

QUEBEC

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# HOME AND SCHOOL

VOL. X NO. 6

AUGUST, 1958



- TEACHERS — QUALITY AND QUANTITY
- A CANADIAN COLLEGE OF TEACHERS
- A FATHER'S TESTIMONY
- SPECIALIZED EDUCATION



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# QUEBEC HOME AND SCHOOL

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Immediate Past President: Douglas Walkington  
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Editor: Alex R. Hasley

Please address Magazine correspondence as follows:

On editorial  
matters to —

The Editor:

ALEX R. HASLEY,  
4632 Oxford Avenue,  
Montreal 28, Que.

On advertising  
matters to —

The Advertising Manager:

BEACON PRESS LTD.,  
P.O. Box 99,  
Rosemere, Que.

On subscriptions,  
changes of address,  
etc. to —

The Corresponding Secretary:

Mrs. B. M. STARK,  
3508 Walkley Avenue,  
Montreal 28, Que.

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IN THE  
PRESIDENT'S  
CONFIDENCE



## ANNUAL REPORT

President's corner

SUMMER DOES not lend itself to planning, but the seeds of ideas planted now, mature much more luxuriantly than a fall planting.

May I then commend to your Association first the Canadian Family Study which is printed in full in the May issue of "Home and School". An instruction sheet for its use either in general meetings or preferably in a small discussion group meeting six or so times, is available from the office. The results you send in from your community will be used as part of the working papers for the Canadian Conference on Children, planned to take place in Ottawa in the fall of 1960, when 400 people who work professionally with children will discuss such things as working mothers, foster homes, health services, delinquency. This study is proving to be a sharp tool to uncover worthwhile insights into one's own family, and one's own town.

Then there is follow up work to be done on the Canadian Conference on Education held last February. The proceedings are now on sale through our office for \$2.50. Our Federation is hoping to be part of a continuing provincial committee in Quebec to follow up on such of the resolutions as might be applicable in our province. But in your Association many aspects of the work

(Continued on page 24)

Quebec Home and School is pleased to announce that Mr. Phil Rosenbaum is its new editor, commencing with the October issue. Mr. Rosenbaum has had wide experience in editing association periodicals of different kinds and is a keen home-and-schooler. Our Magazine is in good hands!

ALEX. R. HASLEY

*Because too little  
is known by  
English-speaking  
people about*

## Specialized Education in the Province of Quebec

*We are happy to present this condensed and up-to-date version of an article by Mr. Gerard Nepveu, written when he was Secretary for the General Direction of Studies for Specialized Education, to whom go our thanks.*

THE PROVINCE of Quebec has what is possibly the most complete and best organized system of vocational education in Canada. In no other province is there a system of technical education so well adapted to meet the requirements of modern industrial life. It may be noted that nine different departments of the Provincial Government provide courses which are vocational in character.

It is the Department of Social Welfare and Youth, however, which is responsible for the main part of vocational training and has under its jurisdiction the Institutes of Technology and the Trade Schools.

Due to the length of the courses and the high level of their program of studies, the Institutes of Technology occupy first rank. They are eight in number, the first schools having been established in 1911 in Montreal and Quebec City. In second place, because of their number and importance, are the Trade Schools. The third group comprises some Institutes offering advanced training in certain specific industrial arts. Instruction in all schools is in French but whenever demand is sufficient, courses are given in English as well. For example, as a result of heavy registration in Montreal, there are English speaking sections in three of these institutions.

### Where Located

THE EIGHT Institutes of Technology are located in Chicoutimi, Hull, Montreal, Quebec, Rimouski, Sherbrooke, Shawinigan and Trois-Rivières. In Arvida, the local School Board maintains an Institute of Technology, the curriculum of which is supervised by

the General Direction of Studies as are the other specialized institutions in the Province. These institutes offer training in a wide variety of specialities such as: Machine Shop, Automobile, Diesel, Industrial Chemistry, Cabinet Making, Electricity, Electronics, Sheet Metal, Plumbing, Refrigeration, Welding, Foundry, Forging, Woodworking and Carpentry, Pattern Making, Radio, etc. Training in many of these specialities is also offered in Trade Schools at Alma — Amos — Asbestos — Cabano — Cap-de-la-Madeleine — Drummondville — Granby — Grand'Mère — Grandes Bergeronnes — Joliette — Knowlton — La Toque — Lauzon — Louiseville — Matane — Mont-Joli — Mont-Laurier — Montmagny — Montreal, East Section — Montreal, North Section — Montreal, West Section — Plessisville — Port-Alfred — Rivière-du-Loup — Rouyn — Sainte-Annes-Monts — Saint-Gabriel-de-Brandon — Saint-Jean — Saint-Jérôme — Sorel — Thetford Mines — Valleyfield — Victoriaville.

### Admission to the Technical Course

ALL CANDIDATES for admission to the Technical Course must have completed the 11th grade or fourth year High School and write successfully the entrance examination; those candidates are admitted in the first year of specialization and may thus obtain a Technician diploma after three years of studies. All those who have at least completed their first two years of High School, and are successful in passing an entrance examination in arithmetic, algebra, English and French are assigned to the Preparatory

class.

Whatever the speciality chosen in a technical course, all students are required to take certain subjects from the following: arithmetic, algebra, geometry, trigonometry, physics, chemistry, mechanics, thermodynamics, electricity, material, strength of materials, mechanical drawing, descriptive geometry, French and English languages, industrial history, economic geography, industrial accountancy, etc. The teaching of each subject is spread over a period of one, two or three years, and the emphasis is on its practical application to industry. During the final year of his studies each student is required to prepare a thesis or report on some personal work he has carried out.

Lasting three or four years, as previously explained, the technical course provides a superior training in industrial science for young men which is intended to enable them to serve as the link between engineers and workers. The program of studies combines theory and practice, together with a certain amount of general cultural training which raises the student above the ordinary mechanic.

In the shops the student acquires not only manual dexterity but also learns the various industrial processes, enabling him to become familiar with the work and management of shops as well as with tools and equipment. During the course of study, training in shop and drawing departments takes up about 40% of the student's time. In the first year a period of a few weeks is spent in each of the main shops of the school. This early acquaintance with the basic industries enables him to understand the relationship between them and at the same time facilitates his task of selecting the career he wishes to follow. Having completed this initial training in the different departments, he devotes the remainder of the shop training to the specialty which he has selected.

When the Trade Schools have a sufficient number of students registered, they may offer, in addition to the trade course mentioned later, the preparatory, first and second year of specialization of the technical course. In order to qualify for diplomas as technicians, however, students must complete the third and final year of specialization of the technical course in an Institute of Technology.

Students who have completed the three

years of study must pass final examinations before an examining board. Successful candidates are awarded diplomas as Technicians in their special field. The diplomas are roughly equivalent to those awarded by many United States Technical Colleges and are considered superior to certificates issued by a great many Technical High Schools in the United States.

#### Trade Schools

THE PURPOSE of these schools is to decentralize intermediate training, thus making it unnecessary for youth in rural areas to migrate to the cities for such training. Students in smaller communities receive training in the specializations which predominate in local and district industries. In Shawinigan and Hull, for instance, the curriculum stresses the study of chemistry to meet the needs of the large number of local chemical industries for trained technicians.

The training offered in Trade Schools frequently comprises both the technical and the trade courses. The Trade Course differs markedly from the Technical Course described previously.

The Trade Course is intended for young men who leave school at the minimum legal age. Its purpose is to keep in school students who have little interest in academic studies and who normally would leave as soon as they completed their 7th grade. The two-year grade course, comprising theoretical and practical training, includes elements of mathematics, blue print reading and sketching, science and sociology. As would be expected, however, practical shop work predominates. During the first semester, first year students are required to go through a probationary period in which they do practical work in the various shops of the school. The experience gained during this probationary period enables the student to choose the trade for which he is best fitted and to which he will devote most of his time at the school.

To be admitted to the first year of the trade course, a student must have successfully completed his 7th grade in the primary studies. The students who have successfully completed the Trade Course are awarded a "Certificate" with particular mention of the trade in which they have specialized.

