

QUEBEC HOME & SCHOOL NEWS

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Eastern Representatives at Workshop



Representatives from Sherbrooke, Eastern Townships, Chicoutimi, Bagotville and Quebec were present at a workshop session held at St. Foy Elementary School on February 15. In the group shown above are: left to right, standing, Mrs. Murray Wright, District Director Quebec area; Ronald Beirnes, Bagotville; Albert Ratuszniak,

Bagotville; Mrs. Shirley Hubbard, Valcartier Village; and Roy Buttery, District Director, Chicoutimi area; left to right seated, Mrs. E. Mareil, Quebec; Charles Toeman, Federation Leadership Training Chairman; and Mrs. Dorothy Ann McCann, St. Foy.

Registration Kits Sent For Annual Conference Scheduled May 8 and 9

Registration kits, for the Quebec Federation of Protestant Home and School Associations annual conference May 8 and 9, have gone by mail the past few days to every Home and School President.

While each association is entitled to three official delegates anyone who is a paid-up member of an association affiliated with Quebec Federation is welcomed to attend as an observer.

It is not necessary to wait to be asked by your local executive. If you are interested in what Home and School is doing and should do, come and attend the sessions. A special invitation is extended to all school board members, school administrators and teachers.

The conference will be held at Sir George Williams University, 1435 Drummond Street, Montreal. A tentative program for the conference will be printed in the next issue of Home and School News.

Conduct Workshop at St. Foy

A workshop session led by Quebec Federation representatives at St. Foy Elementary School provided useful information for association leaders attending from Sherbrooke, Eastern Townships, Chicoutimi, Bagotville and Quebec areas on February 15.

Federation's Leadership Training Chairman Charles Toeman and Vice President John Purkis led group discussions on various subjects including programming, organization and objectives of Home and School.

Those attending declared that they had gained much information and that the session was worthwhile. It was suggested, however, that the next workshop for those areas should be held early in the fall so that the participants will be able to use the knowledge gained to the fullest extent for the complete year following.

Time to Ponder Candidates For School Board Elections

by Rose Simon

Election time for school board commissioners or trustees is June 8.

June seems a long time away but it is not too early to start thinking about the situation in your school municipality.

Parents have rights and responsibilities regarding these elections. You will want to know whether your present commissioners or trustees are fulfilling their responsibilities adequately. Should some of them, due for re-election, be replaced? If replacements are necessary now is the time to start looking for

persons with all the necessary qualifications to fill the posts.

Candidate Qualifications

What are some of the qualifications necessary to act as commissioner or trustee? A nominee for either of these posts must be a literate ratepayer (male or female) residing in the school municipality and qualified to vote as listed under voter qualifications which are shown below. He should be a person who has a keen interest in education and the community. Interested and active Home and School members should not be overlooked as a good source.

Elector Qualifications

To have the right to vote at any election of school commissioners or trustees it shall be necessary:

(Continued page 2, Col. 2)

Guidance in Quebec Protestant Schools

by Frank A. Trecartin

When we survey the scene in the field of Education today it is all too tempting to hark back to the "good old days" when life, for the teacher, seemed indeed much more simple and straight forward.

How in the world did we ever manage in those rural schools of another generation or two back in time, when we were faced with 40 to 50 pupils in many grades all in the one classroom?

We had yet to learn that, "The whole child goes to school", that not all children learn at the same rate, that readiness programs were important before a child could possibly learn to read and "individual differences" was a concept yet to confound us in those former days when pupils "took" clearly defined "subjects" in more or less water tight packages in specifically arranged parcels of time and stumbled, crept, walked or marched, grade by grade, to graduate from grade eleven or at some stage earlier, into a world organized for the survival of the fittest.

We are living in grand and wondrous times in education. Those of us who are well past the first quarter century mark in the work, seem now, at long last, to be just getting to the place where we can appreciate the implications of the bright horizons and we yearn to get on with the task, endeavoring to make "strikes" on a dozen and one promising "claims" at one and the same time.

After a particularly busy time however, on a variety of committees, panels, discussion groups, etc., and con-

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Regional Views To Be in Brief To Commission

by Jack Hutton

(Jack Hutton is education writer on the Toronto Telegram)

Parents in every corner of Canada will soon be asked to help solve a problem that may decide whether a united country exists 20 years from now.

The problem: how to ease tensions now gripping French Canada in a way that will safeguard the rights of all of the country's groups.

The executive of The Canadian Home and School and Parent-Teacher Federation has decided that Canada's largest voluntary organization should present a brief to the Royal Commission on Bilingualism and Biculturalism.

William Asherman, chairman of the national committee to co-ordinate the Home and School action, says that each provincial federation in the movement will be asked to canvass members for their opinions, and then to submit a composite report of Home and School thinking in the province.

Said Mr. Asherman, who is Assistant to the President, Quebec Federation of Protestant Home and School Associations, "What we will have, therefore, will be several briefs, not a single

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QUEBEC HOME & SCHOOL NEWS

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School Board Elections

All during this school year parents and teachers associated with Quebec Federation of Protestant Home and School Associations, on the local level and on the district and provincial levels, have been working to improve education. They have attended meetings, participated in studies, helped in school projects and have tried to improve their knowledge and understanding of the problems and challenges in education. In short they have expressed an interest in education and have accepted some responsibility in it.

Now it is time for those persons to determine whether or not the representatives they elect as school board commissioners or trustees are equally as interested in education. They may well be; on the other hand perhaps some of them, due for re-election this coming June, should be replaced.

Elsewhere in this issue are listed the qualifications for a candidate and the qualifications for an elector and a reminder that parents have rights and responsibilities regarding the school board commissioners or trustees who are elected. As a reminder of an important point concerning representation we quote from an earlier editorial in this newspaper: "Where education is concerned, there are two main types of taxpayers: those who are parents and those who are not. Taxpayers who are not parents can hardly be expected to cherish the idea that they should pay higher and higher taxes for schools. It is logical to assume then that parents and non-parents view a system of education from basically different positions. It also cannot be argued that any school board or any government on any level represents solely parents." It is therefore important that parents ensure that there is some representation elected to express their views.

