratifying.

In Magog, it has always been a joint Home and School — Junior Red Cross project. In all communities this is not so, although Junior Red Cross has been co-sponsor of clinics in several towns, such as Cookshire, Scotstown, Sawyerville, and Wakefield.

Interest in the clinics has grown and spread. Stanstead County alone would like to hold four clinics this year, in Ayer's Cliff, North Hatley, Coaticook and Magog. Magog would like to have two dentists instead of one. The Junior Red Cross has had more appeals for assistance than ever before. The result is that the many applications cannot be filled by qualified dentists, and all clinics have had to be postponed.

However, the Director of Junior Red Cross, Miss Lorraine How, is working on

a new scheme which she maintains will have distinct advantages over the old. Former clinics, staffed by dentists who were just graduating from McGill's Faculty of Dentistry, had to be held in May and June before these new graduates set up their own practice, became internes or engaged in post-graduate studies. It is not the best time of year to hold clinics in the schools, being a time when studies should take precedence over dentists. Under the new scheme, Junior Red Cross hopes to engage a dentist on a year-round basis, who will travel throughout the province, dividing his time between the different communities where clinics are established.

This plan should prove, very satisfactory to the County Health Supervisors (School Nurses) who, like ours, take an active interest in the clinics and who will have only one clinic at a time to supervise instead of perhaps three or four.

The work of the Junior Red Cross and of the local Associations is closely linked in the actual running of the clinics. The Junior Red Cross engages the dentists and provides the dental chairs, sterilizers, lights and other equipment, free of charge. It also provides the consumable supplies, but these and the dentist are paid for with clinic funds. Local Associations provide volunteers to staff the clinics, arrange for the dentist's board and room, raise the necessary funds, and make all the other arrangements of a local nature.

Competent volunteers are a major necessity. They need not have had previous experience as dental nurses or clerical workers, but they do need to have the interests of the community at heart and to be willing to work for a reasonable number of hours or days. If the volunteer assistants change constantly, the dentist's work is slowed down considerably.

The Magog Association has also found from experience how very important it is to have as committee chairman someone

who can devote several hours a day to the clinic if necessary. The county nurses help whenever they can, but as their manifold duties do not permit them to be present every day, some other person must be able to be in daily touch with the clinic and have general supervision over it. This person, presumably the convenor of the committee, must make appointments and see that the children are there at the appointed time. The clinic can run satisfactorily only if the flow of children to it is carefully arranged in co-operation with the dentist. It is not an easy matter, especially in communities where many children come by bus and can be treated only during school hours, but its importance is obvious. The dentist is paid a specified sum per day. If he is not kept busy, the cost per treatment naturally rises.

The Magog clinics have been held once a year for periods of 15½ to 23% working days. It is important to note that each year they have been held with the approval and co-operation of Magog's established dentists. Their success has been due to the efficiency of the dentists and volunteers who have staffed them, to the interest and devotion to duty of our County Health Supervisor, Mrs. Claire Shipway, and to the complete and generous co-operation of the Junior Red Cross.

Expenses have been kept to a minimum. With the exception of one year, the dentist's board and room have been provided by hospitable members of our Association who have welcomed them as guests in their homes. The dentist is the only paid member of the staff. All others are volunteers. A local laundry does the clinic laundry without charge.

Funds have been raised in many ways. The first year, when the sum needed seemed overwhelming, service clubs and church organizations were asked to help, and a grant from the Junior Red Cross was gratefully accepted. The second year, the pupils of each class raised money, and the Dramatic Committee of our Home and School Association donated the entire proceeds from a major production to the clinic fund. Money has been raised in various other ways as well, and more easily than we had thought possible.

After the second clinic we had facts and figures to prove how vital a role the clinics were filling in the community and how

much work was being done at what low cost. A letter was therefore sent to the member of the Provincial Legislative Assembly for this county, requesting financial assistance from the Provincial Department of Health. The request was granted and has been granted again in the succeeding years.