#### Other Specialized Studies

UNFORTUNATELY, space only permits

mention of some of the other fine, specialized studies offered by the Province. There are the Naval Institute (Merchant Marine) of the Province of Quebec, at Rimouski, the Institute of Applied Arts of the Province of Quebec, in Montreal, the Textile Institute of the Province of Quebec, in St-Hyacinthe, the Paper-Making Institute of the Province of Quebec, at Trois-Rivières. The curriculum in the institutes compares favorably in level with the curriculum of the Technical Course. Other specialized training is offered by the Automobile Trades School of Montreal and Quebec, the Commercial Trades School in Montreal (where young ladies have a choice of two year courses in cooking, dress-making, hat-making, needlework, etc.).

There are also night classes in which any one over the age of 15 and with a primary school education may enroll and the number attending night classes is much greater than that of regular day pupils.

As in any comprehensive system of edu-

cation, the specialized education system of the Province offers correspondence courses to those who, for any reason, are unable to attend organized classes and, also, to provide a curriculum broad enough to meet the needs of sparsely populated areas where, due to excessive costs, it is not practical to establish regular courses.

The Department of Social Welfare and Youth also maintains a Guidance Service and a Scholarship Service. It also provides industrial efficiency courses in collaboration with the Canadian Vocational Training, as well as popular courses, most of them of fairly short duration, in agriculture, home-craft and handicraft, fisheries, etc.

For additional information on Specialized Education, write to

Mr. JEAN DELORME,  
 Director-General of Studies,  
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# Round-up

of the

## Associations

Mrs. G. C. Swan, Editor, and Mrs. W. Judkins, Assistant Editor, of the *Cedar Post*, official organ of the **POINTE CLAIRE ASSOCIATION**, put things so neatly that we are quoting their April editorial in full. Besides, it is too true of too many of us!

### "Fractured French or The Strange Case of the Lost Opportunity.

"What Mark Twain said about the weather may also be said about education in a modified form; in other words, everyone complains about education but few people do anything about it.

"One week after the last general meeting, which was a second 'Meet the Teacher Night', there was held in the auditorium of Cedar Park School, a demonstration French lesson. This lesson and the accompanying explanation were arranged by Mr. Fleming and conducted by Mr. Dawson, and sprang from requests from some 90 sets of parents who had expressed a further interest in the way French is taught in Grades 6 and 7 and a desire to see such a lesson.

"The demonstration class consisted of some 25 children. The audience of "Interested Parents", we regret to report, accounted for 27 people. The other 63 sets of parents missed a fine lesson in which dialogue, idiomatic expressions, automatic responses, negatives and information on the teaching of French as a spoken language far beyond the covers of the text book, were demonstrated and explained.

"This is a true story with a moral. Any resemblance to characters living or dead is intentional. We leave the detection of the moral in this mystery to the living. To the dead we dedicate this epitaph: 'Here lies all that remains of an idea; conceived of dissatisfaction, born of a true desire to help, died as a result of insincere interest and neglect.'

"The French, as always, have a word for it, 'Qui accuse, s'accuse!'"

\* \* \*

**POINTE CLAIRE ASSOCIATION**, incidentally, after a "Meet the Teacher" night in October, followed through with 4 solid educational programs and then in April held two "Family Nights". The first was for Grades 1-5 and parents when a magician and a singsong wert features, climaxed by the Annual Meeting, then the second for Grades 6 & 7 and their parents when they held a dance. Smart ideas!

\* \* \*

We were more than pleased to hear from **R. Sheinfeld** of **DEVONSHIRE ASSOCIATION** about all that has been going on there. The October and January meetings featured films, "Assignment, Children" and "The Family", respectively, with both being followed by ably lead discussions. Education Week was well observed and the children participated in two different meetings. An international musicale was planned as the wind-up in May.

\* \* \*

The **REGIONAL COUNCIL OF LACHINE-DORVAL** tackled a most fundamental topic in "How Can a Home and School Association Be of Greatest Benefit to the School?" at its March meeting. Two educationists and officers of two different Associations, Summerlea and Courtland, formed a panel which was moderated by **Federation Vice-President John Parker**.

\* \* \*

**MORIN HEIGHTS ASSOCIATION**, as reported by **Mrs. C. Munro**, had a wonderful year again. The Association handled the express charges and distribution of books of the **McLennan Travelling Library**. — "There is great enthusiasm on the part of the children for this service." Eight parents competed against 8 Grade IX students in a spelling bee (no report on the outcome!) at the December meeting. **Dr. H. E. Beardmore** of the Montreal Children's Hospital was the speaker on "The Prevention of Accidents to Children in the Home" at the February meeting.

We are proud to reprint  
from Teachers' Magazine  
this exciting announcement

# A CANADIAN COLLEGE OF TEACHERS

Enrolment of members to start early in 1958

*And at the same time to offer our  
heartly congratulations and best  
wishes to the College.*

AFTER TWO years of study by a committee of the Canadian Teachers' Federation chaired by Professor David Munroe of Macdonald College, a constitution for a Canadian College of Teachers was approved on August 15 last at the 36th annual conference of CTF in Edmonton. Once the Council has met (to be appointed in the first instance by the Directors of CTF early this year), and the first members enrolled, we shall be able to say that Canadian teachers have a professional body at the national level similar in aims and potential status to the Royal College of Physicians or to the Engineering Institute of Canada.

## What Are Its Aims?

The constitution states that the objects of the College are to stimulate the professional growth of teachers, to improve their standards of professional service, and to hold before the teaching profession and the public the concept of a good teacher.

Some means by which these aims may be achieved are the holding of national, regional, and local meetings for the discussion of matters related to professional growth and service; the exchange of information through the publication of pamphlets, books, and a journal; the maintenance of a library and a librarian; and the distribution of scholarships, bursaries, or grants-in-aid of research.

## Qualifications for Membership

It is intended that eventually there will be two groups of members, called Members and Fellows, two years' membership in the College being required of a Member before he is eligible for admission as a Fellow. The constitution lists six requirements for admission as a Member and four for admission as a Fellow:

A **Member** must (a) have a permanent teaching certificate valid in a province of

Canada, (b) hold a degree from a university acceptable to the College or qualification considered an acceptable alternative, (c) have at least *five* years of successful teaching experience in a public or accredited private school after obtaining a permanent certificate, (d) be in active service in teaching or administration in the field of teaching, (e) where circumstances permit, be a member in good standing in the provincial or national professional organizations, and (f) have made a distinctive contribution to educational, professional, and community growth that has brought credit to the teaching profession.

A **Fellow** must (a) have been a member of the College in good standing for at least *two* years, (b) have an acceptable post-graduate degree in course or qualifications considered an acceptable alternative, (c) have made an outstanding contribution to education in Canada, and (d) have satisfied the requirements of the Council or its representative in a personal interview.

When accepted by the Council, a Member of the College will pay a registration fee of \$25 (\$50 in the case of a Fellow). The annual membership fee in both categories is to be \$5.00 payable on or before December 31st.

## Administration and Control

The affairs of the College will be administered by a Council of nine, appointed in the first instance by the Directors of CTF. Thereafter (two years of successful operation is indicated), the intention is that CTF will name three Directors, with the members of the College residing in the four western provinces, in the two central provinces, and in the four Atlantic provinces electing two Directors each.



The officers of the College will be a President, a Vice-President, a Secretary, and a Treasurer (the last two may be combined in one person), the first two being elected annually by the Council for not more than two successive years. The Secretary-Treasurer will be appointed by Council for a period and on conditions determined by that body.

The new constitution envisages annual general meetings between June 15 and August 15, but also provides for voting by proxy or by mailed ballot. A final article states that the College may be dissolved one year following its establishment if it has not enrolled a minimum of twenty-five members, and thereafter by a two-thirds majority vote of the membership, at which time the remaining assets would be transferred to the C.T.F.

#### Future Possibilities

While it is too early yet to say what the founding of this College will do for the status of teachers and for the prestige of the profession in Canada, members of the P.A.P.T. will share the hopes of the planning committee and of CTF officers and Directors that the calibre of the College's first Council and initial membership, and the quality of its educational programme in the first trial years, will win unqualified approval from teachers and laymen alike.

In an explanatory article sent to provincial teacher's magazines last spring, Professor David Munroe described the function of a college of teachers in two paragraphs which clearly illustrate what his committee has in mind for Canadian teachers...