It is the duty of the electors to find good candidates. Home and School has a responsibility to encourage electors to take an active part in providing good candidates and electing them. While it has been established that a Home and School association ought not to support a particular candidate at the same time it can organize meetings where candidates can be heard and promote a large turnout on election day through newsletters, telephoning and other publicity.

Time to Ponder Candidates

(Continued from page one)

1. To be of the age of majority and a Canadian citizen;
2. To be entered on the electoral list; and
3. To be the owner of real estate or of a building, be entered as such on the valuation roll or to be the spouse of such owner and have been domiciled in the municipality for the last six months; or
4. To be the father, mother or tutor of a child who was less than 18 years old on the preceding thirtieth of June and have been domiciled in the municipality for the last six months.

Trustees should not be taken lightly. These people help in shaping educational policies and in spending taxpayers' money. It is not a job for a willing but unqualified volunteer. It is a job for a capable and responsible member of the community. The job is important and every eligible voter should exercise his responsibility.

Schools With Grade 12
Grade 12 is being taught this year at the following Quebec Protestant high schools: Lachute, Lake of Two Mountains, Macdonald, the High School of Montreal, Noranda, Quebec, Val D'Or-Bourlamaque and Lindsay Place (Valois).



The Editor's Notebook

Here's an interesting letter we received from the corresponding secretary of a local association which shall be nameless on this occasion:

"I am writing on behalf of our Publicity Chairman who claims that she has been consistently sending in releases to the Quebec Home and School News and has yet to see any of it printed therein. She says that she has sent in interesting reports, and sent them in good time for publication.

"Our Parent-Teachers' Night, combined with our book fair are examples of outstanding successful activities which received more than an adequate coverage in the daily press. This raises the question of why this news, which was so obviously of interest to the general public, was not seen in the Quebec Home and School News.

"We would appreciate hearing from you on this matter."

So we thumbed our files to find what we could have overlooked in the mail from Local Association X: no mail from the publicity chairman of X. We, telephoned Pam at the Federation office downtown: no mail from the X publicity chairman. Now we wonder where those releases consistently went!

Meanwhile back under our green eyeshade we find the letter, which we have just quoted, to be an excellent cue on which to make a point or two about local association publicity and about what Quebec Federation Home and School News isn't.

First, the book fair and the meet-the-teacher project by Local Association X did get good play in a Montreal daily newspaper, in a three-column by-line feature with picture, on the front page of an inside section, as we recall.

It would have been seen by tens of thousands — a good reason why it needn't have been repeated in the Home and School News. But there was a story for Home and School News: How did Local Association X manage to get such good publicity with such hard-to-get space in a large daily newspaper? Was it a case of the newspaper by chance

stumbling onto this feature idea or did the local association take some kind of direct action toward the newspaper to spark press interest? Isn't that what other locals want to know?

In other words, what the News should carry is not the mere fact that an association conducted a project of a type being repeated by many other associations. If our reports are to be of value to other Home and School readers they should tell, rather, in what new ways projects are made successful; they should present new ideas and information about education not previously seen or heard by our readers. We believe other local associations are looking for the "how to" story or for news about general developments in education.

It's unlikely that the News would be a successful publication if it were solely a chronicle for local associations. Even as a chronicle its effect could be negative because of competition between local associations for limited publicity space.

The ideal place to seek publicity for the local association is the local newspaper or the local broadcasting station. Their readers and audiences represent potential new membership. Home and School News readers already are members of associations; they receive the newspaper because they have paid their membership fees. But building membership alone is a

rather narrow objective. Local publicity on education in general promotes what we all are striving for: better education. Mildred Clark, Bedford Director, showed us an example recently: three issues of the Sherbrooke Daily Record which carried considerable material during education week. One issue featured a double page spread with items and pictures about activities at district schools. The Granby Leader Mail also carried spreads during education week.

Publicity for Home and School Associations is easier to get in newspapers and radio stations serving communities outside the big metropolitan area than in the big city media. Local news has less competition for space and time from national and international news. (In a later issue we'll provide some rules to follow in developing local publicity and maintaining press contacts).

Now, having laid down some editorial policy rules with respect to Home and School News and local association publicity, we'll proceed to break some of them. For the sake of variety and balance that help keep readers interested in the newspaper, we'll run the odd picture or item with local names about routine projects and events.

You may have found some logic in all this or you may conclude, as many others have, that editors are funny people.

Book Review

Youth and the Law

YOUTH AND THE LAW by W. T. McGrath, is published by W. J. Gage. It is reviewed here by Brian Duckett, Grade XI, John Rennie High School, Pointe Claire, Que.

In nine short chapters Mr. W. T. McGrath has successfully given the youth of this country a chance to learn about the laws of Canada and their application without having to pore over large volumes of small print which comprise the "Canadian Criminal Code".

The book is not written in the usual manner of a high school text book which was indeed a welcome surprise. It is divided into parts by sub-headings, which would facilitate the making of notes by the student, and also presents the ideas of the book in an easily understood manner.

Each chapter of the book is an entity in itself and the book lends itself to a quick reading. Throughout the book are excellent examples and these are easy to find for they are printed in a different manner.

The opening chapter outlines the purpose of laws and draws excellent parallels between the rules in a hockey game and our system of laws. This chapter makes the division between criminal law and civil law (which is not covered in this book).

Then, in the next two chapters the author gives a basic outline of the evolution of law and details the history of Canadian Criminal Law in particular. He includes examples of the various codes of laws facilitating the understanding of the differences between them and our own laws.

In the fourth chapter Mr. McGrath describes the various common juvenile offences and

how they are the product of thoughtlessness much of the time. He gives concrete examples and does not confine himself to generalities, which makes the chapter more interesting.

The next chapter gives an excellent picture of the organization of the police forces of this country and emphasizes the high quality demanded by these forces of their recruits.

