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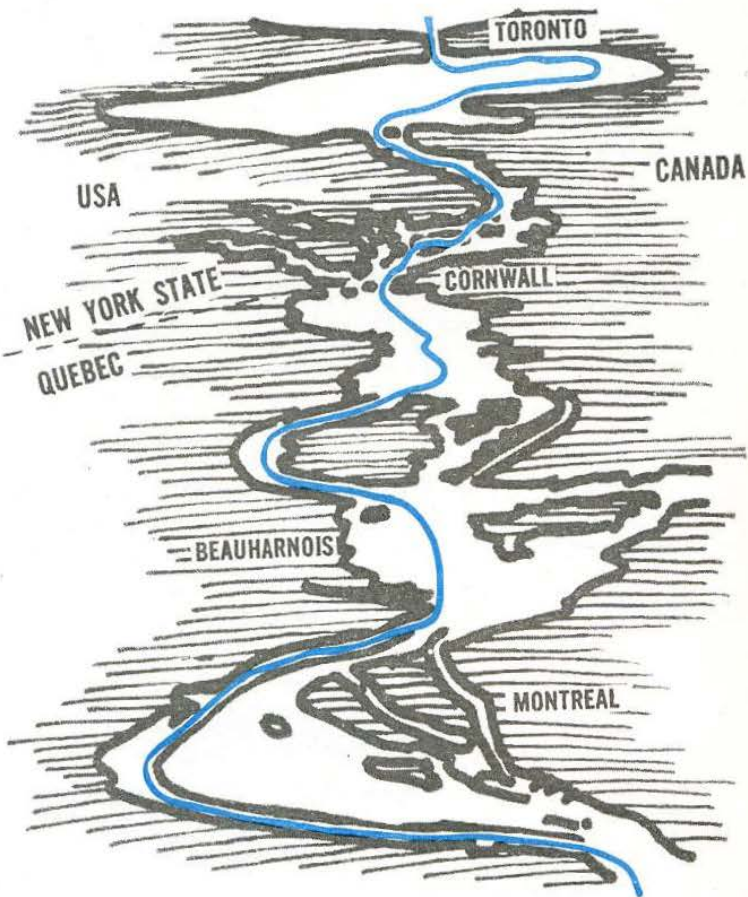
# home & school

the magazine for thoughtful parents

VOLUME XI

• NUMBER 6 •

JULY-AUGUST 1959



THE  
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SEAWAY

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FRED PRICE

## TO YOU PERSONALLY

This month thousands of young people are preparing to enter or return to "institutions of higher learning". They should be the pick of the crop — the top intellects and potential leaders of the nation. But are they?

What is the answer to a question which is of fundamental importance to the future of Canada: "Are we sending our very best to the universities?"

The answer must be, alas, an emphatic *No*. The requisite for a university education today is *not brains, but money*. And the situation is becoming steadily worse.

University fees, particularly in this Province, are climbing. It costs several hundred dollars annually just to get your foot in the door — then the real expense begins.

A lad from a small-income home just doesn't have a chance to become an engineer, a scientist, a doctor, or a lawyer. His only opportunity to get a good education is by joining the armed services.

For some years now we've had a hard time getting teachers for our schools, even though teaching salaries have been increasing rapidly. The country districts, in particular, have failed to supply recruits for the teaching profession.

But is that any surprise when the tuition fees at Macdonald College are \$225, the room and board \$575, and books another \$50? That leaves just \$150 out of a \$1000 bill — and you can bet that won't cover clothing, spending money, transportation, and so on. How many farm homes — or any other type of ordinary-income home — can afford that sort of thing for two or more years for a son or daughter who may be just one of several children in the family to be considered?

It is true that there are hundreds of scholarships granted every year to young people graduating from Protestant high schools in this Province, and keen to go on to college. Almost all of them provide amounts that were once adequate, but are no more. How far does a \$400 scholarship go today, when tuition fees alone at McGill range from \$525 to \$800 annually?

Many of our brightest students who win these scholarships just can't afford to use them. They have to give up all thought of continuing their education. What a terrific waste of our nation's most precious resources is this — and at a time when we need every bit of it if we are to win the race against catastrophe!

Do we believe that high education is just something for the wealthy?

Or have humble homes a contribution to make to the leadership of our nation?

— FRED W. PRICE

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## CANADIAN CONFERENCE ON EDUCATION

By DOUGLAS WALKINGTON

Many who attended or who were interested in the proceedings at the first Canadian Conference on Education which was held in Ottawa during February 1958, are wondering what has happened to the Continuing Committee appointed to carry on the work. It has taken some time to digest the mass of work left behind and to plan a programme for the future, but considerable progress can be reported now.

The Conference was originally created to bring laymen and educators together in order to exchange ideas and information, and to rally public support for education in all its branches. It was not designed to duplicate, but rather to co-ordinate the work of existing organizations in the field. Some of the delay in

*(over)*

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organizing has been due to the need for establishing the precise place and purpose of the continuing committee.