"It is important that we should make an

effort, not only to understand, but to explain and to interpret the nature of the art of teaching in terms of modern needs and practice. In other occupations, this has been done through selective or professional associations. The Engineering Institute, the Agricultural Institute, the Institute of Aeronautics have all taken a leading part in recent years in fixing high professional standards, and their efforts have made the public aware of the needs and services of each profession. In the field of medicine, bodies such as the Royal College of Surgeons and the Royal College of Physicians have effectively controlled standards and, within the past three years, the College of General Practice has been successfully established. In each instance, these organizations are entirely professional; in most instances they are selective; in most instances, too, they offer advanced status to a number of members with special qualifications.

"In effect, these organizations do two things. They provide new members with a clear concept of professional service by offering special recognition to experienced practitioners who are mature and successful. And they do more. They also present to the public an authentic picture of the practitioner's service and of the ideals to which the profession is dedicated. For us in teaching, such a body should develop a more intelligent and considered attitude on the part of the public by correcting some of the ridiculous ideas that have gained wide currency. If the doctor has been able to outgrow the stigma of leech and sawbones, surely it is time that we put an end effectively to the legends of Squeers and Ichabod Crane."



# Rough Notes

by AL. ROUGH

**BELIEVE IT OR NOT — WE'VE BEEN READING:** In May, 1959 (okay, so it's a year from now — but how time passes when you're over 20!) the conference of the **International Reading Association** will be held in Toronto, the first one off United States soil. We home-and-schoolers should get together *now* and decide the part we should play at this conference . . . If you are one of those who believe "Johnny Can't Read", get on the ball and write, 'phone or talk to your Association or to Federation executives! . . . But don't say, years hence, we didn't tell you.

**TALKING OF READING:** In Philadelphia in March, **Dr. Nila Banton Smith**, director of the Reading Clinic at New York University, pointed out that one of the tragedies of American education is that the average American can't read a bit faster now than he could in the 6th grade . . . When the average child finishes grade school he can read about 200 words per minute but he holds that speed right through high school and college and on into his business or professional life, says Dr. Smith . . . She said, "It seems silly to teach reading through the first six grades and think that those skills are going to be enough for high school and college work. About a quarter of this country's high schools are teaching advanced reading courses. A few colleges are teaching reading during the freshman year, plus remedial courses for students who have dropped far behind in reading." Dr. Smith believes there is a real need now to teach high school students how to read easily and well in the fields of science and mathematics . . . We know a great many *adult* Canadians who could profit by a reading course!

**STILL READING:** In December, 1954, the **Quebec Association of Protestant School Boards** distributed to its member Boards a leaflet on **School Bus Safety**. Recently The School Board reprinted that material and we heartily recommend it to all Associations.

**STILL READING THINGS:** The *Detroit News* a little while ago printed a story, "She teaches on the Move" in which it recounted the activities of **Mrs. Jean C. Alban**, a "home teacher" of the Board of Education of Detroit . . . Home teaching is designed for children suffering from a long-term illness or handicap which prevents their attendance even at schools for the crippled or handicapped. Mrs. Alban has 15 students. She visits six per day, spending 55 minutes each. She thus gets to each student twice a week. This home teaching program in Detroit was started by the League for the Handicapped but was taken over by the Detroit Board of Education in 1924 . . . What a wonderful career — what a wonderful service!

**BITS AND PIECES:** Did you know that "Home and School on the Air" recently added a sixth Station to its "network" — **CJQC** in Quebec City where the air time is 7.15 p.m. . . . Our congratulations to the **Provincial Association of Protestant Teachers** upon the acquisition of a home of their own — a new headquarters located at 1526 St. Mark Street . . . Our official representative to the National Convention will be **Mrs. Rose Simon**, **Mrs. Doris McIntosh** and **Jack Chivers**. **Mrs. Runa Woolgar** attends as a Provincial President, **Doug Walkington** as National Finance Committee Chairman, **Fred Price** as National Treasurer, and **Buzzell Award** winner, **Mrs. Grace Heard** as National Parent Education Committee Chairman.

**CONGRATULATIONS:** To the following Associations who have been accorded *full* affiliation: **Lachute and District**, **Surrey Gardens** (Dorval), **Morison** (Cartierville), **Ste. Adele**, and **Compton-Waterville** (Waterville); and to these whose provisional affiliation has been approved **Lachine Rapids** (Ville LaSalle), **RCAF Station St. John** (St. John), and **Camp Valcartier**. . . . And, definitely, to **Mrs. Isobel Shuster**, the editor of Federation's *Newsletter*, on a wonderful job which is much appreciated by the executives of *all* Associations! ●

# RESOLUTIONS

( Concluded from June issue )

## 7. Tax exemption for students from Executive

*Whereas higher education at university level should be encouraged, and  
Whereas parents should not be financially hindered from sending their children  
to university, and  
Whereas students should not be deterred from assisting themselves financially in  
achieving university and post graduate levels of education, and  
Whereas it is not reasonable to impose taxes on both parents and students  
which have the effect of placing a premium on slothfulness and a penalty on  
self-reliance,*

### BE IT RESOLVED

- a) *that the following words in the T-1 tax form, "No claim may be made for a child or other dependent whose income . . . was over \$950" be made inapplicable to children of any age if in full time attendance at a school or university;*
- b) *that students in fulltime attendance at a school or university be exempt from income tax on their own earnings.*
- c) *that a student who remains out of school or university for one or more years for the purpose of earning money to continue his studies, be given a full tax rebate on one year's earnings for each year for which he submits satisfactory proof of subsequent attendance at a school or university.*

Destination: Federal Government

## 8. Handicapped children from Executive

### BE IT RESOLVED

- a) *that all handicapped children be provided with the opportunity to develop their capacities to the maximum, and*
- b) *that the provincial government be urged to provide adequate facilities for research, education, employment training and placement services for those in this category, and further,*
- c) *that the provincial government in co-operation with appropriate municipal and voluntary agencies establish a continuing registry of such handicapped children to assure the fullest use of facilities available to them.*

Destination: Provincial Government

## 9. Free compulsory education from Executive

*Whereas free and compulsory schooling to age sixteen is standard in most of the  
provinces and states of North America,  
Whereas the Province of Quebec has the lowest proportion of pupils completing  
high school of any Canadian province,  
Whereas the compulsory school age limit in Quebec is only fourteen,  
Whereas contrary to modern social and educational philosophy, fees are charged  
in Quebec high schools,*

BE IT RESOLVED *that the Financial Committee of the Quebec Federation of  
Home and School Associations be asked to examine the principle of 'free  
and compulsory schooling' in relation to conditions in the Province of  
Quebec.*

Destination: Finance Committee

10. Commission to enquire into school financing  
from Finance Committee

*Whereas it is essential for the future progress and welfare of Quebec that everything possible be done to encourage the development and extension of its educational facilities;*

*Whereas it is increasingly apparent that substantial additional revenues will have to be raised in the immediate future to care for the needs of the rapidly rising school population;*

*Whereas local school authorities are finding it increasingly difficult to raise the sums necessary for this programme;*

BE IT RESOLVED that the Provincial Government be respectfully requested to appoint a Commission to enquire into the financial problems facing Roman Catholic and Protestant education in this Province.

Destination: Provincial Government

11. Financial support for teacher training institution (Normal School)  
from Finance Committee

*Whereas there is only one Normal School (The Institute of Education at Macdonald College) for the training of Protestant teachers;*

*Whereas the Normal School was built over fifty years ago through the generosity of Sir William Macdonald and without assistance from the Government;*

*Whereas students attend this Normal School from all parts of the Province and live in a residence provided by McGill University;*

*Whereas for several years it has not been possible to provide residential facilities for all students;*

*Whereas the facilities for the training of teachers at Macdonald College are now inadequate owing to the continued growth in the educational system of Quebec and the consequent need for more teachers;*

BE IT RESOLVED that notwithstanding the fact that the Government has increased its annual special operational grant to this Institution, the attention of the Government of the Province be respectfully drawn to the need of this Normal School so as to provide a special capital appropriation to erect additional residential and classroom accommodation.

Destination: Provincial Government

12. Recordings of French plays  
from South Shore Regional Council

*Whereas Quebec is a Province of two languages,*

BE IT RESOLVED that the possibility be explored of having the play units in the elementary French course recorded either by records or by tapes by children or teachers whose native language is French and that these recordings be made available to all elementary schools.