It suggests further that closer co-operation with the police is extremely necessary to a lowering of crime rates.

The sixth chapter outlines the judicial system of our country and points out the rights of the individual and how these rights are protected by the courts. The author places the reader in the position of a judge and shows the decision that the judge must make when passing sentence on a person.

Chapter seven outlines the evolution of punishment to the present day and stresses the lack of violence in the punishments given today to those of earlier times. The author attacks the fining in our law system claiming that it is easier for the rich to pay the fines than the poor.

The eighth chapter goes into the psychological question of why people break the law and shows that the tendency to commit crimes is largely a combination of heredity and the environment of the individual. He also shows the large crime rate of persons under 16 years of age and how this unfavorably compares with that of those over 16. Happily his survey shows that the rates are not increasing. Clearly, there is great hope for the future.

The author closes with a short chapter on the reasons for obeying (Continued page 3, Col. 3)



Auditorium at Jewish People's Schools, Van Horne Avenue, Montreal, is crowded with interested children and parents during a recent book fair that featured books, records, encyclopedias and dictionaries in Yiddish, Hebrew, English and French.

Book Fair at Jewish People's

A book fair highlighted recent activities of the Parent-Teacher Associations of the Jewish People's Schools in Montreal.

The project, a joint effort between the school and the parent body, was convened by Mrs. Freda Browns, a teacher, and Mrs. Frances Rotman, a parent. The

convenors contacted various stores, discussed the selection of books with the principal and staff, and with a committee, set up and operated the fair.

On display and for sale in the school auditorium was a selection of books, records, encyclopedias and dictionaries in Yiddish, Hebrew, English and French. In some cases book stores and publishers set up booths and staffed them.

Pupils participated ahead of time by preparing displays of book reviews and attractive art work throughout the school. They visited the fair during the school day. Parents attended after 3.30 p.m. when actual selling began and in the evening when they heard Mrs. Eva Russel, of the Montreal Children's Library, speak on "How to Stimulate Your Child to Read".

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Catholic PTA's Hold Quebec Convention

"Education: Our Growth or Decline" is the theme of the PTA provincial convention being held at the Queen Elizabeth Hotel, Montreal, April 11 and 12.

The theme reflects the conviction of the Federation of Catholic PTA's that 1964 is a decisive year not only for Quebec education but more particularly for the English language Catholic schools and for the PTA movement.

Claude Ryan, Associate Editor of Le Devoir, has been invited to address the Saturday night banquet in response to the desire of English speaking Catholics to commence a dialogue on education with French Canadians.

Three questions will be dealt with in simultaneous panel discussions. The first panel will deal with "The Problems of learning to speak French." The second will discuss "What is the next step after high school?" The third panel will state the case for each of Quebec's three distinct approaches to education: the French Catholic, the English Catholic and the Protestant.

Youth and the Law

(Continued from page 2)
 the law and cites the sad example of a young man who did go astray.

I feel that the author has succeeded in what he tried to do. He has tried to write a book that will appeal to young people, but one that will give facts, not fairy tales. He has allowed his own personal opinion to creep in, particularly in the case of capital punishment, but he has not allowed himself to be carried away. He has done some moralizing but has not allowed himself to fall back on the old standby, "When I was a boy."

I can say with much conviction that I would recommend this book as required reading for all high school students. There is a sad lack of knowledge of the law by the young people of this country and I feel this book would fill the gap.

Intensified Curriculum Will Be One of Topics At North District Meet

What can parents do to help their children meet the requirements of our present intensified school curriculum? This question, among others, will be discussed at a joint meeting of the North District Council associations Monday evening, April 13, at Northmount High School, 6755 Lavoie Ave.

Convention held in Montreal last October.

Dr. Owen will address the meeting on "The Parents' Role in the Changing Curriculum." Mrs. C. Raphael, chairman of the North District Council, will preside.

PAPT Soon to Mark 100th Birthday

The Provincial Association of Protestant Teachers, known as the PAPT, is celebrating its 100th birthday this year.

It is the oldest professional association of teachers in Canada and therefore will be the first to mark its centennial.

The PAPT grew out of the Bedford Teachers Association, founded in Waterloo in 1858.

Laurentide East District Council Holds Ski Meet

The second annual inter-school ski meet held by the Laurentide East District Council of Home and School Associations was conducted at Mont Habitant on March 13.

Schools from Rawdon, St. Jerome, Shawbridge, Ste. Adele, Joliette and Terrebonne Heights were entered. Two slalom courses were set by Murray Yeudall, director of the ski school at Avila, Piedmont, and Miss Joan Goodwin-Wilson, director of the ski school at Mont Habitant.

Winner of the first prize, to the school with the highest points, was the Ste. Adele Protestant School. It won the Snowy Owl Motor Lodge Trophy, donated by Mrs. Mary Brisbane.

Shawbridge Elementary School won second prize, a trophy contributed by the school board of the Ste. Adele Protestant School and presented at the meet by John Macaulay, the principal of the school.

The speaker will be Dr. E. Owen, Director of Curriculum, Department of Education (Protestant), Province of Quebec.

One of the reasons for the meeting is that parents of school children are becoming increasingly aware of the importance of formal education in preparing for adult life. In generations past, children were able to leave school at practically any age and with enough initiative and hard work could succeed in many fields of endeavor. Times have changed; there are few good opportunities open for the uneducated; there will be fewer in the future.

The occasion will be the first time in the history of Quebec Federation that a joint meeting has been organized by the North District Council which is composed of the Home and School Associations of Northmount High School and four elementary feeder schools. These are Coronation School, Cote des Neiges School, Jewish People's Schools and Van Horne School.

The speaker, Dr. Owen, has been Director of Protestant Curriculum of the Department of Education since 1954. He received his first M.A. degree at New College, Oxford, his second M.A. degree, in education, at Columbia University and a Ph.D. in Classical Philosophy at Harvard.

