

QUEBEC

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HOME AND SCHOOL

VOL. X, No. 3

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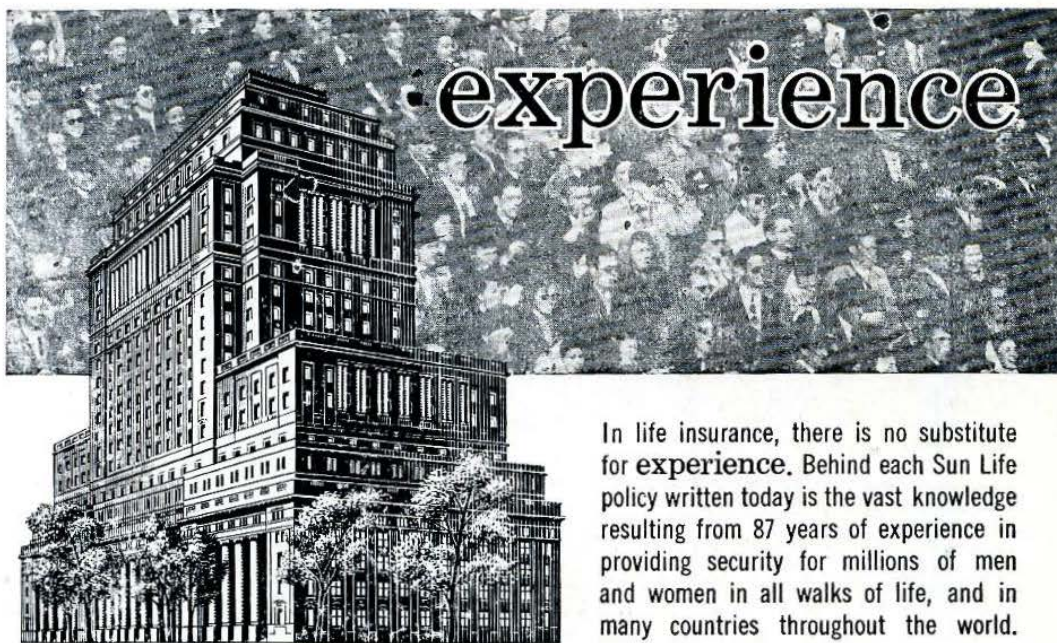
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QUEBEC

HOME AND SCHOOL

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IN THE
PRESIDENT'S

CONFIDENCE



RUNA WOOLGAR

QUEBEC FEDERATION of Home and School Associations is sending five delegates to the Canadian Conference on Education in Ottawa during February. Mrs. R. McIntosh, Vice-President (Bedford), Mrs. Charlotte Scally (Hull), representative of Western Quebec Regional Council on the Board, Mr. George Mellen, School Education Chairman (Valois), Mr. N. K. Ogden, President of South Hull Assoc., and your president. Mr. Walkington and Mr. Price will both be delegates from the Canadian Home and School and Parent-Teacher Federation, which is one of the seventeen sponsoring bodies, along with many educational, industrial and labour organizations.

The purpose of the conference: a stocktaking of education in Canada, a focusing on the most urgent problems to be solved in the next decade, culminating in possible recommendations for action.

Much work has already been done, to prepare delegates for participation in the Workshop sessions, which will cover:

Organization and Curricula.
Teachers; Quality and Quantity.
Financing Education.
Buildings and Equipment.
Higher Education.

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OUR COVER

There aren't many games involving physical participation in which families can engage together—but bowling is one, and a good one. Even seven- and eight-year-olds can bowl the small balls. Ducks, 5-Pins and Candle Pins are good games. Besides, here's one opportunity for Mom and Dad to show what they can do!

LEO GREGORY
may startle you
with

WHO REALLY CARES ABOUT EDUCATION?

Not every one will agree with everything in this article but it should cause most of us to think. Your views — in agreement or otherwise — will be welcomed.

IN OUR present system of education we are told we have a marvelous system of co-operation, a partnership of Governments, School Board, Parents, Teachers and Pupils.

This concept is just nebulous enough to keep everyone happy, every group is given an illusion of having equal responsibility and no one is given the very real duty of providing leadership. Everyone in the circle feels important and no one has a load on his shoulders.

Perhaps by looking at the circle more closely and examining each group in it we can find the strong part and ask it to take the lead.

We can take the Governments and School Boards together for they have the same reason for existing and, as far as I can see, carry out their role to the full.

They exist to legislate for and direct the administration of the educational organizations within the society. Their duties as elected representatives are to give the people the type of school system which they feel the people want. Would any politician pride himself in declaring that educational institutions are on their own to beg from private persons if he knew that his electors would insist that education is the most important concern of the state? Whose shortcoming is it, ours or his? Have you ever voted for a candidate on the basis of what he will do for our educational system?

Can we expect the same reflection of the Society's apathy on the part of administrators or can we expect some leadership?

In this group there is a minority who are

more courageous and perhaps more professionally minded who will try to make the changes they feel necessary. How many of us, in whatever positions we hold, make a special effort to do work which is not asked of us or expected of us by our superiors? Would we strive to give better service to our clients when they don't expect it or, indeed, perhaps even resent the improvements?

The vice-principals, principals, supervisors, etc., who make the extra effort are certainly making a contribution to the improvement of our society far above the salaries they are paid.

Who can blame a man for sitting back after appointment and concentrating on keeping his boat out of the reach of any Idealist who may feel that it needs a little rocking?

An administrator may also feel that if he could only get a little higher up the ladder he would be in a better position to improve matters and therefore spends as much time as possible impressing people. This doesn't necessarily mean that fundamental weaknesses in education are being tackled; of course not, a fancy facade must be displayed to the greatest advantage.

Children will spend a disproportionate amount of time in practising for concerts or plays which don't usually teach the child anything but how to waste time. This policy will tend to bring applause from parents and keep them happy to see their child so happy, that is if the child is taking part and it isn't too difficult to give everyone a part.

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And now they are safe drivers

QUEBEC'S FIRST high school course in Driver Education has recently been completed under the administration of West Hill Home & School Association. It was based on the well-known 'Sportsmanlike Driving' course developed by the American Automobile Association. Mr. Orville White, West Hill Industrial Arts teacher, conducted the classroom sessions and road practice for twelve students held outside of school hours and on Saturday mornings. These consisted of well over 20 hours of films and lectures plus at least 6 hours at the wheel for each student and 18 hours' observation in the back seat. All 12 students passed their written tests, but two will require more practice hours in the car before their certificates can be awarded. Ten students received their certificates at a luncheon meeting of the Montreal Lions Club.

This Driver Education Course was organized by the West End Traffic Safety Council, a project of the N.D.G. Community Council, while the West Hill Home & School Association looked after enrollment, collection of fees and disbursement of expenses. The Montreal Lions Club contributed the major part of the money required, with Allstate Insurance Company and West End Traffic Safety Council donating the balance. Canadian Petrofina, Shell Oil and McColl-Frontenac contributed gasoline and oil. Students were charged a fee of \$5.00 to cover cost of the textbooks, and exam papers.

A 1958 Ford sedan, equipped with dual controls, was loaned by Latimer Motor Sales Company, and will be available to students until the end of the school year. All major automobile manufacturers assist their dealers to make dual-control cars available for Driver Education courses which comply with the standards set by the American Automobile Association. This plan is used by over half the high schools in the United States and by 22 high schools in Ontario.

The Greater Montreal Protestant School Board kindly permitted the lectures and films to be given in a West Hill classroom, after school hours, free of charge. A great deal of the road practice was done in an unused parking lot belonging to Steinberg's. Only when the students had acquired sufficient skill were they permitted to drive on public streets, the instructor being at all times in the front seat.

STUDENTS WERE found to be extremely enthusiastic, and 200 applications to take the pilot course were received. However, only 80 were eligible, as according to provincial law, the minimum age at which a beginner's permit may be obtained is 17 years. In addition, students had to have written permission from their parents and be enrolled in the Student Group Accident Policy Plan.

Mr. White, the instructor, took special training in Toronto last summer in order to qualify to give a Driver Education Course. This training was held under the auspices of the Ontario Safety League, and was conducted by Professor Lorne Campbell, B.Sc., M.A., D.Ed., of New York State Teachers College. Professor Campbell is also an advisor to the American Automobile Association. A minimum of 75 hours training is required before a teacher is considered qualified, and he must pass a written examination and a road test.