The aims and objectives have now been defined as:—

1. To improve communication among the segments of Canadian society interested in education by bringing them together in the Canadian Conference on Education, so as to assure an exchange of ideas and information between the public and those responsible for the direction and encouragement of education at all levels in Canada.
2. To help create wide public understanding and support among Canadians for the educational development which is essential to meet the needs of our growing nation.
3. To encourage appropriate efforts designed to solve the problems created by these needs, such as the provision of adequate school and university facilities.
4. To keep informed about emerging needs of education in Canada, and, in co-operation with the authorities concerned, to tabulate these needs so that actual achievement can be measured.
5. To offer, as appropriate, to cooperate in the promotion of activities designed to arouse public interest in education.

These aims and objectives are based on certain assumptions, such as:—

1. That constructive public debate

and wide dissemination of information about education will contribute materially to the public support necessary to the solution of the problems facing Canada's educators.

2. That everyone should have the opportunity to obtain the education he wants and needs within the limits of personal aptitude and ability.
3. That an essential responsibility of the citizen is to demand highly capable people to carry on the work of education and educational administration, and to provide them with proper buildings and facilities, so that they may use their professional training and ability to the best advantage of the community.
4. That Canadians, conscious of the vastness of their country, should work towards the elimination of the penalty which geography often place on education opportunity of those who live in rural and remote areas.

The Conference Committee has set the following as its programme for the year:—

1. An increase in the number of capable, adequately educated and trained teachers at all levels, from kindergarten to university and including adult education, is the major need facing Canadian education to-day. The C.C.E. therefore, proposes to work for:

- (a) Adequate training of all teachers and education administrative personnel.
  - (b) The prestige for all teachers to which their vital calling in the community entitles them.
  - (c) Salary levels commensurate with their training and responsibility, having regard to the remuneration for comparable professions in the area in which they are employed.
  - (d) Financial assistance to teachers in training and those wishing to improve their professional status.
  - (e) An improvement in many of the conditions of rural teaching.
2. The provision of enough adequate buildings, equipped with proper facilities, is almost as critical a problem as quantity and quality of teachers. New buildings and facilities must catch up to present needs and then continue to meet the surge of population growth. The C.C.E. will work for:
- (a) The co-ordination of school site planning with other municipal planning.
  - (b) The employment of technical equipment in schools and universities as similar as possible to the equipment the student will use in earning his living.
  - (c) Better equipment and facilities for rural schools.
  - (d) Exploration of the advantages of wider use of educational television.
3. Since education in a democracy is designed to serve all the people, educational authorities need and value the opinions of all segments of the community. The C.C.E. will work for:—
- (a) The introduction of the study of English or French as a second language in elementary grades at as early an age as feasible.
  - (b) The provision of more and wider facilities for continuing education for all those with the desire and capacity for it.
  - (c) The assurance that outstanding pupils in primary and secondary schools are

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encouraged to continue their education and proceed to universities or professional schools.

4. The provision of more teachers and schools, both of a higher standard, will require more money. The C.C.E. will work for:
  - (a) The spending of a larger proportion of our national income and education.
  - (b) The provision of more scholarships, loans and bursaries for education.
5. The expansion and improvement of research facilities exploring all levels of education.

It is felt that this programme reflects the views of the delegates to the Ottawa Conference.

At a meeting in May an important decision was taken, namely, that a second conference be held in 1962, probably in the Fall. The opinion was expressed that if a third conference appears desirable it be held in 1967 as part of the Canadian Centenary celebrations. It is interesting to note that the Canadian Home and School and Parent-Teacher Federation voted to support the second conference at the Annual meeting in Halifax.

One of the positive actions of the past year has been the transfer of the responsibility for Education

Week from the Canadian Teachers Federation to the Canadian Conference on Education. The sub-committee on Education Week was headed by our Mrs. J. D. Taylor. The transfer time left little opportunity for preparations on a National scale but some radio, T.V. and newspaper publicity was secured and plans are under way for an early start on the 1960 Week preparations.

At the Annual meeting, Mrs. Taylor, immediate past-president, was reappointed to the Executive Committee and Douglas Walkington, the Chairman of the Finance Committee, was named to represent the President on the National Committee.

The aims and objects of the Canadian Conference on Education are so close to those of Home and School and Parent-Teacher associations that it is exceedingly important for us to give all the support we can. The five points of the programme should arouse discussion on the local, provincial and national levels. Our history has shown that parents and teachers can work together and the Canadian Conference on Education has broadened the interest by bringing in business, labour, trustees, administrators, and a host of other people. It has proven that the slogan of Education Week, "Education — Everybody's Business" is really true.



# A MIDSUMMER NIGHTMARE

By BILL WILLIAMS

I had a disturbing vision the other night.

In it, two witch types got together and their conversation went something like this:—

Witch No. 1: I just remembered that I have to plan the program for our Home and School meeting next Monday.

Witch No. 2: Oh, you have lots of time. Just ask Mr. Wordy to come. He can speak for an hour on any subject.

No. 1: Do you think I should tell him anything about our Association and the things we're supposed to be interested in?