Dr. Owen has been on the faculties of University College, Wales; University of British Columbia; Bishop's; and Columbia University. He has consistently encouraged the participation of teachers in deliberations leading to changes in the course of study. He was awarded the Order of Scholastic Merit at the Teachers'

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Guidance in Quebec Protestant Schools

by Frank A. Trecartin

(Continued from page one)

fused, confounded and frustrated by the magnitude of current writing by the wise as well as the not so wise, we turn in almost any direction for solace and comfort and find it in the words of Omar Khayyam, the ancient Persian who, it seems, expresses precisely our sense of futility when he sings:

"Myself when young did eagerly frequent
 Doctor and Saint, and heard great Argument
 About it and about; but evermore
 Came out by the same Door as in I went."

That children are different no one can refute. That children possess varying abilities to learn varying things at varying rates, seems now an acceptable idea, even to all the neighbors on the street, or to all members of the local Home and School Association who have children of the same age.

Hence we can speak quite openly and loudly about individual differences and we can now get public support, which means public money, to provide in our schools a Guidance Service which will, we hope, be able to consider the differences of children in such a way that each child may be guided to make the best of his or her life in the pursuit of total happiness and may be able to achieve a marked degree of success in the age old struggle of everybody, to make this world a little better place for his having lived.

In a Brief presented to the Quebec Royal Commission of Inquiry on Education, in May 1962, the Quebec Protestant School Guidance Association defined pupil guidance services as follows: "Guidance consists of the sum total of the efforts of a school or of a school system to aid a student reach his maximum or optimum physical, intellectual, emotional and social development."

Mr. J. J. Paquet, Co-ordinator of Ortho-Pedagogy for the Montreal Catholic School Commission, speaking a few days ago at a meeting of the Montreal-Quebec Chapter of The Canadian College of Teachers, pointed out the need of greater adaptability and versatility on the part of an individual to live successfully in today's world. He made the point that years ago even a mentally retarded child could, with little or no formal training, adapt and live happily in the fixed socio-economic area into which he was born and in which he would spend his entire life.

But things are different today. We tend, no longer, to spend our lives in the community where we were born. We move among strangers. We have to adapt to many changing conditions. It has been pointed out recently, for example, that our present generation of children will have to be trained and re-trained as many as four times in their lifetime in order to find gainful employment in a world of rapid technological advancement making various skills obsolete and other new skills requisite.

We can write Q.E.D. to the proposition that our schools must teach adaptability and flexibility and to quote from the Brief of the Quebec Protestant School Guidance Association again: "In the sense that guidance aims to meet the special needs of individual pupils, helping them to learn more about themselves, about educational opportunities and about occupations, it can perform a service function which it is difficult to provide effectively through normal instructional situations and practices. An adequate pupil guidance program can help in a positive way to minimize dangers arising from the impersonal nature of mass instruction, and assist the school to make real provision for individual differences."



Frank A. Trecartin for the past eight years has been Principal-Supervisor and now is Superintendent of Schools for The Lake of Two Mountains Protestant School Commission. His career in education has included teaching posts in the Maritimes and Quebec and he has been active in teachers associations on the local and provincial level.

Arthur V. Pigott, Director of the Canadian Association for Adult Education, says: "When we enroll one hundred children in grade one, we accept the responsibility for one hundred places in the adult community and finding one hundred places for them. Canada's "Retention Statistics" for the 1946-1958 period show that only 66 of the hundred continue now past public school leaving and only 14 of the hundred take advantage of the full period of free publicly-controlled education and complete the senior school leaving course."

Here are the Statistics in full:

School Retention Rate 1946 - 1958

Entering Grade Two	100 pupils
Public School Leaving	81 "
Entering Secondary School	66 "
Junior School Leaving	14 "
Entering University	9 "
First Degree	6 "
Master's Degree	1 "
Doctorate	.15 "

(From Dominion Bureau of Statistics, "Student Progress Through the School")

The Canadian Association comments: "All interested in the future of our country, must need be disturbed by these figures. If Canadian schools are to retain pupils longer in school and to train them to fit themselves to perform as useful citizens in a world where automation has greatly reduced employment for the unskilled, there must be more and more wise counselling of the individual by teachers and others skilled in the techniques of guidance."

But what about Guidance in the Protestant Schools of Quebec? The Protestant School Board of Greater Montreal, in its Annual Report for 1962-63, states: "In the Guidance programme for both high and elementary schools, as well as in the provision of special education facilities for those children who require it, all school boards face two major problems: 1) To keep abreast of recent developments and knowledge. 2) To obtain staff with the special training required and in sufficient numbers to meet their needs."

The Montreal Board, "Aware of the great need for guidance services that arises from the complexity of the modern world both educationally and socially", organized, in the Fall of 1962, an in-service course on "Guidance Counselling in the High School."

The 1962-63 Annual Report comments: "The need for qualified Guidance Counsellors in far greater numbers than presently exist, is still a major problem, but the need for scheduling much more time for individual counselling is almost equally important. These, in turn, raise the problem of additional staff and, to some extent, complicate the timetable in any high school."

About a year ago, at the request of the Quebec Federation of Home and School Associations, the writer conducted a survey of educational guidance programs in "Off-Island" Protestant schools in Quebec.

A questionnaire was sent to the principal or the chief educational administrator of 39 Protestant school municipalities or districts outside Montreal, operating

(Continued next page)

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high schools. Replies were received from 34 of these areas responsible, collectively, for the education of upwards of 30,000 Protestant pupils.

In an effort to make the questionnaire brief and relatively easy to answer, so as to encourage maximum response, the survey director undoubtedly created a situation in which respondents found it difficult to answer specifically. It is abundantly apparent that most of the school district answering make some effort at educational guidance. It is also apparent that a great difficulty arose in describing the local facilities and effort in many cases in the "black and white" terms of the questionnaire.

Only two areas reported, for example, the employment of a full-time guidance counsellor or counsellors and yet in explanatory notes on two or three of the replies it would seem that the work of two or more part time teacher-counsellors would, in effect, be equivalent to a full time counsellor. This, of course, leaves the question, "Can two teachers, each of whom is released from teaching duties half time for guidance, conduct a program equal in scope and value to that organized and directed by a person giving full time and undivided interest to the job of guidance?"