The West End Traffic Safety Council is considering the organization of an instructors' course for high school teachers in Montreal, with Professor Campbell conducting it, which would be held in July.

Students who took the West Hill course agree that the most important benefit they obtained from it was a changed attitude towards speeding, reckless driving and other generally immature behaviour behind the wheel. They also feel they have attained a solid base of skill in driving, which they credit to the structure of the course and to the patience and enthusiasm of Mr. White.

EDUCATORS IN the United States agree that the Sportsmanlike Driving Course, and others similar to it, confer far greater benefits than the mere acquisition of driving skill. The young driver's inclination to show off usually disappears, he emerges a safer, saner and more courteous driver than many adults. He has a knowledge of the automobile's capabilities, but also of its limitations, and a thorough grounding in the rules of the road. Any bad habits that the ordinary motorist has a tendency to acquire, are nipped at the start by a skilled teacher, and special instruction in the techniques of defensive driving is given.

In Quebec, at least one insurance company gives a 15% discount on insurance coverage for the 17-25 age group if the young driver has a certificate showing he or she has passed

a Driver Education Course similar to the one given at West Hill. Since insurance rates for young men, for instance, under 25 years of age, rise to 400% more than for an older man in Category 1-A, this discount represents a considerable saving to parents.

It is estimated that 86% of our high school graduates drive a car as soon as they are eligible for a license. The results in terms of death and injury are appalling. Especially so when we realize that the means of reducing this waste of our young men and women is available — if we want to use it. ●

A. F. Cousineau,
Traffic Safety Chairman.

"Shell out for UNICEF" —Hallowe'en 1957

CHILDREN IN the Province of Quebec, in an evening's fun last Hallowe'en, collected \$26,000 in various "Shell out for UNICEF" projects, over three times as much as in 1956.

Mrs. D. W. Heywood, Provincial Chairman of the "Shell out for UNICEF" Committee, was therefore invited to Toronto to attend the January meeting of the national executive of the Canadian UNICEF Committee of the U.N. Association in Canada. In reporting upon the organization set up in Quebec, she attributed much of the success to the invaluable co-operation of many officers and members of the Quebec Home and School Association. So enthusiastic are some members that the appointment of a UNICEF Chairman to the executives of Home and School Associations has been suggested.

The Danny Kaye film "Assignment Children" captivated the imagination of children and adults. Mr. H. G. Hatcher, a retired officer of the Montreal Central School Board, travelled many miles to show this film. Associations wishing to use the film this year may make arrangements therefor by writing to Mr. Hatcher, 600 - 44th Avenue, Lachine.

The delighted expressions of children handing in collections for UNICEF will long remain in the memories of the local chairmen. Many housewives prepared their best treats for these children, but some collectors actually refused Hallowe'en "charity" for themselves.

When Anthony Millinzuk, a Polish boy of 10 reported that he had a lot of money for UNICEF" (\$4.41), he asked, "What about my candy? I want that to go to the children."

Over 15,000 Quebec children participated in the "Shell out for UNICEF" projects, representing about a hundred different schools. This interest may lead to the formation of UNICEF clubs, or at least the incorporation into existing youth programmes of the "Hi Neighbor" studies prepared annually by the UNICEF Committee in New York. In developing the educational side of UNICEF projects, some groups may even endeavour to raise additional funds during the year.

A Hudson Heights boy showed real foresight in this respect. He grew pumpkins during the summer, from the sale of which he realized \$7. Every cent of this money went into his "Shell out for UNICEF" container.

Canadian children from coast to coast contributed a large sum to UNICEF last Hallowe'en, showing a sympathetic understanding of the needs of children in UNICEF-aided countries. And many parents, frustrated by the uncertain state of today's world and faced with the problem "What can I do about it?", find in working with children for UNICEF, a partial solution to their problem.

Their constructive efforts shine as a candle in the darkness, and Canadian children can have the satisfaction of knowing that their Hallowe'en pennies, nickels and dimes are now helping to chase away the goblins of hunger and disease in far corners of the world. ●

HAZEL CHANDLER,
Vice-Chairman,
Prov. of Que. "Shell out for
UNICEF" Committee.

QUEBEC HOME & SCHOOL ON THE AIR

ANOTHER IMPORTANT chapter was written into the history of "Home and School on the Air" as Radio Station CKVD of Val d'Or joined with CKRN Rouyn, CFCF Montreal, CKRS Jonquiere and CKTS Sherbrooke to bring our program into thousands of homes each Saturday.

Here are the air times when going to press. Watch your local papers for any change in programming:

Sat. 9.30 a.m. CFCF Montreal
Sat. 9.45 a.m. CKRN Rouyn
Sat. 9.45 a.m. CGVD Val d'Or
Sat. 10.00 a.m. CKTS Sherbrooke
Sat. 3.30 p.m. CKRS Jonquiere

Your Radio Broadcast Committee has planned some interesting and important programs for the balance of the winter and the spring. Be listening! ●

THE CREEPING SCHOOLBOY: SOME POST-SPUTNIK REFLECTIONS

"And then the whining schoolboy, with his sachel
And shining morning face, creeping like snail
Unwillingly to school . . ."

— *As You Like It,*
Act II, Scene 7.

"The attitude that it is 'someone else's business to see that *you* get along in life'; the struggle 'to get as much as you can for doing as little as you can get by with': these are the problems with which we are faced . . ."

— *from an interview with a school administrator, December, 1957.*

SHAKESPEARE'S TIMELESS portrait of the creeping schoolboy somehow has taken on an ominous note, and become anything but a laughing matter, to most minds in recent months. Indeed, that ever-present youngster, more likely by far to whine than to measure up to his task, has loomed as the "to be or not to be" of modern education, in the light of recent world developments. For, at his worst, as often he is, your "unmotivated" adolescent dissipates his own potential, makes a mockery of standards, hinders progress — throws a gigantic monkey wrench into society's plan that all children shall be given every opportunity to get ahead.

Late 1957 thrust the modern counterpart of Shakespeare's schoolboy into the limelight as never before. Fathers who hadn't seen a classroom for decades stopped in their work to ask each other what could be done. People talked and wondered, probed curricula and queried methods. Someone muttered that *sputniks* were the best thing to have happened to Western education, and he had a point. For out of it all came an alertness and an awareness; a feeling of concern and inadequacy; a resolution not to be content with a society — or a son — rating second-best.

What to do? Many a father or mother came to his December parent-teacher interview with news of make-shift steps toward a changed régime:

"When I saw his last report, I simply disconnected the TV . . ."

"There'll be no more going out weekday evenings until this matter's straightened out . . ."

I told him, if he doesn't get down to busi-

ness, he's going to be out looking for a job . . ."

"He'll do his home lessons. Just let me know if he doesn't . . ."

And, indeed, the follow-up interview might prove that just such a step "did the trick". More often, no. For every parent who was sure he had discovered his solution, there came another who suspected he was treating the symptoms while the basic malady lay undisturbed:

"I give him a desk in a room of his own and he spends two hours over his books. But I don't think he's absorbing a thing . . ."

"I used to help him by hearing his Spelling but, this year, he doesn't seem to want help any more . . ."

"I don't know how you can get him to do anything at school. He's completely useless around the home . . ."

"I try to get him to realize the great opportunities. He just doesn't seem to care . . ."

SUCH PARENTS struggle with curfews and punishments and homework supervision, for they know they dare not do less. They tackle one problem — one symptom. As quickly, another symptom crops up. They blame the school, they blame the teachers, they blame themselves, their children and their community. Then they realize that maybe they have done what they could and the school has been trying and they ask themselves what, fundamentally, has gone wrong.

No one, perhaps, has put his finger squarely on that answer — but an Industrial Arts teacher in one of our larger high schools seemed mighty close when he asked:

"The parents have a home with all the

modern conveniences. Make life easy, is the rule. In such surroundings, how can we expect it to be the child who sets the pace and buckles down to plain hard work?"

A civil engineer figured things had changed, even over the decade since he had left school. "The trouble isn't just the home, or the school. It's the whole attitude of our society. Look who we pick to emulate. When I was growing up, we felt awe and respect toward the minister, the family doctor or the bank president. Today, you let your hair grow and strum a guitar — then you're Man of the Year."

Another successful college grad looked back, and expressed it this way: "I had homework. If I shirked it, my father would simply state, 'You're obliged to do that work.' I had instilled in me the idea of living morally up to your obligations. Today, all too often, the 'smart' fellow is the one who can 'pull a fast deal'. So, why work hard in school if you can sneak out of requirements and get ahead twice as quick?"