No. 2: No, that would put him off. Time enough to do that when you get him on the platform.

No. 1: You know, a friend of mine goes to Home and School meetings where everyone puts questions to the speaker, or else they talk it over in small groups. Sometimes they have two or three speakers instead of just one.

No. 2: Doesn't that sound silly! Who would want to talk over anything after the speaker has finished telling us all about it?

No. 1: Why, they even have movies sometimes.

No. 2: Now, movies I can go for, too. Providing they have lots of funny stuff that I can cackle over, and we don't have to talk about them after.

No. 1: I have to start thinking about next month's program too. I think I'll just ask Miss Brown to have her Fourth Grade choir sing for us. That'll bring out most of the Fourth Grade parents, anyway.

No. 2: Will you ask the Principal first?

No. 1: Why should I?

No. 2: Oh, I don't know. Guess you don't have to bother . . . Say, last month I hear you had Mrs Goody as speaker, from over Farville way. How much did that cost our treasury?

*(over)*

No. 1: Nothing at all. We didn't offer to pay her travel expenses — didn't even ask her how she was going to get here.

No. 2: Well, I'm glad of that . . . I wonder why we don't get more people out to our meetings.

No. 1: I'm sure I don't know. We certainly do our best to put on good programs —

At that point the alarm rang, much to the relief of my subconscious.

All this may be a fable — but *it is true that:*

—Good Home and School programs are the result of *careful planning*, starting months in advance and enlisting the advice and co-operation of the Principal

—They give everyone present a chance to *participate*. No passive "captive audience".

—*Details are important* — like offering transportation to your guests . . . inviting them to dinner to get acquainted before the meeting . . . introducing them accurately and courteously to your members.

\* \* \*

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## LET'S HELP TEENAGERS!

### Mirror of World Opinion

Parents who are prone to criticize driving habits of the younger generation would do well to read the May issue of Parents Magazine. The publication points out that parents who set a good example of careful driving and respect the traffic laws will have less to worry about when their children are in the driver's seat.

The article which outlines a program to reduce teen automobile accidents, based on the findings of experts in safety education, cautions parents against permitting a teenager to drive before he or she is of legal driving age: "An absolute prohibition on driving before the law permits it is an impressive way of introducing him to the absolute nature of driving regulations generally."

Conversely, teenagers who are not permitted to get licenses after reaching the prescribed age feel cheated and mistreated, specially if their classmates acquire them, according to the magazine.

How should you treat a teenage son or daughter who has the "bug" to drive the family car?

Teenagers should earn the driving privilege. They should master the rules of the road, learn to change tires, and even earn enough money to pay the higher insurance premium for cars with teenage drivers. They should learn to drive in the driver education courses offered in high schools. Since these courses do not include night driving, the responsibility for this valuable experience belongs to parents. It is imprudent, indeed, to refuse a youngster an opportunity to drive at night under parental supervision.

The age-old argument over who is to use the family car can be avoided, simply by scheduling its use in advance.

Many parents make the mistake of adopting an "anti-teen" attitude toward driving when they read of an unfortunate automobile accident

involving a young person. There is, of course, a degree of recklessness in teenage drivers. But speeding and recklessness belong to a small minority of the teenage set.

Parents who nervously weave in and out of traffic and who fail to observe traffic laws can expect their children to do the same. Before condemning the teenagers for careless driving, it is well for parents to turn the mirror on themselves. Perhaps their driving routine isn't conducive to impressing proper driving habits on their youngsters.

America's young people are tomorrow's citizens. It is the duty of every parent to set a good driving pattern for the children. And proper driving habits do not result from unjust criticism of depriving young people of the opportunity to properly handle an automobile. Patience, kindness and adequate supervision create lasting impressions.—*San Bernardino Sun-Telegram.*

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# SURGICAL...

By MICHAEL JACOT

reprint from *Imperial Oil Review*, June 1959

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Tonight, tomorrow or next week, you may be to blame for a traffic accident. If so, the odds are four to one that the cause will be a quirk of your personality.

It may be only a brief mental lapse that would be perfectly harmless in some other situation. But while you're behind the wheel of a car that quirk can slow your reaction, hamper your judgment or blind you to the dangers of the road.

This is no idle conjecture on the part of some armchair psychologist, but a fact which has been established by patient teams of traffic authorities and psychiatrists, working together in Ontario and some parts of the United States to uncover the basic causes of traffic accidents.

Ontario's investigators estimate that as many as 80 percent of all automobile accidents — which, all told, kill more than 3,000 Canadians annually—result from motorists' psychological quirks. Some of

these are more than mere "quirks". In Chicago, authorities of the Psychiatric Institute of the municipal court found that 40 percent of the city's traffic violators have mental conditions serious enough to require psychiatric treatment.

But it is not just the serious mental cases that these authorities are trying to detect and either cure or rule off the road. They stress that each of us is vulnerable to minor mental upsets which, on today's busy highways, can be fatal.