A question about special training for the person doing guidance also, it is felt, was perhaps too general. Most schools were able to answer "yes" to this question but we are left to speculate whether this meant exhaustive training or one summer school during which a course in Testing, Educational Guidance, Educational Psychology, etc., was taken. In most cases the question "What Special Training" received only slight consideration. Answers tended to be "Summer Courses".

Thirty-seven of the 39 replies said that guidance was done on a part time basis. In most of these cases, 19 to be specific, teachers were listed as the persons responsible for the part time program. In 12 of these 19 cases the principal was listed as active in the guidance programs as well. In ten other cases the supervisor, principal or vice-principal was listed as the person solely responsible for the guidance program.

Reports from six areas, responsible for 2,346 pupils, would leave the impression that in these six schools no attempt whatever was made at guidance. It is felt, however, that again the questionnaire may have led to an incorrect conclusion because of its cut and dried questioning. One or two areas reported, in added paragraphs, that attempts were being made to institute a guidance program the following year. Several respondents explained the system of standardized testing and a description of the tests used or contemplated for use.

The answers to the question on "Career Day" were interesting. In tabulation it appears that 25 out of the 34 reporting, conduct a Career Day. Eighteen of the 25 positive areas report an annual Career Day while seven report "Once every two years", "Once in a while" or "Whenever possible", etc. It is apparent that in several sections of the Province several school administrative areas combine for an "Annual" or "Periodic" Career Day.

Tabulation of Results of Questionnaire

Number of School Districts reporting	34
Number of pupils in schools from which reports were returned	25, 150
Number of full time Guidance Counsellors employed	3
Number of Districts employing full time Counsellors	2
Number of specially trained full time Counsellors	3
Number of Districts reporting part time Guidance Program	27

Number of Teacher-Guidance personnel	19
Number of Supervisors, Principals, Vice-Principals directly engaged in Guidance Program	22
Number of Persons employed with special training (Exclusive of 3 fully trained)	14
Number of Districts reporting Career Days	25
Number holding annual Career Days	18
Number holding Career Days but not annually	7

In this merry period of March Madness when, annually, a conservative estimate of 20 percent of our teachers in Protestant Schools seek new fields to conquer, greener pastures or more agreeable social environment, and change from one school to another in a rather grand but disconcerting game of musical chairs, it is enlightening to observe this year the great number of schools currently advertising in the newspapers for guidance officers either full time or part time.

Conditions are improving and Dr. H. S. Billings, Director of Protestant Education for the province, is to be congratulated for his appointment of Mr. K. H. Annett, in the Fall of 1962, to the departmental staff as Technical Adviser, specifically charged with responsibilities relevant to the work of educational guidance in the province.

The Protestant Central Board of Examiners is to be commended too, for its action on December 1, 1963, when it approved criteria for a diploma in School Guidance and Counselling.

All School Boards should become familiar with the requirements for the granting of this diploma and should offer encouragement and financial assistance to selected interested staff members to attend the required summer school courses beginning this summer at the Institute of Education of McGill University or at Bishop's University.

Yes, the pace of our world is terrific and it is none the less quickened in education circles. Ronald Savery, writing on "The American Scene" in the Montreal Star on March 7, said, "Truth to tell, however, the prospect is a mite disturbing, particularly for those of us who are not youths in a world that in some ways grows younger rather than older. Psychologically we are astraddle two eras. Outwardly we accept the new. Inwardly we are pricked by memories."

Opportunity knocks more loudly than ever before and responsibility weighs more heavily than ever before upon our schools which must operate in a society where no one can foresee the kind of environment the child of today must face in his mature years.

Anxiety, pressure, the sheer magnitude and multitude of the problems in education beckon us back to our Persian friend, with whom we began these rambling thoughts, for quiet meditation:

"For in the Market-place, one Dusk of Day,
I watch'd the Potter thumping his wet Clay:
And with its all obliterated Tongue
It murmur'd — "Gently, Brother, gently, pray."

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**Regional Views
To Be in Brief**

(Continued from page one)

one. We were specifically asked not to hold back regional viewpoints."

His committee is drafting a number of guide-questions to help elicit provincial thinking. The questions are not easy. For instance, this is one of the deep-probe queries in the draft list:

In what sense can it be said that there are, or that there are not, two distinct "nations" in Canada, to which other ethnic groups have joined themselves; or in what sense is there, or is there not, a single Canadian nation; or do you have another concept of Canadian society?

The subject is plainly two-pronged: bilingualism and biculturalism. Some are already wondering how successful parents will be in taking an objective view of the involved problem.

Will the British Columbia father, for example, understand what the Quebecois is rumberling about five provinces east of him? And who can expect the Manitoba Ukrainian to be completely objective about French claims? Should all federal government employees in Saskatoon, including mail van drivers, be required to speak fluent French to get the job?

A brief press release which followed a meeting of some of the Home and School leaders from Quebec and Ontario last fall may be a signpost pointing to future opinions.

The release, which received very little publicity at the time, simply pointed out that the group felt Canadians should not forget about "multi-culturalism" — the enrichment of Canada by the preservation of cultures of other nationalities besides French and English.

Mr. Asherman, fluent in three languages — English, French and German — and conversant in several others, has his own idea of related questions he thinks Home and School groups should consider for action.

Examples: should the problem of Indians and Eskimos in Canada come into the present study? What are the trends in teaching second languages to school children? How can the language be taught better to make more people fluent in both languages?

Mr. Asherman also wonders out loud whether "a more objective teaching of Canadian history" is needed. By this he means the same textbooks all across the country, translated into two languages.

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More on Admission Requirements

The last two issues of Home and School News have contained information on admission requirements for universities, technical and trade schools. Additional information is presented below, for grade eleven students, compiled by William Asherman on behalf of the Joint High School Committee of Quebec Federation.