"Look at the strike situation," one teacher cites. "Everybody clamouring for more money for less work. Such attitudes communicate themselves."

"We're getting soft," someone mutters. "No more struggling for existence, no new horizons to conquer. We're sitting back wallowing in luxury, making time payments, apathetic, materialistic, complacent — so how can we expect Junior to sweat a little over his schoolwork. He'd only be called a 'square'. Talk about ancient Rome!"

EXTREME COMMENTS? Perhaps, but (quite undeniably) the problem exists. "So the home and the school have to fight it," my Engineer asserts. "Maybe someone has to stand over the children while they do homework. If parents stress the right attitudes, and practice what they preach, perhaps, in time, the younger generation will get the idea."

That a firm hand might go a long way towards curing (or warding off) the problem, many a parent and teacher is prepared to maintain. "This modern psychology can be taken too far," one administrator cautions. "You know, his grandmother didn't like her uncle, so Junior simply can't be made to tackle history." Extreme? Certainly, but I've had the failure of one gangling loafer of an adolescent attributed to a somewhat premature birth and another serious case pinned down to resentment over father having hoped for a child of the other sex!

"Lay down the law," urges one school master. "When they finally quit school and walk into an office building, their whole attitude changes. I watch them at night school. They're footing the bill and they have to make good. There's no nonsense and the work gets done. They should have to walk into a school building with the same attitude. They do the job to the best of their ability or they risk finding themselves out on the street!"

"Seventy-five per cent or more of our boys and girls in high school have what it takes to carry the work load of our academic course," one teacher suggests. "They have enough intelligence. The work habits are what they lack. The sort of private school that puts out the youngster who won't make the effort ends up with an atmosphere that is striking in itself. Good courses can be worked out for children of substandard ability, providing they show pride in doing what they can. It's the fellow who (be he brilliant or mediocre) thinks life's a joke and work's for suckers: he's the one can spoil the classroom for us all."

Such children, by far, are the exceptions. Yet, alas, so are the boys and girls who take an assigned job, do it, pride themselves on good work and reap the psychological harvests that come from a good job well done! All too often, what we find is "a superficial semblance of learning", a scribbling of assignments and a slapping of the book shut, a contentment to "get by".

PERHAPS GREAT Grandfather, who walked five miles to school, worked hard and succeeded because his whole world worked hard and the slacker would have nary a voice raised in his support. "Today", as one administrator suggests, "the whole idea of success is to belong to a leisure class. Take it easy. It's always someone else's business to see that you get along."

If school, home, community be caught up in this whirlwind of changing values, what, if anything, are we as parents to do to preserve and perpetuate the values we believe to be right? Set our home standards high, for one thing. "The fundamental decency of a good, solid home really shows up in the children," one teacher asks me to stress. "Such parents should be warmly congratulated for their work." From impoverished tenements, "rough" districts, crowded surroundings, no matter: the job the home has

(continued on page 14)

**It's a wonderful
game for the whole
family, besides —**

Bowling is good for what ails you!

THERE WAS a moment of stunned silence.

Perhaps it was the first time in his life that the stocky little man didn't have an answer.

The man for whom he had no reply was his doctor.

The doctor had just uttered that brief medical statement that always brings strained silence.

"We'll have to operate, Andy."

Andy Varipapa had good reason for his silence. Here at 64 years of age he had just been told that he faced major surgery. It was not fear of the operation itself that silenced Andy but the thought that he might not be able to continue bowling—fear that he might not be able to move into his second half-century of competition in the tenpin game that had been his life since youth.

During his first 50 years at the game, just completed, Andy Varipapa had become a household word to devotees of the sport. Twice national champion in competition against the nation's best, acknowledged as the greatest trick-shot artist the game had ever produced, tough match-game competitor against all comers, star of more than a dozen movie shorts about bowling and showman-supreme in decades of exhibitions across the country, Andy had a right to wonder if the proposed surgery might not end it all.

He had been bowling in an exhibition, in fact, when the attack came. Rushed to the hospital, the diagnosis revealed gallstones and the remedy was surgery.

How he recovered from the surgery and went back to the bowling wars is a matter of record. A little over a year later he was competing again in the tough, physically exhausting 100-game All-Star Tournament. He was back to his regular bowling leagues and touring the country for Brunswick.

As things worked out, the thing Andy feared would be lost to him because of the operation was one of the things that helped pull him through — bowling.

Andy's age at the time, 64, should have been a cause for concern over his possible physical reaction to the operation. It wasn't after the surgeon examined him thoroughly. In both the pre-operative and post-operative physical examinations, the doctor noted with amazement that Andy had the physiological condition of a 35-year old man.

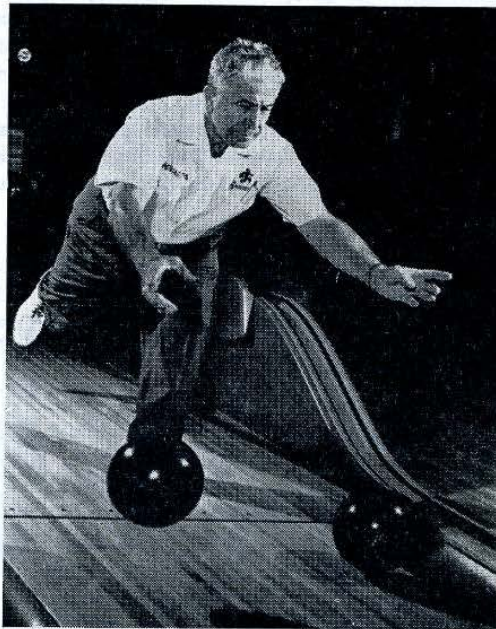
Varipapa's blood pressure, muscular reflexes and pulse rate were the clues to his amazing physical condition before surgery.

During surgery it was noted that Andy had a high degree of muscular development and, very importantly, a minor amount of fatty tissue. This was consistent with his active life in bowling. The entire muscular system as well as the surface tissue had been well exercised all his life.

FOLLOWING SURGERY, his reaction was that of a rigidly disciplined athlete. His overwhelming desire to excel made him want to spend as little time as possible in bed. He used his powerful physique to its best advantage in hastening his recuperation along the lines prescribed by his surgeon.

The medical data supplied through Varipapa's surgery is one example of how bowling can aid in attaining physical fitness. His long years of bowling activity and his practice of moderation in all things had kept Andy in near perfect physical condition.

Bowling today is a far cry from the small, smoked-filled rooms with two or four alleys



Andy demonstrates his famous two ball shot which is used to pick off the difficult 7-10 spare.

where Varipapa began his career over half a century ago.

"The change in bowling that makes me happiest," says Andy, "is the way it has developed into a game for the whole family. With big, clean, modern bowling centres equipped with all the latest devices like the Brunswick Automatic Pinsetter, Mom and Pop can take the kids during any of their leisure hours and enjoy the world's greatest game."

WHILE IT isn't every bowler who becomes champion or even wins a fair amount of local fame, every bowler does get the physical benefits of bowling that Andy so well demonstrates.

Bowling does not require violent physical exertion. A person can bowl as gently as he or she wishes. It is not unusual to see eight-year-olds bowling alongside their parents on a family bowling day. Neither is it unusual to see older people in their 60's and 70's enjoying a few lines of bowling during the afternoon. Both young and old keep active and keep fit while having a sociable line of bowling. Most of these bowlers are having too much fun bowling to think of the physical benefits. But, the benefits are there.

More living proof of the physical benefits of regular bowling is provided by a reed-slim grandmother from Grand Rapids, Michigan. Marion Ladewig, age 43 and looking 10 years younger, is recognized by sports authorities as the greatest woman bowler of all-time. There isn't a major title she hasn't won — again and again.

Marvelous Marion belies all popular notions of what the lady athlete ought to look like. Her petite five feet four inches of height

rules her right out of the Amazon class. Since bowling gives her plenty of exercise, she is one of the fortunate women who has never had to worry about her figure. She has never used any special diets or training routines.

Soft-spoken with a flashing, gracious smile, Marion Ladewig has completely dominated women's bowling for nearly a decade. She has captured six of the eight All-Star Tournament and twice won the Women's International Bowling Congress allevents championship.

Marion's biggest thrill in sports was during the 1951 All-Star Tournament when she out-scored the 160 men who were competing for the men's title. Marion averaged 211 for the 32 games in the women's finals, better than two pins per game over the winner in the men's division. During one day's schedule in the finals she averaged 247 for eight games.