Destination: School Education Committee

13. Free education  
from Maple Hill Home & School Association

*Whereas equal opportunity to develop their full potentialities is the right of all our youth, and the financial ability of parents should not have any bearing on this right, and*

*Whereas the increased knowledge and technical skill of our youth are of great importance to our whole economy and ever increasing degrees of skill and ability will be required in the future,*

BE IT RESOLVED that Quebec Federation of Home and School Associations appeal to the Government of the Province of Quebec to enact legislation providing that education to the highest university level be free to all youth to the extent of their individual ability.

Destination: School Finance Committee

14. Teachers' qualifications  
from Teacher Recruitment Committee

BE IT RESOLVED that candidates for entrance to the teaching profession should be required to have completed 12th year or the equivalent, and that the required academic-professional preparation should be established immediately at a minimum of two additional years, with a view to the adoption in the near future of a minimum of four years of academic and professional study, and that permanent teaching certificates or diplomas be granted only to persons who have met these standards.

Destination: School Boards  
Central Board of Examiners

15. Teachers' salaries  
from Teacher Recruitment Committee

Even though the salary structure of the teaching profession has been steadily improving, particularly under the larger school boards, it is not yet sufficiently high to enable it to compete effectively with other professions, therefore

BE IT RESOLVED that salary levels be established that will enable teachers to secure financial rewards at least equal to those paid to people with similar qualifications in other professions.

Destination: Protestant Committee  
School Boards



Education week — and Immediate Past President DOUG WALKINGTON is seen signing the City of Montreal's Golden Book in his capacity as Chairman of Education Week in the Province of Quebec. You'll recognize the three on the left as former Vice-President GEORGE BROWN, former Principal A. W. Lang, now Secretary of the Quebec Association of Protestant School Boards, and Mrs. INEZ STARK, our Corresponding Secretary. Just in front of Mrs. Stark, of course, is HIS WORSHIP, MAYOR FOURNIER.

# A FATHER'S TESTIMONY

## ON A FAMILY RELATIONS

### DISCUSSION GROUP

MY WIFE is a very reasonable woman !

Last Fall she presented me with this ultimatum, "You are hereby requested to accompany me to the Mental Hygiene Institute for the purpose of joining a discussion group dealing with Family Relations."

Naturally, or maybe unnaturally, I was most reluctant to do so. I didn't want anyone to tell me how to bring up *my* children. I didn't want to hear some lecturer saying, "This is the right thing to do," or "That is the wrong thing to do." But, as I said before, my wife is a reasonable woman. She said that if I went to the Institute just once and didn't like it she wouldn't mention the subject again.

So — for reasons best known to all you happily married readers (male !), and not wishing to be unreasonable myself, I agreed to give it a try. I enjoyed the evening very much and returned to the Institute for the seven remaining sessions.

It proved to be a most interesting and rewarding experience for me. There was no Mrs. Know-It-All to tell me what was right or wrong. Instead, there was a gracious and charming lady who very capably and unobtrusively led the eight husbands and wives in stimulating discussion. I know our group leader was responsible for the many conclusions we arrived at, yet the observations and facts seemed to come from the group of sixteen, itself, each one of us contributing bits and pieces. We covered a great deal of ground in 8 short weeks. Controversial films on Family Life were shown which we pulled apart. It was so easy to see the mistakes parents made in these films, and sometimes I'd squirm uncomfortably when I'd recognize some of these mistakes as my own. I learned a lot. I think we all did.

We discussed the *needs* of children; the *fears* of children; the roll that environment plays in a child's life. So many pertinent facts

emerged. A child must be accepted for what he is, not for what we would have him be and for what he is capable of doing, not what we would have him do. Don't expect too much of him. We recognized the fact that love, jealousy and hate are normal emotions, and a child mustn't be made to feel naughty or guilty because he feels these emotions. Another most important lesson learned was that a family must always talk things out, otherwise there can be so much misunderstanding and, consequently, withdrawal. The lines of communication, so to speak, must always be kept open.

During the 8 week course, and after, when it was over, I made a conscious effort to show more patience and understanding towards my family, and strange to say, or maybe not so strangely, I could see an improvement. The little problems which are bound to come up in normal every day living turned out to be just that — little problems.

Occasionally I find myself slipping back into the old ways, showing impatience, or expecting a little too much from one of the children. If I don't become aware of this myself, my wife soon does — and discreetly mentions a key word, such as "Institute" or "Kaye" (our group leader's name) and I'm soon back on the right track again.

It's as I said in the beginning — my wife is a very reasonable woman !

DAVID HOLT

*Similar discussion groups can be organized by any Association in the Montreal district providing 20 - 25 interested parents. Applications for trained Mental Hygiene Institute leaders should be sent as early as possible to Mrs. R. Callan, 434 Birch Avenue, St. Lambert.*

## MACDONALD HIGH ASSOCIATION

reports fully and most  
competently on

# THE ORGANIZATION OF A SCHOOL LIBRARY SYSTEM

*Macdonald High H & S Association is blessed with a group of most brilliant and energetic parents and teachers. We hope to publish another outstanding Report of theirs in our next issue. Meantime we offer this comprehensive Brief which a Committee of Mrs. Douglas Van Loan, Mrs. George Buch and Mrs. Elliott Bolton under the chairmanship of Mrs. C. R. Ellis prepared for the Association's presentation to the Macdonald Protestant Central Board which operates schools in Baie d'Urfee, Ste. Anne de Bellevue and Ile Perrot. Although the Brief is concerned with a "school library system" so much of the information is valuable for any Association or School Board considering a single school library that with the exception of a few details peculiar to the M.P.C. Board, the Brief is published here in full. And with it our sincere thanks to the talented ladies who produced it . . . Ed.*

THIS COMMITTEE is asking our School Board for a school library service for our children — not merely for books, a room, or even an adequate library staff, but for the full school library service we believe to be the best single means of promoting the educational welfare of our children.

### Function of a School Library.

THE SCHOOL library can no longer be looked upon as a separate entity in the school. It is a function of the school itself. It is not a collection of books, or a room with a collection of books, just as a librarian is not a clerk checking out books over a desk. The school library is, instead, the way in which the school supplies the life-blood of education — the materials and information — and circulates them to every pupil and every teacher and every school organization — wherever they are needed at the particular time they are needed.

The school library has a dual role, as the materials and information centre for the school, supplying books, pamphlets, periodicals, pictures, maps, records, and other audio-visual sources of knowledge, and as a service centre, with the librarian not merely handing out material in passive answer to requests, but using all the methods in which she has been trained to actively stimulate the use of all the library resources, to continually broaden these resources and

to keep them abreast of the times.

Attitude to Modern Teaching Methods  
THE SCHOOL library with this dual role has been evolved directly to meet the demands of the present day curriculum and teaching methods. These demands are implicit in the principles of education so well expressed in the "Handbook for Teachers in the Protestant Schools of the Province of Quebec, Department of Education, 1953." "A new definition of the purpose of education — the development of the entire personality of the child by activities of many kinds in accordance with his interests and abilities, so that he may become a good citizen ready to make his contribution to a wholesome social life and capable of sharing in the varied cultural heritage of the race".

This is what all modern communities look to their schools to provide opportunities for their children, as individuals, to achieve the best, and the most, of which they are capable.

### Broader Education Demands Improved Teaching Aids

THE CURRICULUMS have broadened. Our teachers are asked, by their own professional standards, as well as by the community, to help make every child at home in a world where every nation has become our neighbour, where a working knowledge

of science is expected of all of us, and at the same time to introduce him to the creative world of the past, his birthright of man's thought and emotion expressed in literature and the arts. Our teachers are asked to help our children to learn not only co-operation, but independent methods of work and study — how to find out things for themselves — so that they may go on to further education, even beyond school years, and come to responsible and understanding adulthood. This is a staggering assignment. When we add to the situation the problems of helping each child to achieve his highest potential, and that in classrooms where there are always wide variations of intelligence and social development, it would seem to be an impossible assignment. And it would be it were not for modern teaching methods and teaching aids.

A fully developed school library has proved to be a master key to providing these teaching aids, and serving these teaching methods. The effectiveness and economic good sense of the modern school library is reflected in the rapid increase in its numbers in Canada and the United States. The present attitude of administrators is typified by the remarks of Mr. Benjamin C. Willis, General Superintendent of Schools, Board of Education, Chicago, when he calls the school library, "This service centre and hub of the learning wheel", and says, "a new day is dawning for school libraries, educators are beginning to realize the contribution they can make to the school program. Their growth, particularly in the elementary school, is phenomenal. Where they are provided, principals, teachers and pupils testify in glowing terms to the vast difference they made in the school, and they steadfastly refuse to give them up".