"The worst guy of the lot," says Inspector Albert Witts of the Ontario attorney-general's department, "is the man who tells himself he's a good driver and has no quirks. This is the very attitude which may eventually *cause* an accident."

Dr. J. W. Lovett-Doust of the Toronto Psychiatric Hospital says there is no need to feel ashamed of the occasional irrational act: "It merely proves you are a human being." But when even the most un-

derstandable mental lapse is likely to cause trouble or death — as it is when you are driving — “the important thing is to recognize it and *try to do something* about it”.

Though they are already convinced that there is a close connection between psychological disturbances and bad driving habits, psychiatrists and psychologists admit that a tremendous amount of investigation must yet be done before they have even a fraction of the answers they're seeking.

“It will take years to build up records to prove every case,” says Col. Walter Reynolds, Ontario's commissioner of highway safety, “but what practical evidence we have at present is damning enough.”

Such evidence was found in London, Ont., where Dr. William Tillman studied 76 taxi drivers to see if the accident-prone ones had common personality traits. They had. While drivers with accident-free records scored well on personality tests, two-thirds of the bad drivers showed up on the tests as anti-social and *all* drivers with bad records were impulsive and immature.

*(Continued on page 17)*

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### HELP WANTED

Every Federation Committee has places open in its membership for 1959-60. If you are interested in serving on one of these —

Children's Leisure Reading  
Citizenship  
Constitution & Policies  
Audio-Visual Education  
Health  
Program Planning  
Parent Education  
School Education  
School Finance  
Traffic Safety  
“Home & School on the Air”

NOTE: You don't have to be located in the Montreal area — we welcome corresponding members from all parts of Quebec.

Our new Federation Secretary is

MRS. C. P. REDDALL  
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## BOOK REVIEWS

COATSWORTH, ELIZABETH  
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Charming pictures illustrate this little story of rock rabbits and a weasel. Grades 2 & 3.

FRANCOISE, JEANNE-MARIE  
at the Fair.

More adventures of the little French girl and her sheep Patapon. One of the best in a series of five, with gay appealing pictures. Pre school and Grade 1.

DALY, MAUREEN  
Patrick visits the Farm.

This story gives a genuine farm pictures and explains routine and the reason for them. Good illustrations for story telling. Grades 3 & 4.

BURGWYN, MEBANE  
HOLMAN  
Hunters hideout.

Readable out door adventure with believable characters. Grades 4-6.

DE LA MARE, WALTER  
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familiar fairy tales from Grimm, Anderson and others are beautifully retold. Grades 4-6.

HOLLAND, MARION  
No room for a dog.

An excellent story of a small boy's desire for a dog. Nice illustrations. Grades 2-4.

BENSON, MILDRED  
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A good mystery tale in a college setting. Grades 7-9.

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Good presentation of chemistry in terms of items in daily use, with detailed instructions for experiments. Grades 7-9.

HAYCROFT, MOLLY  
COSTAIN

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LEE W. STORRS  
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The Adventures of a Dean in a college to-day entertainingly told.

NEWBY, ERIC  
A Short walk.

An amusing story of two young Englishmen who explore unknown territory in Afghanistan.

RUTH, MRS. BABE  
The Babe and I.

An intimate glimpse into the life of the late Babe Ruth.

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# RECORD REVIEWS

## MEL ALLEN'S BASEBALL GAME

Mel Allen

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When you go to bat for his Bluebird album, you're bound to hit a home run! This is a tremendous thing that's going to go over big with everyone from about 5 years up. Mel Allen, the New York Yankees play-by-play announcer, calls the plays and, as the old saying goes, "anybody can play." MEL ALLEN'S BASEBALL GAMES is a "secret spiral record," meaning all different sorts of baseball plays can happen, depending on where the tonearm happens to "grove". There are 10 thousand different combinations of plays possible. Every game will be different, no matter how many games you play! There can even be a no-hitter pitched or a pitcher can lose a potential no-hitter in the ninth inning! Get the picture? It's a fascinating setup that'll keep youngsters busy for hours.

Inserted with the record is a complete set of rules explaining how to play a full nine-inning game. There are also score sheets so players can keep track of what happens from the first "batter-up" to the final out.

A youngster can play alone (make up his own opposing teams) or two or more can play, choose up sides, etc. Incidentally, the average score (this has been worked out mathematically and don't ask me to explain how!) in these Mel Allen games will be about 7 to 4. In other words chances are against many outlandish high scores.

Cover here is a good action photo and the back cover has a baseball diamond with the fielding team in position. Youngsters can take coins or some sort of markers and follow the progress of the "at bat" team. Of course, Mel Allen is going to plug this but good. He's said he'll show it on camera when he does "Game of the Week" on NBC-TV. Get with this powerhouse and give it the old "fun for the entire family" hype. After all, it really is!