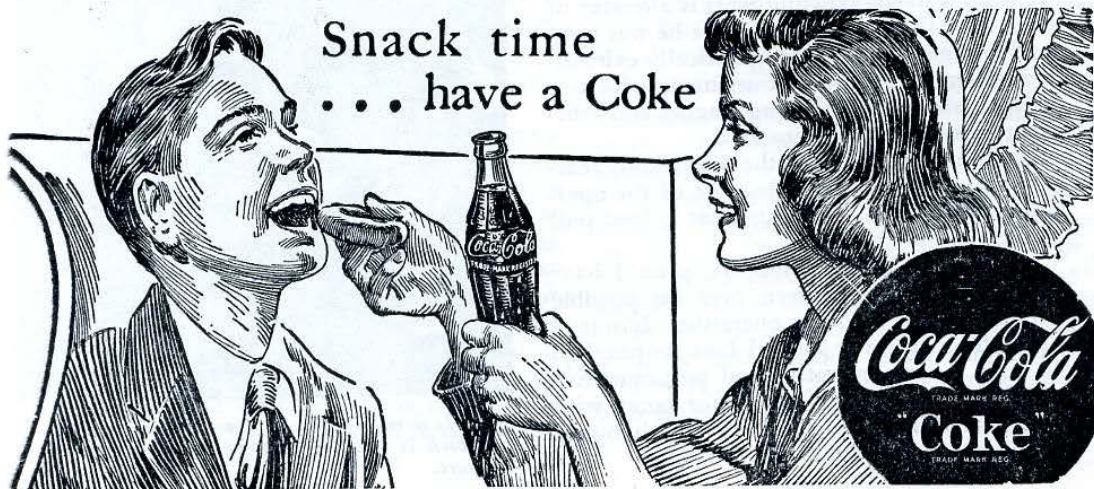
Thinking back to that day when she was introduced to bowling, Marion says, "As I began to learn more about bowling, I came to realize the wonderful health and exercise benefits which the game provides on a year-round basis. While I could play softball only during the summer months, bowling was a sport in which I could participate all year.

"It wasn't long before my softball days were behind me, but bowling is still with me and I expect to be knocking down the pins for a good many years yet."

"I'm convinced," she says, "that bowling is one of the finest forms of exercise for women."

WHEN A person bowls regularly (not necessarily as often as Andy and Marion do)

(continued on page 20)



Rough Notes

by

AL. ROUGH

WE SEE BY THE PAPERS: According to "Education in the USSR", a \$1.25 publication obtainable from the U.S. Government Printing Office, Washington, the Russians set a goal of compulsory 10-year education for urban children by 1955, rural children by 1960 but it was found that so many students were unable to cope satisfactorily with the curriculum in grades eight to ten a re-evaluation of the situation was necessary. The next step was to lower the standards, simplify and condense the study material, introduce non-academic subjects, emphasis was placed on science instruction at the expense of courses in the humanities. Result? The People's Commissariat of Education has reported extreme unhappiness with the results and efforts are once more going to be made to raise the standards.

OUR MAGAZINE : Perhaps the less said about the last issue the better! It was late, late, late! It got a bit mixed up on one page when quoting our President of all people. The author of a challenging, short piece had his name left off the article, although he was identified — for some readers — in an introductory note. We still have our production problems but hope you will all bear with us — the following issues are going to be worthwhile.

CONFERENCES : When October's conference on the American High School was held it was planned to split into discussion groups of about 100 — each on a different subject. But it didn't work out as planned: more than a quarter of the participants (laymen and educators alike) felt that curriculum questions lay at the heart of all high school problems. And so the curriculum discussions group had to split into four sub-groups! . . . The second most compelling topic was — you guessed it! — getting good teachers and making the best use possible of the good teachers already on hand . . . Education Officer JOHN PERRIE, reporting in *The Teachers' Magazine* for December on the 36th Annual Conference of the Canadian Teachers' Federation held in Edmonton, said, "The highlight of this, the thirty-sixth Conference, was undoubtedly its decision to establish a Canadian College of Teachers . . . The sponsors of this project see in it an opportunity for the teachink profession itself to do something positive about status and prestige. How significant this new venture of C.T.F. will be depends, of course, upon how intelligently the teachers of Canada use the new instrument that has been fashioned for them." . . . We hope to have an article in our next issue telling more about the College.

QUOTABLE QUOTES : "People who aren't up on a thing are usually down on it." Is this said of you or your Association when speaking of today's curriculum? . . . The attitudes of the general public, the press and the radio people, the business men and the other community groups in your area towards Home and School work will depend on the satisfaction they have had from their dealings with you and the respect you have won by the quality of your programs." And how does your Association shape up under that one?

BEYOND OUR BOUNDARIES: Vice-President ROSE SIMON attended the Leadership Training Conference at Lake Couchiching this past summer and picked up many a pointer. Not the least valuable of what Mrs. Simon learned was about the "Notes for Community Leaders" series of brochures published by the Ontario Dept. of Education. No. 5, for example, is "Effective Meetings", No. 6 "Programme Planning" No. 7 "Evaluation", No. 9 "Members' Roles", No. 10 "Discussion Techniques". The Department's address is 206 Huron Street, Toronto 5 . . . Citizenship Chairman WILLIAM ASHERMAN attended the La-quebec School of Community Programs in August and a portion of his report is published

elsewhere in this issue. The very timely theme of the conference was "The New Dimensions of Citizenship" . . . A Vice-President of the Japanese Congress of Parents and Teachers, an organization of some 15 million members, visited National Headquarters in October. It was learned that in Japan all association presidents are men, the vice-presidents women. Membership fees vary, in terms of our currency, from ten to thirty cents per month. That, dear readers, is \$1.20 to \$3.60 per year ! ●

MACDONALD HIGH STUDIES THE CURRICULUM

THE IDEA that it might be interesting and useful to parents to study the school curriculum was suggested to the Home and School Association by the principal of our school several years ago. After a long lapse of time the seed finally matured in the form of a meeting of interested parents and teachers. The aim of this meeting was to decide on a pattern or way of organizing a study group on the curriculum.

We agreed at the beginning that the plan for parent education groups would not apply here. Our own experiences or even what we could read, would not be solid or sure enough to form the basis of our discussions. We would need speakers or resource people. There appeared to be two possible ways to organize the group.

1. To proceed year by year spending an evening on each class level. We felt that using this pattern it would be possible to invite class teachers to describe to us the curriculum of their classes.

2. To consider the curriculum by allowing an evening to a subject. Although we felt that it would be more difficult to find resource people who could give us an overall picture of how a subject is taught, it was pointed out that this method of organization would give all members of the group something which concerned their children each evening.

We decided to use this second pattern of procedure.

We were very fortunate in having the help of the McGill Institute of Education and of the Macdonald High School; and our program was as follows.

1. Reading in the primary grades. Professor Wayne Hall.
2. Arithmetic in the primary grades. Miss Francis Crooke.
3. Summary of the early grades with particu-

lar attention to the reading arts. Miss Phyllis Bowers.

4. Music and Art. Dr. F. Hanson and Miss B. Jacques.
5. French. Mr. Roger Malboeuf.
6. Reading and other subjects in the elementary school. Professor Wayne Hall.
7. Social studies. Mrs. F. Haviland.
8. A final evening without a speaker, for recommendations and summarizing.

AS THIS series of meetings on the curriculum was considered an experiment, perhaps there are some observations which might be made.

In the first place I believe it can be claimed that these meetings met a need. There is considerable interest, concern, and confusion on the part of parents as to what goes on in school. Subject matter, methods, and points of view have changed a great deal since we were in school, even if it is only ten years ago. Twenty-one parents and four teachers registered for this series. Many visited, and still more expressed interest. At our final meeting the group recommended that we continue next year to learn about the curriculum in High School.

A second observation concerns the organization of the study group. Four or five meetings at one range of grades, — for example the primary level, would be an improvement on our program. Parents with a child in Grade 1 do not care very much about what goes on in Grade VII, and vice versa. It would have worked better to have had a separate series of meetings on the elementary school. We had some dropping out and some joining at the mid point.

A third observation is that such a series of meetings to learn about the curriculum in the school, leads to the development of a group of citizens, who have both a calm and stable appreciation of how much the schools are doing for our children, and some knowledge and hopes which enable them to support the further healthy growth of our educational system. ●

(Mrs.) John Bland

The new dimensions of citizenship

Our Citizenship Committee Chairman wrote a wonderful report of his attendance at the Laquemac School of Community Programs. Space only permits extracts, unfortunately.