(The Brief argues the benefits to be derived from a centralization of a good library service for the three schools concerned).

Value Extends From Kindergarten to Teaching Staff

WE ARE familiar with the library as a source of reference material for individual or group research by the pupils, even in the lower grades. It performs an equally important function for the teacher in supplying material for class preparation and books of professional aid.

The library as a source of reading matter beyond the textbook and the reference book is equally important to the school. Here the

reading skills of the pupils expand through use and become meaningful to them through a liberal range of fine books, fiction and non-fiction, covering a wide range of interests and of varying reading difficulty. Vicarious experiences a child gains from wide library reading have a profound effect on the broadening of his intellect and on the development of his whole personality.

Elementary school primary grades and kindergarten have a special use for the library and its services. Picture books, easy books, story hours, are invaluable reading-readiness tools. They excite the child's desire to read and whet his appetite for knowledge to come.

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#### *Books About Libraries.*

*Administering library service in the elementary school . . . Jewel Gardiner . . . 2nd ed . . . Chicago . . . American Library Association . . . 1954 . . . \$3.00*  
*Books for boys and girls . . . Jean Thompson . . . 3rd ed . . . Toronto . . . Ryerson Press . . . 1954 . . . \$7.50*  
*Library A.B.C.'s . . . Mary Mustard . . . Toronto . . . Longman's Green . . . 1948 . . . \$1.50,*  
*Library in the school . . . Lucile F. Fargo . . . 4th ed . . . Chicago . . . American Library Association . . . 1947 . . . \$4.00.*  
*Teacher-Librarian's Handbook . . . Mary Peacock Douglas . . . 2nd ed . . . Chicago . . . American Library Association . . . \$2.00*  
*The Brief in its bibliography lists, in addition to these books, 12 pamphlets and 8 articles in a variety of publications.*

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#### Services of a Library Under a Qualified Professional Librarian

THE SECOND aspect of what we can expect from the school library we have outlined is a flow of service streaming from the trained librarian. She knows how to select the best books and materials to fit specific needs. Through her technical knowledge she is able to catalogue and organize for circulation all these materials so that everyone may know what is available, many people may make use of the same items, and none of it will stagnate.

The librarian's services include acting as the resources person to the principal and teachers in committees, and planning sessions, of curriculum and study projects. She compiles reference materials for the teachers, leaving them freer for actual teaching.

The librarian herself is equipped to teach the use of the library and the use of books and other material as reference tools. It is here that the library becomes important in



the development of good study habits that will carry throughout school and college to adult life.

#### Connecting the Student with the World at Large

BUT THE library comes alive as the centre of school life, "the hub of the learning wheel", when the librarian integrates the school work and the extra-curricular activities; and the life of the school with the world outside.

The Librarian has many ways of accomplishing this. Bulletin boards tell of sports, and club, and hobby activities — and of books to serve them — displays link these special interests to other books and other subjects. Television and radio programs, movies, current events, the passing seasons, holidays, persons in the news, all these become opportunities to awaken the interest of the pupils in further reading and study. Book lists, posters, displays, models are used in the library and throughout the school. Notices, book reviews and lists are sent to the classrooms. Spot announcements on the loud speaker, story hours, book talks, work with school paper staff, and special library programs from panels and quizzes to skits are all used by the skilled librarian to make the library a vital aid to the whole school program.

#### Especially Helpful to Slow or Brilliant Pupils

TO THE individual student his greatest library satisfaction may come in his personal contact with the librarian. In the library he is an individual, sampling learning and culture at his own rate of speed. Whatever his interests he can be helped to find material at his own level of development. Of all the librarian's activities this contact with the pupil when he comes to browse or take out a book can be the most fruitful. It calls for the highest development of the librarian's art to give "the right book to the right person at the right time".

The special child, be he brilliant pupil or slow learner or child with a problem, has a special friend in the librarian. School authorities are actively searching for ways in which to help him. Some of the answers lie in the library and the knowledge of the trained librarian.

The brilliant child frequently outstrips his classmates and becomes bored and restless. With the help of the librarian he can find an endless source of material to keep

him on his toes. He can have opportunities of exercising his talents in special library projects and give service as a student library helper.

For the slow learner the librarian knows books and material that are easy to read and yet far beyond the childish interest of picture books and most easy books. There can be library jobs too, for the slow learner to increase his sense of usefulness and his satisfaction with school.

School guidance specialists and teachers find the library a particular aid in helping the child with a problem. Here is a situation outside the classroom where a friendly adult can bring him not only materials that may arouse his interests, or change their direction, but offer him new activities

#### Physical Requirements for

##### Proper Library Service

THE LIBRARY where so many activities are to be centred deserves an attractive, friendly atmosphere to distinguish it from an ordinary classroom, such as a bay window, or an alcove or a fireplace. This may give a focal point for story hours and informal gatherings for library programs. The room must accommodate at least a full class plus twenty persons. To efficiently fulfil its purpose the library should be located near the main stream of student traffic, its quiet assured by an acoustically-treated ceiling and such floorings as rubber tile.

The library must have adequate shelving for the books it will acquire, counting eight to the linear foot. If the school is an elementary one the shelves should be five feet high, six for a high school. The school of up to a thousand pupils should be prepared to house approximately five books per pupil. Modern school buildings with their large expense of glass may find it difficult to put in enough shelving if the architect is not made aware of the need in advance. Wall space is also needed for a bulletin board three feet by six feet, and additional small ones as space affords. It is essential that the shelving be adjustable, and the shelves of regulation sizes, without moulding on the edges. Picture book shelving, of special depth and with dividers is necessary in an elementary school. Sloping display shelves and magazine shelves are needed. These different types can be seen in the Montreal Demonstration Library with information on their construction.

## Adjoining Work Room and

### Office Space Essential

THE SECOND essential part of the library, besides the main library reading room, is the workroom and office space. In a small school this is often housed in one room. This room must be adjacent to the reading room. It is necessary to have a place to prepare books for the shelves, mend them, make displays and posters, and to house work materials. It may also house some types of audio-visual materials not directly available to students. This small room can also act as the librarian's office. It then becomes a place for small committee meetings, and work and study projects the librarian carries on with small groups of pupils. Many large schools have a committee room as part of the library suite. It is important that a workroom be supplied as part of the library, even if it must be improvised from a cloakroom.

### Book Stock of the Library

THE STOCK of the library system remains to be considered. The basic collection should include the main reference books and standard titles that are needed in any elementary school library, many of them in duplicate. Additional titles could circulate, giving each school the equivalent of a much larger library. In this way the library system could afford to purchase books of special interest to small numbers of students. Particular groups such as the brilliant student could be well served.

Books — with periodicals, pamphlets, maps, charts, newspapers and pictures — remain the chief stock-in-trade of libraries even in schools where such additional audio-visual materials as records, tape recorders, films, radio and television are included in the library's equipment. Whether or not these further materials are housed in the library, or used in the library, will depend on the arrangement of the school building and on the organization of the whole school program. They should, in any case, be chosen with a view to producing, together with the printed works, a well-rounded body of available information. The librarian should, therefore, select them or be a member of a staff set up for this purpose. A card catalogue of this audio-visual material should be housed beside the library catalogue of books. This material is purchased from a special fund, not from the amount of money allocated by the School

## Board for library books.

Actual choosing of the book collection should be the responsibility of the librarian. However, to give some indication of the requirements, the following accepted standards are presented. Numbers of books — three to ten times the school enrollment depending on the size of the school, *i.e.*, the smaller the school the larger the proportion, enrollment up to 500 requires ten times the number of volumes; up to 1,000 seven times, etc. Schools with elementary and high school pupils require a greater range of material and a comparatively large ratio of books to pupils is required. The Canadian Library Association minimum standard suggests five books per pupil in the average school. The collection should include an encyclopaedia, an unabridged dictionary, and a minimum of five periodicals in an elementary school, up to fifteen where grades up to eleven are serviced. After expensive reference books are purchased we can estimate costs at about \$2.50 per volume. The cost of miscellaneous library supplies during 1955-56 at Macdonald High School was approximately 15 cents per book acquired.