What children attend our clinics?

The decision would perhaps have been difficult at first had not a survey been made during medical examinations which were being conducted in our school in the autumn of 1953. The survey revealed that approximately 130 children of the 398 examined had never been to a dentist except perhaps to have an aching tooth extracted. One pupil had not even had that unpleasant privilege. He had one badly abscessed tooth that had been draining through his lower jaw for about two years!

The clinic was therefore set up to treat only children who had never before had dental care. One hundred and four children attended. Those who could not afford to pay were treated free of charge. Other families paid a maximum of \$2.00 per child.

The following year the same children were treated and a few new-comers added to the list. During the third clinic, time was taken to examine the teeth of all children in the school and a report was sent to the parents. Actual work was still confined to former clinic patients and new ones designated by the Health Supervisor.

After three clinics, the amount of work needed by these children was not so great. Therefore, last spring, the clinic was opened to all pupils in the school whose parents wished them to have treatment. The needy children were still treated free of charge, while the others paid stipulated fees based on the type of work that was done.

The results of the clinics have been most heartening. Whereas in the first clinic work was not completed for any of the patients, the second year it was completed for 12, third year for 38, and last year for 58. These figures alone convince us of the value of the project. ●

The Magog and District H & S Association will be pleased to answer questions on this subject from any association. Letters should be addressed to

Magog & District Home & School
Association,
c/o Princess Elizabeth High School,
Magog, Que.

(Continued from page 21)

in order to produce the technicians and skilled workers now in short supply. It was felt that these would take care of many high school graduates not quite able to get the best out of university.

In another Workshop, curriculum was studied and there were many suggestions for improvement, including a decision that all Canadian children should learn the second Canadian language at as early an age as possible.

Dr. Alastair McLeod of the Mental Hygiene Institute, Montreal, headed the discussion on "Special Needs". More schools are needed for retarded and physically handicapped children, although much good work is being done. ** There are differences of opinion as to how the bright student should be handled. Should he be pushed ahead, out of his age group, or remain with his age group but have an enriched programme?

One Workshop consider "The Role of the Home in Education" and decided that it has a definite place. The attitude of the parents to education and to educators could make the difference between success and failure.

Those who discussed, "Teachers — Quality and Quantity", laid most stress on "Quality". As an ideal, it was felt that all teachers should have an university education and that as a step towards that goal, minimum standards should be at least senior matriculation and two years of training as soon as possible. It was felt that knowledge of the subject to be taught was more important than teaching methods although methods should not be neglected.

The Financing of Education

Throughout all the discussions the need for more money was ever present and so the Workshop on the "Financing of Education" was of considerable interest. A number of interesting figures were given.

At present 3.2% of Gross National Product is used for education. This is up from 2.5% in 1949. Because of the increasing number of children, this percentage will increase to 4% by 1965, even if only the same standards are kept. If we are to raise our sights then a higher percentage will be needed. In thinking of these amounts, however, we must remember that the 5 — 19 year old make up about one-third of our

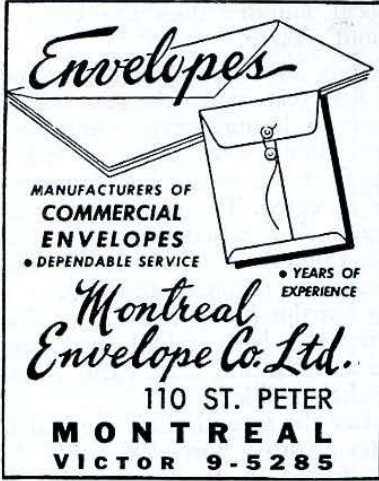
** "The Educational Needs of the Mentally Handicapped Child" is an informative article in the August issue of *Quebec Home and School*.

population. There was discussion about the share of the taxation burden now shouldered by property and it appears that this is much more onerous in some provinces than others. The share is 65% of educational costs, as a whole, across Canada.