(Laquemac is a bilingual camp school of community programs organized by the Adult Education Service of McGill University's Macdonald College under Professor H. R. C. Avison and Centre de Culture Populaire, Université Laval, Quebec, under Monsieur Napoleon Leblanc. It is located on Lac Chapleau in the Laurentians, about 60 miles from Montreal.)

... THE BASIC concern of Laquemac 1957 was how to extend knowledge of the aims and methods of adult education and to relate these to the problems which Canadians face now. The role which adult education plays in the development of the citizen was considered and it was pointed out that one of the functions of adult education was to help the citizen to become adept at participating in decisions concerning the government of the country. Adult education should become aware of the changes in the social and economic structure resulting from the industrialization, technical and scientific advances, and of the repercussions on the methods and functions of government.

Citizenship was defined as the relationship to other people in the community. That was in the broad sense but perhaps a happier definition, developed in our skill sessions, was: A good citizen is one who in his day and generation makes the maximum contribution of which he is capable to the proper development of his country.

Greater participation of the citizen in community life is necessary, either as an individual to make himself familiar with the obligations and privileges of our modern democratic society, to fulfill the obligations and use the privileges, to adjust family life to the pace of our times and to try being always cognizant of developments in political, social and economic life; or by joining a voluntary organization. Participation in community affairs, however, should be based on a feeling of responsibility towards the community ra-

ther than be a result of outside pressure. Such pressure might involve citizens in activities beyond their ability with the undesirable result that they would be unable to fulfill their obligations properly.

... The future requirements of Canada in terms of education and the cultural outlook were discussed. Vocational and professional training was found to be insufficient. Lack of knowledge could depress the level of economic welfare. Four points were mentioned which the citizen ought to be familiar with:

PROBLEMS OF THE NATION primarily related to the structure of the country (natural resources, systems of transportation and communication, etc.);

FUNCTIONS OF GOVERNMENT (public administration, finances, taxation, controlled immigration, etc.);

CONSUMPTION (protection of consumer, gross national income, social security, etc.);

PRODUCTION (its influence on government activities, relations and co-operation between management and labour, etc.).

It was mentioned before that the citizen could participate in community life by joining a voluntary organization. The question of whether voluntary organizations can be effective means of communication between citizen and government was examined and answered affirmatively, although there were three qualifications, viz., not all voluntary organizations have communication with the government as an objective, not all such organiz-

ations are equally effective, and the effectiveness depends on quality and attitude of the government. The following reasons were given for the affirmative answer:

Participation in voluntary organizations develops people. Relatively few people could contact the government effectively except through some association.

Voluntary organizations provide individuals with the opportunity for liaison with other groups and make it possible to put more weight behind widely held opinions.

The government should encourage voluntary organizations and should listen to them on appropriate occasions, but voluntary organizations should exercise restraint in making demands on the government. Voluntary organizations should consider the development of their membership towards maturity to be their most vital contribution to human welfare.

Nevertheless, the importance of voluntary organizations as means of participation in community life should not be overstressed and efficient participation by the individual is possible without belonging to such an organization. ●

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(continued from page 8)

done is the overwhelming influence on the youngster as "the die is cast". The early years, of course, are the all-important ones, while personalities are receptive, morals and standards rapidly forming. Let children see what is good in the world, and praise it; and condemn what is bad. All too soon they will have to weigh values for themselves, and set standards, at that time of life when being "one of the gang" can mean so much.

"We must have a child coming to a school building with the attitude, 'This is a place of work'. Give us that, and most problems vanish," one teacher believes.

FOR CANADA has the schools, proud new ones, well designed, commendably equipped. She has the teachers, a solid nucleus of good ones. She needs more, and salary isn't wholly the question. A prime factor keeping candidates from teaching is the knowledge that they may be faced with a battle in forcing children to learn!

We in Quebec have an admirable curriculum, realistic and kept up to date.

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Wherein lies the problem?

Is it the broken homes, the street-corner gangs, the sloppy dress, the nonsensical attitudes?

Do we see it in the child who, daily, returns to an empty home and, at supper, bluffs his returning parents with, "My homework is done"?

Is it the television set, the "comic" book, the blaring phonograph, the characteristic shrug of the shoulders?

I recall it in the mother of several young children who, on the first day of the last Easter vacation, whined to her grocer: "For ten days, they're going to be on our hands. Why do they close the schools? I don't see what we're supposed to do with them!"

It's there, the basic problem, and it's something very fundamental, for which we all have to search. ●

(continued from page 3)

The Role of the Home in Education.
Special Needs.
Education for Leisure.

You will see from these titles how pertinent and vital the discussions will be. Everything possible will be reported back to you at a later date.

As part of our preparation, Mr. Hasley, Teacher Recruitment Chairman, with the co-operation of about forty Associations, has lined up our members thoughts on "Teachers; what kind do parents expect?" As he is unable to be in Ottawa in February, Mrs. McIntosh will take his findings to that Workshop.

As another part, to contribute to the Workshop on the Role of the Home in Education, ten Associations were asked to spend some time on the question (taken from the Canadian Family Study) "What do the families in your community feel are their responsibilities to the school?" And it is the answers to this that I want to tell you about briefly, now.

One would have expected fairly uniform answers, even though the Associations included urban, suburban, rural, high school, and elementary; but the diversity was amazing. One unanimous item of agreement was the duty of families to send children to school on time, regularly, in good health, well fed, clothed and rested. Some stopped right there; but others went on to detail obedience, supervised homework and good manners as being musts for the home. The surprise came in the oblique references to family's part in the child's personality . . . in providing a rich cultural and moral background. Only once was it actually stated that this is a major role of the home. Can it be that parents are overlooking a precious prerogative, and expecting teachers to plant the seeds of moral integrity, of friendly relationships and self discipline? Are they leaving the school to introduce children to books, hobbies and art?

There was one other clear area of agreement. Parents should cooperate with the schools, everyone said. Some specified school projects, or Home and School activities, and one mentioned the necessity of upholding school discipline. But here again one was surprised. Few recognized a need to know the teachers, and their problems. There was a slight interest in the supply of qualified teachers and their salaries, and the actual school plant received a nod from two Associations, both in districts which elected their School Boards.

No one, except a rural Association was

concerned as to where the money would come from. This group stated firmly that parents must pay their taxes. Do we know enough about what happens to our tax dollar, one wonders?

Now this little survey was only a sampling, and no Association had enough time for full discussion, therefore no valid conclusions had to be drawn. There is enough diversity of thought, though, on the Role of the Home in Education to warrant a much deeper study next year, by all Associations either in small discussion groups, or in general meetings each devoted to one aspect of the problem, so that Home and School members can define their part in education more clearly, and prepare themselves to fill that role more adequately.

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JUST A SUGGESTION

Has any Association thought of setting up a bursary or loan fund to assist its teacher members attend summer school? The teacher shortage situation demands that we do more for the teachers we already have! To show practical encouragement of their further development of professional skills is surely one of the best ways of letting our teacher associates know that we appreciate them and are interested in their own career development programs.

WHAT OF A GIRL'S FUTURE?

Dr. Barbara A. McLaren, Head of the Department of Household Economics, University of Toronto, discusses a few aspects of this question.

MUCH HAS BEEN accomplished for youth through higher education, but unfortunately there are still four out of five of our young people who do not attend University. Some of you may have a spark of genius or leadership talent that will be wasted through lack of educational opportunity. Centres of higher learning, Governments and Industry realize the value of a University education. To-day scholarships are offered to assist student to prepare themselves for a successful career.

Fifty years ago very few young women went to college. Then only one in fifty was accepted. To-day the picture has changed completely. Now a substantial part of any university population consists of women. What is the future for a woman as a University graduate? It is bright.

Going to University?

Once she has decided to go to university, what course or curriculum should she take? Nearly every field is open to women: Medicine, Dentistry, Law, Pharmacy, Home Economics and Engineering. Today there are outstanding women in all these fields. They are making a great contribution to civilization. The ambition of many girls is to marry and have a home. Careers for women should permit the fulfilment of this ambition with a profession.

Our pattern of living has changed. A woman does not need to spend all her time in the home. With the new equipment which offers new labor saving devices, she has time to be a community leader and to be interested in other aspects of living in addition to her home and her family. To prepare her for a life of wide and varied interests a university training is ideal.