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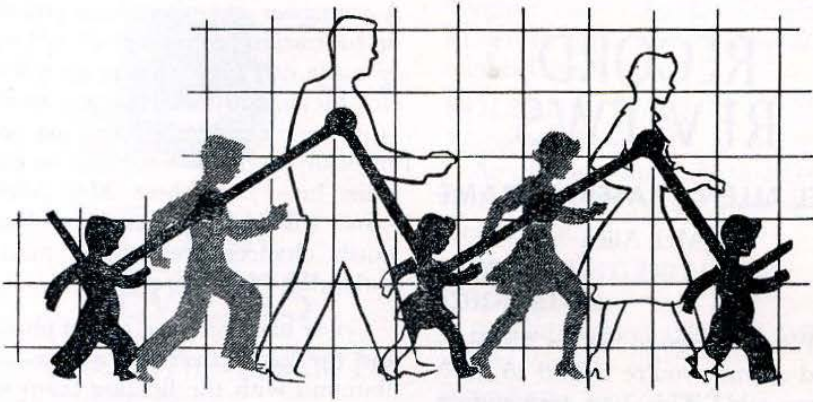
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## YOUTH PREPARES FOR THE SCIENTIFIC AGE

By EVELYN MILLIS DUVALL

*reprint from National Parent-Teacher,  
April 1959*

Imagination must take a big leap from the horse-and-buggy viewpoint that some of us remember to the limitless horizons of the space age now upon us. Our minds must stretch to comprehend that yesterday's science fiction is today's spinning satellite. Our spirits soar when we realize that our children, in all probability, will live in a world of which we have only bright, fleeting glimpses. Our responsibility lies in coming to terms with the scientific age clearly enough to help young people prepare for whatever lies ahead of them.

High school students today are being encouraged to take more mathematics, physics, chemistry, and other science courses than were thought essential a few years ago.

Surely the future scientist must be spotted early and given all the technical education that he is capable of utilizing. But estimates are that extensive scientific and technical training will be necessary for only a small percentage of young people. How, then, shall the great majority of non-technically inclined youth prepare for the scientific age? This is a question that we cannot expect the scientists alone to answer. It is for us, the parents and teachers, to guide *all* young people in such a way that they will have a place and feel at home in the scientific age—whether the instrument they wield professionally is a slide rule or a stew pan.

### Questioning for Questions

Youth prepares for the scientific age by developing a problem-solving approach to life. Youngsters naturally wonder about all sorts of things. The child who is encouraged to ask "Why?" "What?"

*(Continued on Page 22)*



# Federation Notes

**BOARD OF DIRECTORS ADDRESS LIST** — Please be sure to tear out this sheet and keep it handy for contacting anyone of the Board of Directors who might be of assistance to you.

**NATIONAL CONFERENCE** — Quebec was well represented at the National Conference in Halifax the last week of May. Fred Price and Doug Walkington were there as National executive members and Rose Simon, John Parker and Jack W. Chivers were there representing Quebec. In future it is planned that there will be facilities for broader provincial representation at all National meetings.

**DIRECTORS WORKSHOP** — The weekend Board of Directors meeting which was held the 12th and 13th of June was a real success and several committees were represented. The organization of our Provincial Association is complete and now all that is required is to put it to good use.

**LAQUEMAC** — We will be represented at Laquemac by Doris McIntosh and Charlotte Scally.

**DISTRICT WORKSHOPS** — are planned for September and October. Watch for more news from Rose Simon in this regard.

**MEMBERSHIP MONTH** — It is planned to have a special campaign for membership in October. We trust that each association will start now to make individual plans which will be supplemented by federation activities.

**CANADIAN CONFERENCE AND EDUCATION** — There is a study kit available referring to questions arising from this conference. This is ideal material for a program. Ask and ye shall receive.

**HEADQUARTERS FUND** — is still open for contributions. The suggested basis is \$0.10 per member and please mail your contributions to our office.

**OFFICE AND EXECUTIVE SECRETARY** — office open all day for information, the purchase of publications etc. Please drop in and make yourself acquainted.

**NATIONAL FINANCE CHAIRMAN** — Douglas Walkington reappointed National Finance Chairman at National annual meeting.

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 Mtl. ....RE 7-4618 - HU 9-5722

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Mrs. M. Quackenbush, 7241 Fielding Ave.,  
 Mtl. ....HU 1-8042

## **SURGICAL...from Page 11**

"Unrecognized feelings of inferiority or hostility may be compensated for by a heavy foot on the accelerator," says Dr. E. J. Kelleher, director of Chicago's Psychiatric Institute, which subjected traffic violators to examinations similar to Dr. Tillman's London tests. Dr. Kelleher believes that motorists who drive recklessly and "violate traffic laws just for the thrill or satisfaction of breaking them" are often trying to relieve emotional tension.

Again, not *all* violations are caused by *ordinary* quirks. Detroit's Traffic Safety Clinic — a sort of psychiatric court — found a high proportion of mental misfits among 832 traffic violators it examined. Of these, only 79 were people with no serious psychological problems. Ninety others were feeble-minded or borderline; 154 were of lower than average intelligence; and all the remaining 509 were suffering from such serious mental afflictions as psychoneurosis, senility, alcoholism, paranoia, disturbed personality or schizophrenia.