It is not suggested that all the books wanted in the school libraries could be bought immediately. Every school has books, however, of some kind, in whatever numbers. The new schools will not be exceptions . . . The initial book purchase such as the Greater Montreal Board supplies — \$1,800 to \$2,000 — (depends) on the size of the new school. The yearly grant for books varies in different areas. The Greater Montreal Protestant School Board grants \$1 per pupil and it is understood that the Macdonald Protestant Central School Board does the same . . . The present standard that is being worked towards in Ontario is \$2, and in the U.S., the American Library Association standard is \$2.50.

Whatever amount of money is spent, the satisfactory service derived from it will stem from good selection to meet the specific needs of the situation, proper cataloguing for use, and co-operation between the schools (of the system) so that a few books may do the work of many.

. . . This then is the whole picture of a school library system that could come into being with a very small proportional outlay of money. It may be symbolized by the

*(continued on page 24)*

# TEACHERS - QUALITY AND QUANTITY

*A Report on this Workshop*

by

DORIS McINTOSH

AFTER A busy plenary session on Monday, February 16th when all 800 delegates attending the Canadian Conference on Education came together to hear significant talks on why we were there, and what we hoped to accomplish, the Conference broke up into a two day session of "Workshops", eight in all. The one which was of most interest to me, a teacher, was, naturally, that of this article's title. It is significant that, before the Workshop was well under way, the adjectives in the title were reversed in proper proportion to their importance.

This Workshop was held, appropriately enough, in the Teachers College, where we were inspired by the occasional sight of student teachers going about the business of training for their future profession. Professor David Munroe, Director of McGill Institute of Education, was in the chair. The group numbered slightly over 100, with all ten provinces being represented by housewives, teachers, university professors, college deans, school trustees, representatives of industry and trade, of agriculture, of research, and many other fields as well.

We were started off with a detailed report of the Problem of Teacher Supply, with some rather discouraging statistics being given by Dr. E. Sheffield, Director of the Educational Division, Dominion Bureau of Statistics. He pointed out that the fact that some 34,650 additional elementary and secondary grade teachers were needed immediately to replace untrained teachers or to eliminate over-crowding of classrooms; that by 1970 we would need 302,600 new teachers to be recruited in elementary schools, 8,480 at the university level of instruction. However, he did not tell us where these teachers were to be found. It was rather amusing that, in turn, a representative of each province stood up and reported the situation not as serious where he came from; then, faced with facts and figures, retracted

his statement and admitted a crisis — some in lesser degrees, of course, but summed up, amounting to a national problem of very great proportions.

The discussion which followed this report was general and dealt mostly with methods of attracting young people into the teaching between the university instructor and the general profession. It was decided that the teacher himself has a certain responsibility to present his profession as a pleasing prospect to a young person in search of a career, and that much more intensive propagandizing is necessary. The home and society, too, both have a duty in making teaching a desirable life-work. Three reasons for a child not choosing teaching were: lack of financial aid, lack of example, and lack of guidance. We should also endeavour to overcome the 25% annual drop out of existing teachers, and perhaps also to attract former teachers back to the profession. There is a deplorable lack of community interest in teacher training, and an unfortunate lack of pride in their own profession on the part of teachers.

The teaching standards are not high enough, for high qualifications would increase the stake in the profession — easy normal school training simply as a stop-gap or a step to some other occupation which is more highly paid. We should stop involving our teachers in non-professional activities, and relieve them of the load of secretarial and extra curricular work which they are now carrying. If we expect married women to teach they should not be exploited, but given the same standing as other teachers. It is possible that, as the only profession completely governed by the state, it may be over-run by its enormous administrative control; teachers themselves should have the say in the conduct of their work. All these suggestions and criticisms and many more were brought forth, without any real solution being reached.

On Tuesday afternoon we were given four versions of the "Changing Role of the Canadian Teacher", one by a rural teacher in the Roman Catholic schools of Quebec.

Miss L. Gaudreault painted a rather grim picture of working and salary conditions and made a plea for improvement. Miss C. Robins of the Canadian Teachers Federation, stressed the fact that the urban teacher was overloaded with a superfluity of duties, and begged for time to teach. Dr. Dansereau of the University of Montreal, made a plea for not only more money, but an exchange of views between university professors and business and commerce. He felt that there should be better communication lines between public, so that his wishes and aims might be known to society. Mr. Davidovich, Community Program Branch of the Ottawa Department of Education, felt that the teacher should make himself a member of the community, with closer acquaintance with parents, more should be expected of the teacher in community leadership, less in moral uprightness, from a straight-laced point of view. With the development of adult educational fields, our teachers need to acquire the new skills of instructing adults.

In the discussion following this panel, it seemed to be felt that for the first time in 50 years, teaching was being regarded as being of primary importance, and that the Canadian people, themselves, taking this view point, would bring about the necessary changes. There was the usual raising of the question of "merit system" pay for teachers, with the usual reejection on the grounds of "who would judge the merit?". The various provinces gave illustrations of what they were doing to make teaching seem a more attractive profession, with Saskatchewan having achieved admirable results by having raised its entrance standards.

#### Teacher Characteristics

SATURATED AS we were with facts, figures and suggestions, all of us participating in the Workshop returned for more of the same on Wednesday morning. This time the subject of the introductory panel was, "Training the teachers we need" or "What kind of teachers do we want?". Mrs. R. M. Cowan, Chairman of our National Home and School Teacher Recruitment Committee, having done a very great deal of work and research on the subject over the past year, presented a very comprehensive report. The "characteristics" she listed as those parents would like to see in the nation's teachers were as follows:

1. Interest, enthusiasm, ability to inspire

- pupils, and pride of profession.
2. An understanding of children.
3. A sense of humour.
4. Good, or at least adequate, qualifications and training.
5. Ability to maintain good discipline.
6. Love, or at least liking, for children.
7. Good character and morals.
8. Fairness.
9. A knowledge of the subject matter.
10. The ability to teach.
11. A pleasing personality.
12. Neat appearance and good manners.
13. An appreciation of music, art, literature, and some awareness of scientific development.
14. Impartiality.
15. Consistency and patience.

(Ed's note: Associations who co-operated in making this study will be particularly interested in checking their reports against the foregoing.)

#### And other views

MR. H. HAY, President of the Saskatchewan School Trustees Association, declared that he felt there was very little wrong with our present teachers, and we should be very thankful for them.

Dr. G. Page of the Engineering Institute of Canada, declared that society must revise its attitude toward the teacher, that it must honour, respect, and pay the teacher adequately, and make it possible for him to do a professional job. The good teacher needs the solid support of every Canadian.

Miss J. Leikin of Carleton University Students' Council presented the view point of a student recently having passed through the hands of numerous teachers, and she stressed personality qualifications beyond academic requirements. The need of personal integrity in the teacher is real, and the necessity of persuading the pupil to go on to develop himself to the greatest possible extent, by encouraging freedom of thought and expression and by applying for available scholarships (and how much we need more scholarships!) is very real.

Rev. Canon Carter of St. Joseph's Teachers College then tried to answer the question, "Will our present teacher training give us the kind of teacher we need?" and brought out once more the fact that, by raising standards of the teaching profession, we will attract more desirable candidates.

The meeting then broke up into small discussion groups, in which a number of questions brought up by the various speakers were thoroughly discussed, and the answers were presented in the form of resolutions. I can best tell you about them by quoting directly, from the 31 resolutions which came out of the Canadian Conference, the *five* which stemmed from our Workshop on teachers:—

#### Teachers' Role in Certification

BE IT RESOLVED that qualified teachers establish themselves more firmly as a true profession with high minimum standards for admission to the profession and themselves participate in the establishment and enforcement of regulations concerning admission and certification.

#### Teachers' Qualification

BE IT RESOLVED that candidates for entrance to the teaching profession should be required to have complete senior matriculation or the equivalent, and that the required academic-professional preparation should be established immediately at a minimum of two additional years, with a view to the adoption in the near future of a minimum of four years of academic and professional study, and that permanent teaching certificates or diplomas be granted only to persons who have met these standards.

#### Teachers' Salaries

WHEREAS the salary structure of the teaching profession is not now sufficiently high to enable it to compete effectively with other professions:

BE IT RESOLVED that salary levels be established that will enable teachers to secure financial rewards equal to those paid to people with similar qualifications in other professions.

#### Rural Teachers

WHEREAS children in rural areas are entitled to the same standard of education as children in urban areas:

BE IT RESOLVED that, where necessary, provision be made to supply qualified teachers to schools in rural areas, possibly by the payment of a bonus or other form of extra compensation.