RYERSON INSTITUTE OF TECHNOLOGY
50 Gould St., Toronto 2 — Telephone 368-2631

Quebec High School Leaving Certificate with an over-all average of at least 60 per cent:

Aeronautical Technology, Architectural Technology, Chemical Technology, Civil Technology, Electrical Technology, Electronic Technology, Gas Technology, Mechanical Technology; Business Administration, Home Economics; Hotel Resort and Restaurant Administration, Merchandising Administration, Photographic Arts, Printing Management; Furniture and Interior Design; Secretarial Science. (Home Economics: Fashion Option, Food Administration Option, Pre-School Education).

Quebec Grade 12 — Senior Matriculation Certificate with satisfactory standing in English Composition and Literature, Physics, Chemistry, Algebra, Geometry, Trigonometry and one other:

Medical Laboratory Technology, Health Inspector's Course, Journalism; Radio and Television Arts.

Tuition and student activities fees: \$246 per academic year. (Student activities fee covers accident and sickness insurance; clinic; physician; most athletic activities; student union; other curricular activities).

Applications, which should reach the registrar's office not later than August 21, must be completed in all details and must be accompanied by an application fee of \$20, deductible from the total fee.

All fees are to be paid by money order or certified cheque or cash.

Duration of courses: three years.

Special first year courses for Engineering Technology or Business Administration Curricula (2½ instead of 3 years) require Quebec Grade 12 — Senior Matriculation Certificate with satisfactory standing in the eight subjects mentioned above. (Applications may be submitted until December 31. Fee for first year: \$155.)

JOURNALISM

1. See information under Ryerson Institute of Technology.
2. Carleton University, Ottawa 1, Ontario.

Four year course: Quebec High School Leaving Certificate with 65 per cent minimum average in English, Algebra, Geometry, History, a language other than English, Physics, Chemistry and Music or Art or Geography or an additional language or an additional science.

Three year course: Quebec Grade 12 — Senior Matriculation Certificate with minimum 60 per cent average in English Composition and Literature, a language other than English, two or three of Algebra, Geometry, Trigonometry or, instead of the third, an additional language, Chemistry, or Physics or Biology, one other, preferably History.

Fees: \$465 per year including tuition, Students' Association, Athletics and Health Service.

Application, on special admission forms available from Registrar's Office, to be submitted well in advance of registration and term opening. Registration early in September; exact date will be known by the middle of June.

Degree: Bachelor of Journalism.

3. University of Western Ontario, London, Ont.

Four year honors course leading to a Bachelor of Arts Degree (in Journalism).

Quebec Grade 12 — Senior Matriculation Certificate, with minimum 60 per cent average in nine papers (English 2 papers, Latin or Mathematics 2 papers, a language other than English 2 papers; subjects not already chosen, under the second item — Algebra, Trigonometry, History, Geography, Chemistry, Physics, Music, Art — 3 papers.

Application: deadline September 1. Forms available from the Admission Officer of the University.

Fees including registration, regular examinations, university concert series, athletic association, health insurance and health service, about \$500 per year; books and stationery about \$80 to \$100.

4. The School of Journalism, University of King's College, Halifax, N. S.

Four year Bachelor of Arts Course.

One year Professional Training for diploma in Journalism.

Quebec High School Leaving Certificate with 65 per cent average. Application: Write to Registrar of University of King's College or to the Director of the School of Journalism at the college as early as possible.

Fees: about \$500 per year.

Business Admin. Course at Western

It is necessary for students who are planning to enter the University of Western Ontario, School of Business Administration's four year course, to complete Senior Matriculation with a minimum of 60 per cent in nine papers.

These papers must include English, Mathematics (two papers) and one other language. The other papers should be selected in accordance with the program the student wishes to follow.

Under the three-branch program being started in many high schools, the options of Arts and Science, Business and Commerce, and Vocational will be available.

Report Corrections On Information From Queen's U.

Information published in the January issue of Quebec Home and School News, concerning Queen's University, contained two errors.

It was incorrectly stated that students with averages from 60 per cent to 64 per cent are considered only if accommodation is available. In fact, the minimum average for Arts and Science is 60 per cent.

There was a second error in that under a general heading of Bachelor of Arts, Science and Engineering Degrees, it was stated that an average of 65 per cent is required on Senior Matriculation examinations. The registrar states that candidates for admission to Arts and Science with averages of 65 per cent are admitted without scrutiny.

Queen's does not require an overall average in the Faculty of Engineering. Candidates for engineering must offer standing as follows:

English Literature and Composition.

Mathematics (Algebra, Geometry including Analytical Geometry and Trigonometry, with an overall average of at least 60 per cent).

Physics (with at least 60 per cent).

Chemistry (with at least 60 per cent).

A fifth subject which may be one of a language, History, Geography, Biology (Botany and Zoology).

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Spellbound



Spellbound by some silver-tongued oratory at the last Quebec Federation board meeting held at Montreal last month are, left to right: Mildred Clark, Bedford director; Barry Boardman, Ile Jesus director; and Cec Scott, vice president.

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Nutrition problems in Canadian children Monique Saint-Hilaire, M.S.

MILK FOR HEALTH INC.

Are Canadian children well fed? Surveys show that in the past few years sudden outbreaks of infantile scurvy, in which from 3 to 10 times the usual number of cases per year were diagnosed, have occurred in different Canadian areas.

In regard to vitamin D deficiency rickets, an increasing number of cases is being reported particularly from children's hospitals in Montreal and Toronto.

Iron deficiency anaemia, especially between 9 months and 2 years of age is still common.