As a Home Economist her home and her community are her laboratory. If she keeps up-to-date she will not only derive much satisfaction from an efficiently operated home but may also have an income from part-time pursuits. In this role the home economist repre-

sents the largest single group of consumers — the housewife.

Industry is aware of the importance of this part of the population and how to please women is industry's biggest problem. Industry uses the home economist to judge how the average purchaser will respond. The home economist, by virtue of her training, is capable of evaluating the products which are placed on the open market. Many large and important manufacturers have a select group of married home economists doing pilot studies to test products before they are ready to be placed on the open market.

Foods

Let us look at the field of foods. Not too many years ago, women "started from scratch" when they prepared meals. Times have changed—industries have found a profitable market for ready-to-eat foods and prepared mixes. Each of these represented a research problem in itself, and they were perfected after many trials. They are then given to their special group of trained home economists to test under all sorts of conditions to make sure that they will perform as well as under the controlled conditions of the laboratory. The importance of home economists to Industry and in the development of new products is obvious.

Another field has recently come to the fore Community Living, Housing and Home Design. This is an area which is developing rapidly. Have you noticed in recent issues of newspapers and magazines the space devoted to New Homes, new Communities and ways to improve them. The St. Lawrence Seaway is an example where whole communities are being transplanted and/or rebuilt. Think of the tremendous openings for trained Home Economists here! Governments are concerned with providing low cost housing for those who have need of it. The administration believes, and research has proven it true, that improvements in housing play a vital role

in decreasing juvenile delinquency. If a home economist lives, or is employed, in any of these new developments she is trained to take her place with others on committees, to help plan sub-divisions, homes, public buildings, and other community services.

Home Economics training is the greatest asset to any homemaker with a family because it has prepared her to feed her family well, to plan an attractive home, to dress her family wisely and to make the best use of her time, money and energy. Surely university training in Home Economics is a worthwhile preparation for effective living! If you choose Home Economics as your career, opportunities for its application in Journalism, Advertising and many others await you.

Journalism

The field of Journalism needs people trained in home economics to write constructively concerning problems of the consumer, and advantages of the newer products placed on the market. With her training, the home economist can place advertising on a sound basis. Ever changing fabrics are a good example. A few years ago we had only four fibres; wool, silk, cotton and linen. To-day, we have literally hundreds of them, such as the new man-made fibres, nylon, Orlon, Terylene, acetate and rayon. The list does not stop there — we have many blends. Blends of the natural with the synthetic fibres — two or more of the synthetics; and now we are getting a three way blend. Each of these new fabrics — and you can see there are endless possibilities — present a problem to the consumer. Men read about the new fibre Terylene — it is reported to be excellent for men's suits. It can become wet and does not need pressing. Is it a good buy?

To-day, Governments all over the world are spending more money on the health of the population because healthier people are happier. People live, work and play more agreeably when their nutrition is adequate. Also the mental health of a country is better. Many positions in Welfare, Public Health and in Out-Patients Clinics are available to home economists who have had a good nutrition background in their University training. You learned from your lessons in health in the early grades how the right kind of food affects the growth and development of rats and guinea pigs. In nutrition courses at

the university you do actual experiments with animals to show the effects of the lack of proteins, fats, vitamins and minerals on their health. It is a fascinating study. You also learn how to apply these findings to human beings. If a girl wishes to be a dietitian in a hospital, this knowledge is invaluable. She can be a great help to the medical profession for she is responsible for the well-being of the patient as far as his or her diet is concerned. The patient is unhappy who is hungry but finds some foods restricted or distasteful because of his illness. Through research, it is her job to find ways and means to develop new foods which are both safe and satisfying.

The fields of Foods and Fabrics are well advanced but many other areas are just developing — Design, community planning and the importance of color and lighting in homes and institutions. These offer a challenge to the Home Economists of to-day.

Training

What training is needed and where is it obtainable? There are fourteen Universities in Canada that offer a degree in Home Economics:—

University of British Columbia,
Vancouver, British Columbia.
University of Alberta,
Edmonton, Alberta.
University of Saskatchewan,
Saskatoon, Saskatchewan.
University of Manitoba,
Winnipeg, Manitoba.
University of Toronto,
Toronto 5, Ontario.
Macdonald Institute,
Guelph, Ontario.
Ursuline College of Arts,
University of Western Ontario,
London, Ontario.
Macdonald College, McGill University,
St. Ann de Bellevue, Quebec.
Laval University,
Quebec, Quebec.
Universite de Montreal,
Institut de dietetique et de nutrition,
Montreal, Quebec.
Acadia University,
Wolfville, Nova Scotia.
St. Francis Xavier University,
Mount St. Bernard College,
Antigonish, Nova Scotia.
Mount St. Vincent College,
Halifax, Nova Scotia.

Mount Allison University,
Sackville, New Brunswick.

What do the courses that a girl takes include?

Foods and Nutrition.
Textiles and Clothing.
Family Economics and Home Management.
Institutional Management.
Art and Design related to Home Living.
Family Relations and Child Care.
Housing and Household Equipment.

If a girl is planning to come to a University, she is interested in knowing what is taught in the courses listed in the Calendars.

Since I am more familiar with the University of Toronto, I will discuss the courses and sequences here. Similar courses are found at other Universities.

What is What

For the most part a girl's first year is designed to give her a good general background for the broad field of Home Economics and includes Physics, Chemistry, Botany and Biology. She will have lectures and laboratory periods in some Home Economics areas, such as food preparation, clothing construction and design. Then in the second year — she takes science courses like Organic Chemistry, Bacteriology and Physiology, which are essential to your later studies in textiles, foods and nutrition. The Home Economics courses include meal service and planning and she actually plans, prepares and serves meals. Flat Pattern Design is a course developed and taught so that design can be approached mathematically and some of us who are not gifted can actually produce a beautiful garment. This course also offers an opportunity for those with artistic talent to express it. The field of Management is introduced to her in her second year. In this course she learns about consumer problems which confront all buyers in this busy world. She studies about government regulations for grades, standards and labels, other aspects of management, the care and use of equipment and time and motion principles are also included.

She has matured in her two first years and is ready to tackle the heart of the field in her third year. She is asked to study Bio-chemistry and Microbiology, Textiles, Experimental Foods (the basis for research) and Nutrition. She may also choose Community Living, Housing and Home Design — a new



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course which has created much interest.

Her fourth year — as we call it — is her year of options. It is not all free choice but she can decide here what her major interest will be — Textiles and Clothing, Food and Nutrition, Food Service or teaching in High School. This latter qualifies her for the position of the Head of a Department of Home Economics in the High School.

Projects

Besides these formal courses she is expected to develop a research project. We have many interesting studies each year. Usually two students work together. They first select a project and then find out what has been done by other people and apply this knowledge as a basis for their own study. Some of the research studies that have been done this year are exciting and valuable.

Three students made a nutrition survey of 66 children who attended a welfare summer camp. Questionnaires were prepared and homes visited. The children reported all food consumed for three days. Analysis of menus showed food likes and dislikes and revealed that lack of nutrition education, not income level contributed to poor home diets.

The successful development of fibres from milk, corn and peanut protein suggested the possibility of using the wheat protein for fibre formation. This problem was investigated by two fourth year students, who endeavoured to separate the protein from the wheat, and rearrange it for fibre formation. They achieved the separation, but further work is necessary for fibre synthesis.

The instability of the cause in commercially prepared pre-cooked frozen chicken pie has presented a problem. Two students experimenting with various thickeners and methods, produced a highly satisfactory smooth stable sauce using a special waxy rice flour.

Two fourth year students measured 54

University girls, all 5 feet 7 inches or more in height, to find out the body proportions of tall girls. Dress style preferences were determined by questionnaire. The purpose of the study was to learn whether the style and fitting needs of this group of consumers were being satisfied. The two students found that tall girls had long legs, long arms, and broad shoulders but otherwise did not differ from average, and that tall girls liked fashions to make them look tall and graceful.

The ring around the bathtub indicates the need for a detergent bar suitable for toilet use. Specialty bars are on the market but no appeal is made to the average consumer. Considering this, the production of a satisfactory bar was investigated. Although several problems still exist, much progress was made in its development through the work of two students.