#### Qualified Teachers

WHEREAS the rapid increase in pupil enrolment resulted temporarily in an emphasis on quantity sometimes to the detriment of quality in the provision of teachers for Canadian classrooms, and

WHEREAS this has lowered the overall level of teaching standards in many parts of the country:

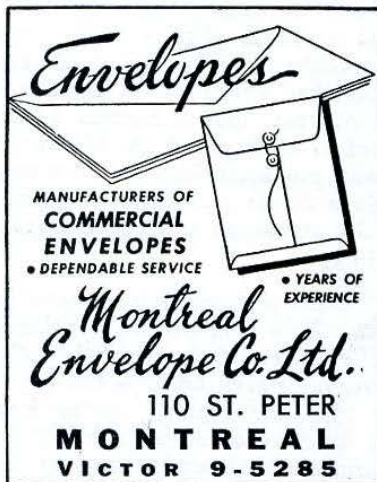
BE IT RESOLVED that Departments of Education, Teachers' Organizations, Trustees, The Canadian Home and School and Parent-Teacher Federation and all other organizations involved in this Conference, exert every effort to reassert the emphasis on quality so that all Canadian children may have the services of mature, fully qualified, competent teachers.

#### Conclusion

WE WENT back to the Plenary Session on Thursday still anxious to debate those questions raised, but not answered, in our Workshop. However, if nothing else was accomplished by the Canadian Conference on Education, the fact alone that so many segments of the Canadian public were aroused to discussion and interest in educational matters, and, to my mind, especially in the need of many more and better qualified teachers, would be a tremendous step in reaching the Canadian goal of a superior country in every respect, due to superior educational facilities.

I am very grateful, indeed, for the opportunity of attending this wonderfully stimulating gathering, and I am especially glad that the Workshop in which I participated was that most important one — "Teachers — Quality and Quantity".

*(Ed's note: And we are grateful to Mrs. McIntosh, Vice-President of Quebec Federation and one of our five delegates to the Conference, for this excellent report!)*



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A few notes about  
a too little known,  
but wonderful, service

# McLENNAN TRAVELLING LIBRARY

of McGill University

BY MAY 31st this year the McLennan Travelling Library, which serves primarily English-speaking residents of Quebec, had reached an annual circulation of over 30,000 books to schools, village libraries, rural groups and individual members. Books borrowed are read on the average of five times each, which adds up to a total of 150,000 book-readers. The Bookmobile travels the roads of the Eastern Townships and the Chateauguay valley on six-week schedules making 61 stops at schools, towns and farms. In addition, boxes of books are shipped by freight to 58 points in the province, north of the St. Lawrence River, as far apart as Noranda and Seven Islands. 141 individual members are served directly or by mail. In all, 57 schools and 64 communities are served. In most cases this is the only available book service.

## How the Library Began

THE TRAVELLING Library was originally endowed in 1901 by the McLennan family in Montreal as a service to rural people. It was the first such library scheme in Canada. In the early years books were sent to every province, and to places as far apart as Dawson City in the Yukon and Battle Harbour in Labrador. Nearly five hundred schools, Women's Institutes, farm groups, mining and paper towns requested and received the boxes of forty books on loan for four months. By 1934 provincial and county libraries had developed in Ontario and the west so that the McLennan Library was limited to Quebec and the Maritimes. After the war, provincial libraries were established in Nova Scotia and Prince Edward Island and this operation was confined to Quebec province.

*(This Library service is operated by the Adult Education Service of Macdonald College from whose report the following notes have been taken — Editor)*

In 1950 the Library was modernized, a book truck was donated by Miss Isabel McLennan and the endowment was increased

to provide a permanent income of \$5,000 a year. In the first year of the new operation the book circulation increased by over 300% and has continued as the following figures will show:

	Adults	Children	Total	Books Added
Bedford		Beauharnois		
Beloil		Bury		
1950-51			6,000	
1951-52	8,326	12,009	20,335	
1952-53	7,917	13,609	21,526	1,493
1953-54	9,211	13,843	23,054	1,111
1954-55	9,108	14,477	23,585	907
1955-56	8,915	18,343	27,358	1,945
1956-57	11,400	22,614	34,014	1,383

## Libraries in Quebec

IN MOST civilized countries a "free" library service is taken for granted. In England there is a 100% coverage of book service along the lines that we are providing to a limited area. This is also true in Sweden and in a majority of the United States. In several Canadian provinces — Ontario, British Columbia, Alberta, Saskatchewan, Nova Scotia and Prince Edward Island — a tax supported "free" library service is provided.

So far, there is no library law in the province of Quebec, and no general plan for libraries. Many of the larger centres, of course, have municipal libraries and a few towns have small libraries — open usually for only a few hours a week. Most of the new schools have made a beginning at a library and with assistance from the Department of Education, school boards and local organizations have greatly increased the facilities for reading available to their students, and in a few cases to the community.

The McLennan Travelling Libraries have been used to supplement this effort. It will be noted from the figures above that the great increase in circulation has been in children's books and that two-thirds of the total circulation is to schools. In the three months from September to November 1956 the increase was 50% over the same period in 1955. In fact, the increase was limited by the lack of available books, and there were times when the library van could not go

out for lack of books. The books are read many times for every loan —  $6\frac{1}{4}$  times on the average for a book loaned to a school, over three times for a book loaned to an adult group.

To quote actual cases:

15 books loaned to a Coaticook school were read 465 times in 6 weeks;

25 books loaned to a Noranda school were read 700 times in 3 months;

50 books loaned to a Granby school were read 1029 times in 6 weeks.

In the present crowded condition of schools when teachers have often little time to give to gifted students, an opportunity for such students to read widely represents a valuable contribution to their education.

The following schools are now served:

By <i>Bookmobile</i>	Stanbridge East
Bishopton	Valleyfield
Chambly	Waterloo
Chateauguay	Windsor
Coaticook	By <i>Book Box</i>
Cookshire	Arvida
Cowansville	Aylmer (2)
Dundee	Bagotville
Danville-Asbestos-	Beaurepaire
Shipton	Farewell Cove, Gaspé
Dunham	Gatineau
East Angus	Grenville
Farnham	Hull
Franklin Centre	Joliette
Georgeville	Laurel
Granby	Maniwaki
Hatley	Mont Joli
Hemmingford	Morin Heights
Howick	New Carlisle
Huntingdon	North Hatley
Island Brook	Noranda (3)
Knowlton	Oka Village
Lennoxville	Ste. Anne de Bellevue
Magog	St. Bruno
McMasterville	St. Eustache
Ormstown	Ste. Foy
Otterburn Park	St. Lambert
Rougemont	Scotstown
Richmond	Seven Islands
St. Johns	Valois
Sawyerville	Waterville

#### What Remains To Be Done

THE LONG-TERM answer to this need will be found in a well-integrated regional library. Money spent on books can be made to go much further in a circulating scheme. It is wasteful and uneconomic for those who can afford it to buy books and leave

them on their shelves, when a circulating library service could make those books available to large numbers of people. For the present, however, an improved service which reaches all accessible areas of the province is the aim. Repeated requests for library van service come from counties north of the river — Argenteuil, Gatineau and Pontiac — where there are concentrations of English-speaking people.

#### What Is Needed

THE McLENNAN Travelling Libraries have a stock of 30,000 books — of which nearly 7000 are new books added in the last five years. It has also a new bookmobile with a capacity of 1500 books, a trained staff of two full-time workers and one on half-time, and over 50 years of experience. It has an assured annual income of approximately \$10,000.

But these resources cannot be stretched to do the very large job that is now being demanded. In fact, the present load is too heavy on both staff and equipment. Only the receipt of a number of special gifts have made it possible to achieve the present standard.

By approved library standards, an assured revenue of three to four times the present one would be required to provide an adequate library service for the English-speaking communities. A conservative estimate would give \$25,000 as a figure to be arrived at in the next two years.

#### Present Income & Expenditures

McLennan gifts & endowment	\$	5,000
Other private gifts		1,000
Dept. of Education grant & books		2,000
I.O.D.E. & Women's Institutes		300
Revenue from book loans		1,700
		<hr/>
		\$10,000
		<i>Required</i>
Salaries	\$6,000	\$11,000
Book Fund	2,000	7,500
Bookmobile	1,400	6,500
Freight, postage & office	600	
	<hr/>	<hr/>
	\$10,000	\$25,000

This would provide  $1\frac{1}{2}$  additional workers, improved salaries, an adequate book fund, would keep the library van in continuous service, and provide for its renewal.