Judging the nutritional status of older children is difficult but surveys show that there are sound basis to raise the question of nutrition among school age children. During the past twenty years many surveys have been carried out and the following are a few of the interesting findings. From 60 to 90 percent of the teenagers were eating less calcium than their daily requirement suggests — which they could easily obtain if their daily meals included four glasses of milk. A large percentage of teenagers did not eat the amount of iron considered as a suitable intake and a great number of them ate less than the estimated requirement for vitamin C. The assessment of the physical condition proved to be in accordance with the nutritional status since only 15 percent of these children were rated as being in excellent physical condition. Posture seems to be an unscientific criterion but certainly a well nourished child naturally has a good posture. In five surveys where this was assessed, the incidence of poor posture varied from 32 to 61 percent. As you realize, many factors besides food affect the children's health and nutrition. These include a good daily routine, sufficient sleep, outdoor play, etc. But a great deal of practical experience supports the assumption that a normal child having a healthy regime will be in good nutritional state if he is fed according to Canada's Food Guide which means the doily use of milk, fruits, vegetables, bread and cereals and meat or its substitutes.

MONIQUE SAINT-HILAIRE

Where Goes the 'Bottom Third'? 1 Out of 3 Doesn't Pass Grade 8

What about the "bottom third" of Canadian society represented by one out of every three Canadian children failing to go past grade eight?

That was the problem for educators and businessmen presented by John N. Parker, Past President of Quebec Federation, city councillor and school principal, when he spoke recently at a meeting of the Society for Advancement of Management, Montreal Chapter.

Mr. Parker spoke on an invitation extended by the Chapter President Hemut Wittnich who also is a regional director of Quebec Federation and president of the Richelieu Valley Council of Protestant Home and School Associations.

Mr. Parker referred to the two important factors which usually determine a person's success: his I.Q. or native intelligence and his motivation or will to succeed. Regarding native intelligence he also referred to the 25 per cent of individuals whose intelligent quotients are below 90.

"My own philosophy of education is based on the concept that the community is responsible for the education of all children to the limit of their ability," said Mr. Parker. "If this goal is generally accepted the new Ministry of Education in Quebec has a great deal to accomplish and it will need help.

"Our present educational system is still based on the 19th century principle the aim of which is the production of a middle class elite. In the 19th century the training of other kinds was left to the family and the apprenticeship system.

"This set-up now includes all children to age 15 but does not provide adequately for the bottom third. One out of every three Canadian children does not go past grade eight. These are the functional illiterates and are ineligible for 70 per cent of the jobs listed with the National Employment Service."

"Drop-Outs"

Mr. Parker quoted C. M. Bedford, President of the Canadian Home and School and Parent-Teacher Federation at the Ontario Federation's convention last year: "When a boy or girl can no longer cope successfully with life in school he or she is simply cast out into the labor market. Society ceases to accept responsibility for such cast-offs, unless they get into trouble with the law, as many do.

"In fact it was recently pointed out that in 1960 more than 16,000 cases involving boys and girls under age 16 were brought before Canadian courts. This was an increase of more than 55 per cent in four years. Thus we have the situation of increasing unemployment and increasing delinquency in an expanding economy characterized by increasing automation and by ever shrinking opportunity for the poorly-trained boys and girls.

"In general it could be said that society must now accept responsibility for youth until they are



H. Wittnich



John Parker

gainfully occupied. This requires drastic revision of our concept of the role of education in our society. It is no longer good enough to simply cast our less-gifted children into the streets as soon as they become a nuisance in the school system.

"Community work life must become increasingly integrated with school life. Commerce, industry, the distributive trades, retail trades, service trades, recreational services must work hand-in-hand with the educational system.

(Continued page 8, Col. 5)



Among guests and directors at the Federation board meeting last month were, above, left to right, Bob Jennings from St. Jerome and Hans J. Roloff, director, Laurentide East; below, Pete Cockaday from Maple Hill, North East director Bob Harris and Howard Stutt.



The School Setting and Mental Health

by Dr. Karl S. Bernhardt

(Dr. Bernhardt is Director of the Institute of Child Study, University of Toronto. The following article is reprinted from the Bulletin of the Institute of Child Study, Vol. 25, Dec. 1963)

It is our belief that a school setting can be fashioned that will help to build a solid foundation for mental health. We believe also that the school-age period is crucial in establishing the mental health of the individual for life. The experiences the child has during this period will determine to a large extent the nature of his general adjustment to life and thus the level of his mental health.

We are not suggesting that the school is the only setting or even the most important in the building of mental health foundations. The home is undoubtedly the most important setting but the school follows it very closely in importance. What the school experiences will mean to the child will depend to an important extent on the nature of the home relationships. However, while recognizing the prior importance of the home and the family relationships we wish to focus our attention on the role of the school in the mental health development of children.

It is our contention that going to school can be a happy, profitable experience for all children. It is our observation that this is not true for all children as there are many who find school a strain and a burden with experiences which are detrimental to their health and well being. In the following paragraphs we will try to identify various school conditions and methods and relate them to the development of the child and evaluate their effect on the child's mental health. The school was organized as a way of providing help for parents in guiding the learning of their children when parents discovered they did not have the time and competence to do the whole job. Gradually there accumulated a set of ideas about what should be taught (curriculum) and how (methods). The effectiveness of the process was judged mainly in terms of speed of learning and accuracy of performances. It is only recently that other criteria have been employed in evaluation.

We now ask more than what was learned and how fast. We want to know what effect the learning has had on the developing character and personality of the child. As has been said many times, "the whole child goes to school". So in every situation where the child is being supervised we have a dual purpose, to take care of the immediate situation guiding the child so that his behaviour is adequate and fitting and at the same time

being concerned about the long range effects of the experience on the character and personality of the child. For instance, when we think only of the immediate results the easiest and most successful method of getting the child to behave in a certain way is bribery. The child will do almost anything within his present ability if we make the bribe attractive enough. But when we look beyond the immediate results to what the child is becoming we are doubtful if it is a good method after all.

In thinking about mental health and the school we usually think of the provision of people and facilities to deal with problem behaviour, maladjustment and academic failures. But this is only a part of a programme of mental health and not as important a part as efforts to ensure that the methods and everyday routines of the school are conducive to good mental health. We recognize the value of child adjustment services, and programmes of re-education and therapy but we feel that efforts to eliminate those methods and conditions which make the adjustment services necessary is much more valuable.