Most delegates felt that with the present division of tax revenues, the Federal Government had a responsibility to return larger amounts to the provinces for their needs, but the majority agreed that the sums should not be specifically allocated to any purpose. Public opinion within a province should be sufficiently powerful to ensure that a fair share of the provincial revenues would be used for education. It was also agreed that there should be an opportunity for every child to receive a basic minimum education and that this would require larger grants to some poorer provinces. It was evident that delegates from all over the country recognized the special problems of Quebec and its desire to retain its cultural heritage. There was a small segment of opinion, mainly from the Prairies, that taxes on industry should be higher and that all school expenses should be borne directly by the government.

Suggestions were made that the Federal government could aid universities directly if the functions of education and research were divided. The Federal Government could give to the latter quite properly.

It has been found that the reporting of statistics on educational finances is very uneven and that it is impossible to make proper comparisons in many cases. A recommendation is going forward to the provincial governments that a uniform system of reporting be adopted.



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The Industrial Foundation on Education, which grew out of the St. Andrews Conference, has been studying the question of assistance to education by industry and commerce. Its investigations to date indicate that industry can and should help universities to a greater extent than at present and that a variety of sources of revenue, that is from governments, industry, fees and other places will help to keep universities free from outside interferences.

In the case of students, it is evident that only about 15% of high school students capable of benefitting from a university education actually go there. Many are not able because of lack of money. There was general agreement that a university education should not be free as it would not be appreciated in many cases, but that there should be a national scholarship scheme to reward all honour students and a loan fund to help out. Industry seems to be willing to back the loan fund on the basis of freedom from interest until graduation and then a small rate of interest until repaid.

The Resolutions

ON THE last day, about 30 Resolutions were passed by the Conference as a whole. In many cases they had to be very general in nature, almost pious hopes, urging this and that on the provincial governments. It must be realized that the success of the Conference did not depend on these resolutions.

One of the most important results was the opportunity for people from different provinces and different backgrounds to exchange ideas. Few of us came away without modifying some of our ideas.

Then there was the enthusiasm engendered by the vision of greater things put before us by the speakers, and also coming out in private discussions.

Yes, in my mind the Conference was a success. Its results may not show in the immediate future, but our children and our children's children will feel the effects of our meeting. There is to be a continuing organization to carry on the work, to bring the recommendations to the attention of the proper authorities. And from the realms of newspaper publicity, the radio and TV programmes, millions of Canadians know more about education than ever before.

One thing was evident in all discussions and that was the belief that the human

factor is the most important, as Sir Ronald Gould put it, "Good education is provided when a qualified teacher looks after the needs of a few children in a suitable classroom".

A highly trained teacher, esteemed by his community, with a class small enough to let him take care of the needs of each child, so that he can challenge the brighter ones and encourage the slower ones, is the vision we took home with us. Making that dream come true will not be easy. We will need 38,000 new classrooms by 1965 and teachers to teach in them. We must retain those who are trained to be teachers, not let them slip through our fingers; we must make it worthwhile to be a teacher; we must give every child the opportunity to gain the most advanced education they are capable of receiving — not only for their sake, but for the good of Canada and of the world.

Everyone will have to help because education is everybody's business.

Dr. Penfield closed the Conference with the following words:

"The common man knows very well that he must pay for the nation's educational institutions. He wants to know that they are the best possible institutions. He wants to know that the young of this country have unlimited opportunity to acquire skill, knowledge and understanding, each according to his inborn wit and understanding, and for the mature, too, he expects a chance to develop constructive thinking and the facilities for research, also.

"These are the things that would prove our first line of defence in time of war. In time of peace, they give us hope of happiness and national achievement".

In our August issue

- ★ Death by Indifference
 - ★ A Canadian College
of Teachers
 - ★ Teachers - Quality &
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- and many other articles*

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