Opportunities

Home Economics is one of the best paid fields for women. They are not in competition with men but fortunately most of the positions demand that they work effectively with men. There are career opportunities for Home Economists in small communities as well as in large centres. In Civil Service there are positions available such as Nutritionist, research worker or demonstrator with the federal government and as extension worker in Women's Institutes. In Industry, there are research, advertising and demonstrating positions; some involve travelling, others are operative within a community.

If a girl is interested in any of these opportunities, she should write to the Registrar or the Head of the Department of Home Economics of the University she has selected and ask for a Calendar and other information regarding the courses offered. They will be pleased to help her plan her career. ●



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(continued from page 10)

muscles become elastic and strong while physical grace naturally follows. Bowling brings nearly every muscle of the body into play in a beneficial way. Not only are the arms, shoulders and back strengthened but the muscles of the legs and abdomen also get a good workout.

In addition to the wonderful conditioning benefits of bowling, Andy has another pet theory about the value of the game. He likes to point out the wonderful psychological value. He also promotes the game as one of the finest means of relieving tensions.

Andy believes that it is much better for a person, after a "rough day" at work, to take off his "mad" on the ten pins rather than to carry it home or to friends. Even the most keyed up person will relieve a lot of tension after a line or two of bowling.

In Andy's theory, the smacking of the pins with a sixteen pound ball gets a person into a better frame of mind. Also, the concentration on making a strike or two introduces a new mental pattern. After a few lines, the bowler is relaxed and will probably enjoy a good night's rest to tackle tomorrow's problems tomorrow.

While there are other means of getting exercise and relieving tension, about 20 mil-

lion bowlers have adopted the most sociable means available.



Marion Ladewig keeps trim by bowling daily either in leagues or in practice sessions.



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QUEBEC HOME AND SCHOOL

*publisher's figures

ALL ABOUT GIRLS!

THE BEAU Brummels and Don Juans whose claim to fame is that they know all about girls have been replaced by a charming but reserved university professor.

The professor is Dr. Stephen Withey of the University of Michigan. Program director of the university's Survey Research Center, he recently directed a nation-wide study of girls for the Girl Scouts of the U.S.A.

To find out what adolescent girls are interested in, what they think and dream about, Dr. Withey and his research survey teams talked to nearly 2,000 girls. The girls, all between the ages of 11 and 18 were carefully selected so that group would represent the 7 million American girls now in the 6th through 12th grades in schools throughout the country.

The first thing that Dr. Withey and his researchers discovered was that girls *do* talk just about twice as much as boys. Interviews that were very similar to those given to teenage boys a year before, took much longer when the girls warmed up to describing their views and problems. The average boy's interview lasted about an hour. The average girl needed two hours to talk about her likes and dislikes, her hopes and dreams.

Parents may be surprised to discover girls generally thought parental rules on dating, clothes, friends are fair. Very few reported serious conflicts with their parents, and the majority disclosed they share hobbies, leisure sports, social activities with mother and dad.

Reasons for disagreements with parents varied. Younger girls — those under fourteen — had trouble on questions of clothes and make-up, while driving and dating were the issues that plagued the fourteen to sixteen-year olds. Older teen-agers disagreed with parents about ideas more than the younger girls did.

The question of girls' friends was one that was a problem for both younger and older girls and their parents. One third of all the girls said this was a source of dissention at home.

Dr. Withey and the Research Center staff compiled statistical proof that, contrary to popular assumptions, a girl is loyal to girl friends — even if it means giving up a good date.

Each girl was asked what she would do if after promising to help her friend with homework she was asked to go on a blind



date with a boy who was supposed to be very attractive.

More than 60 per cent of the girls said they'd help their friend first. Only 13 per cent of the girls said that they would take the date and most of the other girls felt they should talk the situation over with their friend and work out some arrangement.

On dating in general, Dr. Withey reports most girls dating at fourteen. While only one-fifth of those under fourteen reported any dating, 70 per cent of those in the 14-to-16 age bracket not only date, but date regularly, often every weekend. Of the girls over 16, 90 per cent date regularly.

Girls worry about popularity, Dr. Withey ascertained, much more than boys, but only younger girls think popularity depends on being "good looking".

Starting when they are about fourteen, girls begin to rely on personality, good conversation, courtesy, friendliness and sensitivity as their best popularity boosters.

"Going steady" was not as popular among teen-agers as is generally believed. Although about a third of the girls over 14 said they tended to date one boy regularly, they do not consider this "going steady." Only 10 per cent of the girls "go steady" and less than a fifth of them approved of the idea. Sixty per cent of the girls over 16 thought "going steady" had more disadvantages than advantages.

Weekend dates are not all teen-agers think about, according to Dr. Withey. The girls are making plans for the future, too. Almost all of them plan to finish high school, work for an indefinite time and then marry.

Girls have a high regard for education, Dr. Withey states. A third of the girls want

to go to college and more than half want more than high school education for themselves — and for their future husbands.

In fact, Dr. Withey discovered even if a girl does not want to go to college herself, she wants her husband to have a college education and 6 out of 10 expect their husbands to hold white collar or professional jobs.

The average American teen-age girl is likely to daydream about meeting her future husband on a college campus or wherever she may work. Ninety-four per cent of the girls expect to marry "someday" and only one in ten are thinking about careers.

However, almost all girls expect to work before they marry and the kinds of jobs which require feminine characteristics, helpfulness and service to others, are most popular. Secretary, nurse, teacher and social worker are the most frequently chosen occupations, Dr. Withey reports.

Girls not only plan to work after they finish school, most teen-agers work at the present time. Nearly 60 per cent hold jobs outside their homes and 10 per cent earn money for home chores. Baby sitting is the most common type of work for girls from the age of 12 on. Of the girls over 16, a sizeable group have jobs in offices and stores.

Half of the girls interviewed reported they were currently getting an allowance and, among these, more than 50 per cent said they received from their parents between \$1 and \$5 a week as spending money.

Finally, according to Dr. Withey's statistics, girls are less influenced by glamorous movie or TV stars, than has been assumed. Eight out of ten want to grow up to be like their mothers, or other female relatives, or teachers. Only 2 per cent dream of becoming a movie or TV personality. ●

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Constitution:

Mrs. M. Benjamin, 720 Aberdare Ave., Town of Mount Royal.

General Health:

Dr. J. S. Smit, 4544 Wilson Ave., Montreal.

Insurance:

Jack Chivers, 20 Russel Ave., Town of Mount Royal.

Parent Education:

Mrs. G. A. Gordon, 4847 Draper Ave., Montreal.

Program Planning:

Mrs. P. Jobin, 4647 Clanranald Ave., Montreal; Mrs. M. McCaw, Bedford.

Publications

Mrs. B. W. Stark, 3508 Walkley Ave., Montreal.

Publicity:

Don Duff, Hudson, Que.

Radio Broadcast:

Terrence Ashford, 1212 Rolland Ave., Verdun.

School Education:

George Mellen, 117 Yonge Crescent, Valois.

School Finance:

Douglas Walkington, P.O. Box 39, Hudson.

Teacher Recruitment:

A. R. Hasley, 4632 Oxford Ave., Montreal.

Traffic Safety:

A. Cousineau, 4542 Hampton Ave., Montreal.

All Committees will welcome volunteer members — write the Chairman of the Committee in which you are interested.

Contrast this happy picture of the school board looking on with a broad smile with the picture of a principal who decides to adopt a tightening-up policy on homework and expects pupils to attain some standard of effort if not accomplishment. A few parents will silently feel more confidence in this principal for his actions, but who will protect him from the irate parent whose emotions are stronger than his interest in getting the best education possible for his child.

INDICATIVE OF the above is the trend to be concerned about the number of students who drop out of school before completing high school. This, of course, shows that we have some standards left even though they are skimpy. The "democratic" way of solving this problem is going about examining the more difficult courses and "improving" them so everyone can get through.

Where will we be with our "democracy" in education unless some courage is shown on the part of some interested individuals within the next few years?

A history professor commenting on Education in Canada made it seem as if we were getting a hash instead of education. Well, in a few more years this hash may be watered down to a consommé.

Teachers are very often most concerned about this trend but do little. Why? Mainly because our teachers are for the most part not professionals.

Let's look at teachers and see to what extent we can hope for leadership from them for surely they, with their whole lives focused on education, should be best aware of the problems and have some suggestions as to remedies. After all, where else but to a medical doctor do we go with our physical ills?

Most people would agree that Professional Educational Associations should have the answers.

A Professional Organization of Teachers should be devoted to the advancement of education and its social duties rather than concentrating solely on the economic advancement of only its members. There is definitely no such group of teachers.