The most alarming aspect of such findings is that there are presumably thousands of people across Canada who are permitted to drive while their potentially dangerous afflictions go undetected.

"Some day," says Col. Reynolds, "we hope to be able to spot the accident-prone man when he applies for his license and take steps to improve his driving."

Ontario has already made some progress in this direction. Both the applicant for a license and the traffic violator can be required to submit a doctor's certificate attesting to his physical or mental health whenever his ability to drive is questioned by the licensing authorities. These certificates, along with the man's driving record (if any), are studied by a medical board whose members include a psychiatrist, a psychologist and a general practitioner. The board may recommend the withholding of an applicant's license or the suspension or cancellation of an existing license until the person's condition is shown to be satisfactory. Ontario authorities ad-

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mit that their system is far from thorough; in routine examinations many potentially dangerous drivers are likely to escape detection. But the system's proponents hope it will be improved and extended as the result of studies now being made by a special provincial government committee.

So far, other provinces lag behind Ontario in this area of accident prevention — though not through lack of interest. Quebec authorities have been discussing the idea of such a program but have not yet put one into effect. Alberta hopes to set one up in the near future. Manitoba, though already conducting interviews with sub-standard drivers, does not subject them to psychological study. Other provinces recognize the need for psychological examination of drivers but believe that their limited funds are better spent on such fundamentals as public education and driver instruction.

Personal worries — usually concerning the driver's family or his job — are the commonest psychological cause of traffic accidents. Such emotional problems may be temporary or long-standing, trivial or serious. The man who has just had a quarrel with his wife, the woman whose mother just died — such people as these are likely prospects for the emergency ward — or the morgue — if they attempt to drive. One night a motorist smashed into the rear of Dr. Lovett-Doust's car. Traffic was light and visibility good.

"The police questioned him, and I couldn't resist doing a little psychiatric research," says Dr. Lovett-Doust. "I found that he was a great family man. His family was still in Italy. He was chronically lonely, homesick and emotionally unbalanced. This condition distracted the man from his driving, and caused \$400 damage."

Psychological causes are often much more obvious and immediate. One day last year the general sales manager of a firm in eastern Canada had a row with one of his salesmen. Storming out of the office, he climbed into his car and began speeding through the rush-hour traffic. He died instantly when his car smashed into a telephone pole at 60 miles an hour.

Even the least irritation can sometimes trigger a tense driver into a disastrous act. Dr. Lovett-Doust tells of a salesman who began driving home one evening while still keyed up from the tension of completing a big business deal. Part way home, he was passed by an older man in an older, less expensive car than his own. Seething with rage at this humiliation, the salesman tramped the gas pedal to the floor, passed, hit a truck that was coming out of a side road and demolished his car.

Meticulous, seemingly respectable people can be deceptively dangerous as drivers. Their outward appearance of mild propriety may mask an almost uncontrollable in-

ner tension. They dote on accuracy, punctuality and socially acceptable behavior. But often they are inflexible: they cannot adjust to a sudden threat or an unexpected change, and their inner tensions may explode with shattering results. A certain Toronto accountant always left home at 8:25 and arrived at the office at 8:45. One morning the street he always travelled was under repair. He took a side street. The traffic piled up. He tried another street. It was worse. He panicked. Trying to make a U turn, he hit the sidewalk, skidded into the oncoming traffic and spent the day in hospital.

Another deceptively dangerous condition is that of the schizoid — who may be simply an absent-minded person, so immersed in his work that he lives half way between reality and his thoughts. This condition occurs more frequently in imaginative, creative people such as writers and artists than in hard-headed realists. It chronically affects an estimated 15 percent of all adult Canadians. But the man who prides

himself on living with his feet on the ground is not immune either.

“A thorough search of almost anyone’s conscience would tell him that at times he’s a dreamer — and therefore slightly schizoid,” says one psychiatrist. Day-dreaming can be harmless and even useful — but not when you are behind the wheel of a car.

Happy souls, who see the world through rose-colored glasses and believe that nothing unpleasant can happen to them, may be in for trouble. Accident investigators find that this attitude blunts a person’s natural sense of caution and slows his reflexes.

“The sheer joy of the car, the open air, the sun and the sense of freedom these people feel — these are the things which sometimes kill them,” says Inspector Witts.

Such was the fate of the Edmonton businessman who — after 30 years without an accident — set out on his first holiday in decades and his first long drive in five years. An hour later he was dead. With per-

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fect visibility and an automobile in top condition, he slammed into a locomotive at a level crossing. Psychiatrists who studied the case concluded that the man's elation over the prospect of the long-postponed holiday literally blinded him.

Accident investigators have much less sympathy for another type of driver, whom they blame for 50 percent of all accidents. He's the man who knows he's driving recklessly but just doesn't care. One police officer pictures him this way: "The guy is on his way to make a big deal. Thousands of bucks are in it for him. Why should he worry about other people or a \$50 fine? We're always glad to give him a chance to think it all over for a while — in jail."