(Continued next page)

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School and Mental Health

(Continued from page 7)

When we look at developmental material we see that in the early years of the school age period the child is building a self-picture. The nature of this self-picture is basic to his mental health. The child needs to feel that he is a worthy individual. He needs to see himself as capable. He must have sufficient self-confidence to meet and cope with the demands of his environment.

The school often makes it difficult for the child to build this necessary self-confidence. The use of marks, standing, ranking, passing and failing allow only a few in the group to feel adequate. A high value is placed on academic success but when success is evaluated in terms of doing something better or faster than everyone else only a minority of the group can have a feeling of adequacy, the rest are forced to use distortion or defense mechanism to compensate for their lack of success.

Thus the deliberate use of competition in school work should be discarded. But how can we motivate children to learn without using some aspect of competition? An answer to this question leads us to the distinction between extrinsic and intrinsic motivation and our contention that intrinsic motivation is better than extrinsic. By intrinsic motivation we mean features of the learning activity itself while extrinsic motivation is when additional features are added. Extrinsic incentives would include prizes, rewards, and awards, honour rolls and notations of standing. Intrinsic incentives would include feelings of achievement and progress and feelings of adequacy. Most learning carries its own intrinsic motivation and does not need to have the extrinsic incentives the schools have been using. The school would be more mentally healthy if artificial incentives, comparisons between children and other discouraging features were eliminated.

I am not suggesting that everything be made easy for the child but I am implying that for the child to be mentally healthy he must have faith in himself and have a feeling of adequacy. And when he has recurring experiences of failure in his school work it is very difficult for him to maintain adequate self-confidence. One of the most important functions of the teacher is to provide re-assurance, support and encouragement for the child.

So much of the usual routine of adult supervision of children is negative and corrective while what the child needs is positive direction which is supportive and encouraging. Much of the deviant behaviour in children stems from experiences in which the child has been made to feel inadequate. Lacking a feeling of self-worth he compensates in immature ways which reduces his chances of feeling adequate. Time and again teachers have seen an improvement in a child's behaviour following a change in treatment from discouragement to encouragement. Sometimes improve-

ment follows some casual remark which expresses the teacher's faith in the child. The child seems to need to feel that someone believes in him before he can believe in his own worth and adequacy.

The most important aspect of a mentally healthy environment for development is an adult (parent, teacher, leader) who is capable of providing support, reassurance and encouragement to the children. This means that teachers should be adequately prepared for their job. One can doubt if one year at Teachers' College following graduation from High School is sufficient preparation for the exacting job of guiding the development of a group of children. Certainly "sufficient preparation" would include an understanding of the importance of reassurance, support and encouragement, and also how detrimental criticism and belittling can be.

In much the same way we can look at the various methods and procedures used in the school, trying to assess the effect they have on the mental health of the children. When we do this we find that some methods in common use are detrimental to healthy development. By way of summary we will list some methods and conditions which are detrimental and also some that are helpful.

Methods and Conditions Detrimental to Mental Health

1. Anything that makes it difficult for the child to build and maintain self-confidence.
2. Inconsistent discipline which makes it difficult for the child to know what is expected of him.
3. Learning tasks beyond the child's present ability.
4. Failure to take into account the individual differences in ability, interests and stage of development.
5. An emphasis on marks, standing and passing or failing.
6. The use of artificial incentives.
7. The deliberate use of competition in school work.
8. The use of pain and fear of pain as a method of control.
9. A strict authoritarian kind of control with no allowance for individual choice and decision.
10. Rote learning or memory work with little or no understanding of material.

Conditions and Methods that Aid Mental Health

1. Thorough acceptance of the child as he is so that he will feel wanted and at home in the school.
2. The adjustment of the level of difficulty of material to the present level of ability of the child so that his learning tasks are neither too difficult or too easy.
3. A flexible curriculum so that individual differences in ability and interest can be taken into account.
4. Some freedom of choice and practice in self-direction so that not all school activities are imposed and teacher-directed.
5. The arranging of learning situations so that there will be a maximum of discovery and a minimum of drill and rote learning.
6. Discipline that is consistent and reasonable and non-punitive.
7. Teachers who understand children and who are aware of the importance of the child's self-picture and his need of reassurance and encouragement.
8. Co-operation of parents and teachers and adequate exchange of information about the child.
9. Prompt dealing with deviant behaviour so that "problem behaviour" does not become too acute.
10. Selection of curriculum material so that it is as near as possible to the interests and curiosities of the children.

The 'Bottom Third'

(Continued from page 7)

system so that there is an easy and successful transition for our boys and girls from school life to work life. Educational agencies must take the initiative in this process; far more active planning and co-operation must take place between school board and employer groups of all kinds at the local level. The leadership for this melding process must come from provincial departments of education, from appropriate federal departments of government and from the Home and School organization, local, provincial and national."

Quebec More Complicated

The problem is more complicated in Quebec by the need to maintain two school systems, one French and one English, said Mr. Parker.

The problem of the "bottom third", he said, requires the co-operation of the business community, the government, labor unions and the schools to provide a total community approach. This is what he said they can do:

Business can reserve certain jobs for the "bottom third", push for vocationally oriented schools, link training programs with school programs and co-operate with the school and government employment services.

Government can expand the National Employment service, as a major employer itself revise its own personnel policies, encourage technical and vocational education by subsidies and sponsor adult education and retraining programs.

Labor unions can assume some of the responsibilities of the old craft guilds and set up apprenticeship programs designed to provide the "bottom third" with marketable skills and be less restrictive and more responsible in their approach to the needs of young people.

Schools can work closely with management, labor and government to provide for the needs of all children, set up a diversity of courses to meet differing needs and create within the schools guidance programs and employment services linking schools with jobs.

He warned that if nothing is done, if all the chief motive forces in our community do not co-operate to deal with the problems posed by the changing world, then by sheer necessity in some future crisis we "shall be obliged to pay for another kind of planning by sacrificing our freedom."

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