#### The Economics of the Book Service

WITH THE intention of putting books within the reach of the poorest child or

adult the library charges have been kept low.

The charge for a loan of

50 books for 3 months to an adult group is \$5.00, delivered;

50 books for 3 months to a school is \$3.00, delivered;

Individual Memberships (4 books at a time)—Adult: \$2.00 - Children: \$1.00.

This works out to a charge of six cents a book for children, ten cents for adults.

#### What Does It Cost the Library

ONLY A general estimate is possible, but with a circulation of 30,000 on a budget of \$10,000 the average cost of placing a book in the hands of a borrower is 33 cents.

This covers the cost of expert selection, ordering, cataloguing, handling, checking, repair of books, and the correspondence and necessary record-keeping involved. It covers also the operation but not the capital outlay of the bookmobile, nor depreciation.

It allows nothing for rent, heat, light, janitor service and use of library equipment, all of which items have been provided through the years by McGill University. ●

NOTE:  $\frac{2}{3}$  of the books loaned, and  $\frac{4}{5}$  of the book-readers are pupils in the schools.  $\frac{1}{3}$  of the library income now comes from the Department of Education and book rentals to schools.

*(continued from page 3)*

will be worth study, and programs. What do you know, for instance, of the local teacher supply and turnover, or about drop outs of high school students, or of the local ways of meeting the needs of both the bright and slow pupil? An eventual committee composed of staff, board and parents might find some solutions to these questions in your district.

Both these large projects received much attention at the recent annual meeting of the Canadian Home and School, and both provide powerful channels through which thinking parents can help to plan the kind of educational world their children will develop in.

For the first time in many years because of the geographic nearness of the National Home and School meeting, Quebec had a full delegation, three representatives and five delegates, together with your president. You will find the resolutions we passed printed in a later magazine; they ranged from asking for labelling of all dangerous chemical substances, to the needs of handicapped children, and income tax rebates

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on the earnings of students.

Our Federation plans for next year include the printing of a small leaflet explaining clearly the purpose of Home and School with some of its accomplishments, for use among the general membership. And because out of town Associations are growing more and more conscious of the need for working closely with their school boards, we are hoping to compile a leaflet illustrating various ways of making that liaison more effective—information and ideas that you've been asking for.

Our Board enjoyed meeting so many of you at our own Conference in May, crowded as it was. I'm proud to tell you that 134 Associations out of 180 possible were represented, the highest number yet. One comment on an evaluation sheet impressed me, referring to Mrs. Taylor's story of the man from Hiroshima who was pressing her as a Canadian, for an international organization of parents. "Surely", the comment said, "this points up how very much bigger this movement is, than any one of us personally." It's something to remember.

**Runa Woolgar.**



# YOUR OFFICERS FOR 1958 - 59

## *Runa Woolgar*

Former President of Kensington Association. Chairman of Parent Education Ctte., 1949-51. Chairman of Canadian Parent Education Ctte., 1951-54. Director of Federation from 1950. Conference chairman for 1955. First Vice-President 1955-56. National representative 1957. President Federation 1957-58.

## *Isobel Shuster*

Herbert Symonds Association since 1945; President for three years. Representative to West End Regional and President for 1½ years. Director of Federation since 1952; Vice-President 1954. Delegate to National in 1953 and 1956. National representative and chairman of Headquarters Campaign Ctte., 1954-55. Producer of Federation's Newsletter for 1956-57-58.

## *Fred Price*

Active in Home and School since 1947. Secretary of Federation from 1948 to 1955. Representative to National from 1950-55. President of Willingdon Home and School 1957-58. Treasurer of National at present.

## *Doris McIntosh*

Has been Secretary, Vice-President and President of Bedford Home and School, also representative to District of Bedford Regional Council for three years. Representative to Council of Representatives, member of Federation Board, Program Planning Convenor and also vice-chairman of Conference Ctte., 1957-58. Vice-President of Federation 1957-58.

## *Jack Chivers*

Formerly President of St. Laurent High Association (1952-53). Chairman Insurance Ctte., Quebec Federation, 1955-58. President of Russell Home and School 1956-57-58. Vice-President of Federation 1957-58.

## *Rose Simon*

Held posts of Program chairman, secretary and president in Crawford Park Home and School. Organized Verdun Regional Council and was president for

3 years. On Board of Directors for 3 years. Past President of Verdun High Home and School. Organizing Vice-President of Federation 1957-58.

## *John Parker*

Teacher for 18 years. At present Principal of Lorne School. Has been President of Men Teachers' Association and a Director of PAPT. Delegate from PAPT to Federation Board 1957-58. Director of Camp Lewis and manager of YMCA camps. Director of Special Emergency Summer School at Macdonald College.

## *Wolfe Rosenbaum*

Active in Rosedale Home and School since 1951. Held positions of Publicity chairman, Vice-President and President of that association. Has been Secretary of Group Committee of the Rosedale Cubs and Scouts. Treasurer of Federation for 1957-58.

## *Axel Eeg*

Program Planning and Membership Ctte. Cedar Park (Pointe Claire) Home and School. Creator and editor of "Cedar Post". Former President of Cedar Park Association. Recording Secretary Federation for 1957-58.

## *William L. Latter*

Active in Chambly Richelieu Home and School for last 16 years. Vice-President, then President of South Shore Regional Council from 1954-57. Representative for Chambly Richelieu H & S for last ten years on the South Shore Regional Council. Member of Board of Directors 1957-58.

## *Roland Bodger*

Executive of Barclay H & S for six years, as Vice-President, President and Past President. Rector St. Cuthbert's Church. Director of Federation for 1956-57-58. Member of Broadcast Committee for Federation.

## *T. G. Masterson*

Active in Lennoxville & Ascot H & S for past eight years. Held various executive positions up to, and including, that of President. On Sherbrooke Regional Board. Member of Board of Federation

1957-58.

*George H. Dockum*

Active on executive of Maple Hill H & S since 1953. Held various positions up to, and including, that of President. Member of Board of Federation for 1957-58.

*Fernand B. Archer*

Member of Valois H & S for number of years. On the executive for the last 6 years. Member of various committees, now Vice-President of this association.

*Mrs. F. R. Werts*

Former High School teacher, now on staff of Harterre House. Active in H & S in Vancouver and recently in Pointe Claire. Organized study groups for Valois Park Association and later became their President. First Vice-President of John Rennie H & S.

*W. D. Jamieson*

Active in H & S in the Noranda district. Chairman of nominating committee in 1957 and Treasurer of the Noranda H & S for 1957-58.

*Mrs. M. S. Donovan*

Active in University District H & S from 1943-50. Representative to Quebec Federation from this association. President of North End Regional Council. Representative on Federation Board, on Traffic

Safety Committee and Broadcasting Committee. Executive member of Lake of Two Mountains H & S since 1950. President of this association from 1956-58.

*Miss Hazel Sinclair*

Teacher in Quebec for most of career. Principal of St. George's School in Quebec City for past 10 years. One of few women principals outside Montreal. On executive of PAPT for number of years. Active in summer camp work and Home and School.

*Angus Larocque*

Taught in Verdun High. Former Principal of Bannantyne School and LaSalle Road School. First one to organize an individual Home and School in Verdun. On Board of Directors of Family Welfare and South Western YMCA for number of years.

*Albert Brewer*

Active with Cartierville H & S for past six years — Chairman, Recreation Committee, Vice-President then President 1957-58. Chaplain of Community Church and active in Community Recreation Association.

Submitted by  
the Nominating Committee,  
DOUGLAS WALKINGTON,  
Chairman. ●

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## QUALITY DAIRY PRODUCTS

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N.D.G. BRANCH:

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(Continued from page 18)

words "multiple-purpose room" often seen on school plans these days. It is a good synonym for "school library" if one is desired, for surely the lively centre of learning activities that we have outlined, giving ser-

vice and opportunity to every pupil, singly and in groups, and to all his teachers, serves a multitude of purposes. The school board and the community in providing this opportunity must derive from it a multitude of satisfactions. ●

# The Outstanding Contribution of Milk to Our Diet

Louise Lambert, B.S., M.S.  
MILK FOR HEALTH INC.

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

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

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

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

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

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

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

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

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

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