Psychiatrists find that this attitude has often been bred into the person in his early years by too much or too little discipline. In either case, he grows up lacking the ability or the will to discipline himself. He exhibits this lack of self-discipline wherever he happens to be. Throughout much of his normal day he may be kept meekly in line by a domineering boss or a shrewish wife. Then, alone behind the wheel, he becomes the master of the world around him, with the car as his tool of destruction.

The same reckless attitude is often adopted by teen-age drivers who suffer from an even more familiar psychiatric condition — the urge to show off. One southern Ontario

teen-ager raced down the wrong side of a busy highway at 100 mph, killing six people in the ensuing crash. But with proper disciplinary training and driver instruction, most youngsters quickly outgrow their irresponsible habits. And when they do, they often prove to be better drivers than most adults, because of their superior reactions and physical abilities.

Much of the valuable psychological information so far compiled about drivers has come out of the Detroit clinic, which examines and tests large numbers of traffic offenders, including many who have not actually caused accidents. Offenders are given standard intelligence tests and tests for visual ability. Then they sit down behind a dummy steering wheel and operate floor pedals while a reactograph records their reaction times. Later they are questioned about traffic signs and regulations and about their personal lives: family background, physical ailments, jobs, friendships, marriages, likes, dislikes and prejudices.

After that, a psychiatrist conducts a full examination to discover each person's mental and emotional status. From all this data a report is compiled and turned over to the

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traffic court judge, who may offer the driver a choice of a jail term or probation and a psychiatric course. Most choose the course which is designed to improve their driving by helping them understand and control their emotions.

Much of the same sort of data is compiled regularly in Ontario, but on a smaller scale. The most extensive investigations are usually limited to drivers who have been in accidents. Most of the information is gathered by trained investigators, rather than psychiatrists. The investigator begins by studying the police report on the accident. Then he conducts a series of interviews to learn all he can about the motorist's habits and personality. If the motorist is still alive, the interview begins with him and usually takes place in his own home.

"The questions I ask and the answers I get are confidential," explains one investigator, Walter Healslip. "We want the motorist to understand we are not trying to get him for another rap. We are trying to help others, through him."

When he has obtained all possible clues from the driver himself, the investigator interviews the man's re-

latives and friends. If the driver is dead, friends and relatives are asked to provide all the data they can, in the interests of saving other lives.

When all information is gathered, psychiatrists study it, often adding another faulty habit or personality quirk to their ever-growing list of accident causes.

Some day, when they know more about these causes, they hope to advise authorities on how to distinguish between a potentially good driver and a potentially dangerous one *before licenses are issued*. Authorities may be able to help unfit drivers improve their attitudes and hence, their driving habits, so that they can take to the road in safety. And — perhaps most important of all — they may make every driver aware that he is the potential victim of his own personality traits.

"The most important step for all of us," says Inspector Witts, "is to realize we are all subject to psychiatric quirks.

"When even 50 percent of drivers admit to themselves that they are not perfect, the traffic accident rate will fall off faster than we can count."



### Friendly pause



## **YOUTH... from Page 14**

"How?" is meeting everyday situations with a spirit of inquiry. But the questioning child is not helped by a "Run along! Can't you see I'm busy?"; or an indifferent, what-does-it-matter shrug; or a too-pat answer. The sensitive parent or teacher responds as a fellow investigator: "That's a good question. Let's look it up."

Actively encouraging a youngster's questions runs into time and space, but those who put a child's development first feel that it is well worth the effort. We found at our house that what started as a simple question could develop into a project that took hours, sometimes days or weeks, to pursue. One dictionary wasn't enough for us when our young people were growing up. There was one for every room, including the kitchen (on a shelf under the dinette table for easy reference before the food could get cold).

Good teaching, too, starts youngsters asking questions, but this is neither easy nor usual. Recently Stephen M. Corey, dean of Teachers College, Columbia University, set himself the task of finding out who asks the questions in American schools. Tracking down 39,000 questions asked in classrooms across the country, he found that 35,000 of them had been asked by teachers and only 4,000 by the students who were supposed to be doing the learning. What kind of record do you

think your school has? Your family? Try making notes at five-minute intervals to see who asks the questions around your place.

Thomas B. Watson, president of International Business Machines, is justly proud of all the wonderful things that machines can do these days, especially the modern computer that electronically juggles any data you feed into it and comes out with the answer to whatever question you ask. Yet, Mr. Watson points out, the only thing that the machines *cannot* do is to ask a pertinent question. The art of inquiry is, and must remain, a uniquely human responsibility. Youth prepares for the scientific age by learning to ask intelligent questions and to keep on asking them.

### **Fortress of Faith and Affection**

The scientific spirit demands a willingness to change and to see possibilities beyond those that have already been tried. Living in the scientific age requires the ability to innovate, to adapt comfortably to new situations, and to live creatively in a dynamic world of rapid change. The family and school that encourage youth to explore new approaches to problems take the position that anything can be brought up for review and rethinking at any time, and that there are "many ways to skin a cat."

Young people who grow up with a strong inner core of confidence — in themselves, in others, and in their world — have faith in their ability



to keep on growing and developing real competence as persons. These are the youngsters who are not satisfied with mediocrity because they live among those whose goal is excellence. In the scientific age the warmth of human interaction is more necessary than ever. If man is to avoid becoming a Frankenstein who creates the agent of his own destruction, our children will have to devote far more of themselves to developing the ability to love and relate sensitively to others than has been done up to now. Psychiatrist Erich Fromm and others have clearly pointed out our common need to learn to care for others in responsible, mature, and effective ways. The triple threat of immaturity, "Momism," and excessive materialism can be met only by the power of love-in-action.

Our children fall in love and marry at earlier ages nowadays. They prepare for the homes of tomorrow as they learn to become loving and loveable persons in the homes of today. Such loving lovableness goes

beyond the first stirrings of adolescent ardor, far beyond the elemental drives, to the cultivation of an emotional life that includes tenderness and compassion, concern for, and devotion to, others and causes beyond oneself. Such qualities don't just happen. They are nurtured in homes; they grow in families.

American families are no longer rooted in one place for very long; they move at the rate of many millions every year. Unless families are solidly rooted in the spiritual soil of the home, such instability breeds insecurity. But a home on wheels can be secure if it is built upon love. Any child can sense that.

Take Pedro, for instance. He stood one day outside his trailer home as a sympathetic minister came by and remarked how too bad it was that Pedro had no home. To which the young fellow drew himself up and with a radiant smile replied, "No home? Sure we got a home. We just don't have a house to put it in right now, that's all."

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Youth prepares for world-mindedness by discussion of world issues in home and classroom, by increasing familiarity with the language, arts, music, religion, food, and culture of other peoples, and by a positive enjoyment of differences rather than mere tolerance of them or idle curiosity. Families that open their doors to visitors of various cultures give their children a precious heritage in fellowship and in the freedom to be, and to enjoy the right to be, different. The same applies to schools. Those that cultivate a concern for all men everywhere are preparing their students for being at home in the world.

"Our children will see the end of either the arms race or the human race" is a sobering prediction that cannot be shrugged off. Our only alternative to annihilation is a vital, vigorous brotherhood. Peace is not the absence of conflict but the ability to live with differences harmoniously. Just and lasting peace must be built not only around the council tables of the United Nations but also around the kitchen tables in millions of homes like yours and mine. Permanent peace can come

not only from the work of career diplomats but also from the continuing efforts of all of us "little people" to find its meaning in our everyday lives.

Families can be laboratories of peace as they face their inevitable differences and work through them harmoniously. Schools, churches, and community agencies encourage the spirit of peace as they settle their disputes democratically with "liberty and justice for all."

### **Cultivating the Peace-making Power**

Peace must be practiced. As harmony in a good orchestra results from the discipline of each player practicing with the others until the music is right, so harmony among persons emerges as each practices getting through to the others with understanding. It is only as each truly listens to the rest that he grasps the meaning of what is happening.

With our young children we learned to pause when emotional temperatures began to rise, and to ask, "What does this mean to you, honey?" In most instances even a child, if he feels completely free to do so, can indicate what he is after and why it matters so much to him. The sweet sense of peace that comes with a cooperatively discovered solution to a problem is based upon the mutual respect and acceptance of the values at stake for each individual. Youth prepares to build peace on earth through experiences in finding the power of peace and goodwill at home.

## SHORTAGE OF TEACHING STAFF

Reprint from ILO NEWS Sept.-Oct. 1958

GENEVA (ILO News) — The shortage of teaching staff which has been felt for several years "still exists or has become more acute and is not confined to any particular area.

"While the lack of balance between the numbers required and those available or capable of being trained in existing circumstances constitutes a serious problem in economically less developed countries and areas, the problem seems to be particularly urgent in some of the most advanced countries in the world."

These remarks are contained in a report prepared by the International Labour Office.

The report attributes the shortage of teachers to various causes. First, efforts undertaken in many countries to extend and improve educational facilities has led to increases in the school enrolments. Secondly, progress in the fields of medicine and hygiene has ensured that children have a much greater expectation of life. Apart from this, birth rates have on the whole risen considerably.

If the increase in school enrolments due to these various factors partly explains the increase in the shortage of teachers, adds the report, "this may be attributed to a

very considerable extent, to the living and working conditions provided for teachers due, in many cases, to the manifestly inadequate funds available for education."

Regarding primary education, the report says that to arrive at a provisional solution to the problem of the shortage of teachers, "measures have been taken in many countries that have long been industrialised, and even more so in countries that economically less advanced, to admit to the teaching profession, on a temporary or even a permanent basis, persons who have no qualifications whatever."

A similar situation prevails in secondary education. It seems fairly common for students who have obtained the requisite qualifications to abandon the idea of obtaining posts as teachers and to take up other work which they find attractive.

"The demand for technicians in industry and the prospect of conditions of employment which often compare favourably with those that a teacher can normally expect have induced many persons with specialised knowledge to leave teaching for industry and business," it is pointed out.

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