Beyond making "studies" or making "reports" these associations have done nothing. Oh, yes, some young "idealist" comes in and disturbs the calm waters for a little while and to maintain a facade of "democratic dignity" they let him go ahead "within bounds you understand" until the "unrealistic one" sinks into apathy. Then back they all go to blissful discussions on how the school board doesn't pay a high enough salary "to attract

persons of high professional standards”.

Yes, only in this way did they fall upon the truth.

There are many teachers who have had dreams of helping make improvements but this large minority has been trained by the majority of their colleagues to sit back and not rock the boat. Most of these disillusioned teachers have adopted one of the following outlooks. They still complain occasionally but feel it's too difficult and futile to buck the apathy of the majority. The more selfishly ambitious who want the higher salary which comes with promotion will polish up the people who have the power to promote. Others feel that if they pretend to play ball with the powers that be they will get promoted to where they may have more influence. And after all, we all tend to conform to our social group even though our consciences may occasionally be troubled.

If a small fraction of the effort which teachers' associations put into salary drives were put into improving the associations, locally and provincially, to the point where the public were impressed by the professionalism, there is no doubt that teachers would find more widespread and less grudging support given by the public to the raising of salaries.

If the public were convinced that teachers were actually doing something instead of talking about such critical questions of the falling standards for entering the teaching profession and the shortage of teachers even holding these lower qualifications, perhaps they would have more respect for teachers as a group. Surely at least the teachers would have some right to be proud that they are teachers.

WHY AREN'T teachers' associations interested in increasing the number of applicants for teacher training and thereby enabling the authorities to pick persons of higher standards in Quebec rather than having to go to Europe to recruit teachers?

The apathy is not due to the fact that it can't be done. Many areas have increased their applicants with very little effort and expenditures. Could it be that there are those who know that they would have to be less complacent and secure in the knowledge that there is a teacher shortage? Many teachers have stated publicly that if there were no teacher shortage, salaries would never rise to a level where a teacher can afford to devote all his energy to Education rather than spend part of his time on part time jobs to earn money so that he can afford to teach. Certainly teachers' salaries, as they are now, are not to be envied and must be raised, but if teach-

ers can't think of any better reason than that there is a teacher shortage they do not deserve what they are getting. If a shortage persists and standards continue to drop as they have even more rapidly in the last few years, how can the public have more respect for teachers and the work they are doing? And how can you expect society to willingly pay more for an end product which is bound to be poorer in quality?

WHO THEN is to improve the standards of our education system? Why not those who are the most dependant on the system for the future welfare of their children? Parents.

Parents have associations in nearly all schools, elect our governments, and therefore organized to do the job, could influence all levels of education. Parents are in a position to enroll the help of the more professional teachers and administrators and therefore with interested and well informed persons from the business world could easily take giant steps to solve such situations, as the teacher shortage, which no one really has tried to do anything about.

There is no reason to suppose that a parents' group is any more idealistic than any of the other groups but because they are a provincial body with less tendency to be divided than the other provincial groups; and because they have a better cross section of the community from which to draw experience and knowledge and therefore less likely to be accused of "feathering their own beds", they are obviously the group which should direct its efforts to getting all the really interested parties together to carry out a program aimed at helping solve some of the more critical problems.

The above is not to say that parents are the most interested in the education of their children but only that they should be.

How often have you criticized your child's teacher, possibly even in your child's hearing, for giving your child so much homework without stopping to realize that during the three hours of "doing homework" your child has eaten sandwiches, fruit, chocolates, drunk milk or a coke, had a call from a friend, and couldn't help overhearing and participating in a conversation, radio or T.V.?

What attitudes do you give your child about school, teachers, society, work, failure? Is school to you a place where one learns "useless" things like history, art, geography, or is it a place where one can have interesting experiences possible in no other place? Chances are your child feels as you do. Immediately one wonders how you can make money out of history or some other factor in education. In

our materialistic society it is very difficult to sell the products which make life richer without fattening our purses.

Is society an organization which sets laws to make our lives more miserable or is it something of worth? Is work something you do when your boss catches up to you? Your child probably feels the same as you do, so don't blame the teacher for his laziness, you gave it to him. When you fail, do you tend to blame others for making it too difficult for you or for tripping you up? Now you know why your child is always complaining about all the hard work at school. Just try telling him that in some countries a child in seventh grade takes 14 subjects including two foreign languages, algebra, geometry and biology and has a six day week averaging 11 hours of school work per day.

In conclusion and to give a brief answer to the question in the title; the society as a whole must see the need for a more efficient educational system in order that we live in peace with our neighbours with decent standards of living.

Only a minority in each group in our society is really interested to the point of wanting to do something more than talk. In some groups the majority may be interested but the leadership is apathetic and until people (and that means you) stop looking to other people to do their duties for them we are doomed to blunder along with an educational system which at its best moments is third rate. ●

A FAMILY PRAYER

Each night the CBC radio program, *Evening*, closes with this prayer — which could be a family prayer for any belief. The authorship is unknown. Some think the prayer comes to us from the 16th century. It was much loved and much used by the famous Cardinal Newman, and therefore became well known in England throughout the last quarter of the 19th century.

O, Lord, support us all the day long, until the shadows lengthen and the evening comes, and the busy world is hushed, and the fever of life is over, and our work is done. Then in Thy mercy grant us a safe lodging, and a holy rest, and peace at the last.....Amen.

EDUCATION WEEK

will be March 2nd-10th!

AN INTERESTING LETTER

(An extract from a letter by an Association president to Federation President Runa Woolgar which she shared with your editor.)

"The article in the October issue of the Magazine on 'Notices' was very worthwhile as well as 'How Federation Committees Work'.

"In the latter article the item on page 10, 'What are the factors that determine teacher prestige?' would seem to me a good subject for Brainstorming. The first step in getting more teachers, of course, is keeping the ones we now have, by making the job more desirable.

"This idea, sparked by the article, 'A Conference of Principals', suggests the thought that sending teachers, as well as principals, away to conferences, expenses paid, could be a way of developing the individual, as well as bringing new ideas to the school. The Federation could help by listing such conferences or gatherings, in Canada or the United States. Our local Rotary Club has entertained the teachers and principals (the latter are members) at a special meeting, very successfully. There must be a multitude of ideas.

"The resolutions of the Annual Meeting are also worthy of note. All of them — but being a camping family (two daughters), I find it appalling that Quebec worries about tourists, and the parks of Ontario, New York and Vermont are full of Quebec cars because Quebec has practically no facilities for family picnics or camping. Either no swimming, polluted streams or the odd little tank is the usual condition." ●

Our April issue will contain the
Reports of Standing Committees



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THE NEED FOR MORE, QUALIFIED TEACHERS ST. LAMBERT TOPIC

THE NOVEMBER meeting of the St. Lambert Association dealt with "The Need For More, Qualified Teachers" by means of a film, "Appointment With Youth",* and a panel discussion. The panelists were H. Greene, County Supervisor, E. Templeton, Principal Chambly County High School, H. Matthews, Chairman Teacher Recruitment Committee of the Provincial Association of Protestant Teachers, and W. Hindness, Executive Member of the St. Lambert Association. In addition to members, a number of students of Grades X and XI were invited and attended.

Mr. Hindness acted as Chairman of the panel whose discussion followed the film. The Chairman pointed out the importance of qualified teachers from the parents' point of view and mentioned some of the attributes of a good teacher. Mr. Templeton dealt with the importance of qualified teachers from the School's viewpoint and covered the qualifications, mentioned the scholarships and bursaries available to those interested in the profession and stressed the enthusiasm and interest in their work which *good* teachers always have.

Mr. Greene discussed the need for more teachers — qualified teachers — and gave some interesting statistics on the teacher requirements of districts like St. Lambert. Mr. Matthews outlined the teaching profession's concern over the shortage of qualified members and mentioned some of the advantages of teaching as a profession.

The question and answer period which followed was a lively one with all panelists receiving questions which they answered frankly and interestingly.

A questionnaire on the characteristics deemed most desirable and those most undesirable in a teacher was completed by those present and this in itself provided topics of discussion in the social hour which followed the meeting.

A choral group under the direction of Mrs. H. Sutherland provided a most appreciated interlude of entertainment.

The Canadian Association of Consumers put on a display of educational toys which was a most timely feature with the advent of Christmas so close at hand.

* Obtainable from the Provincial Film Library, Adult Education Service, Macdonald College, Box 237, Ste. Anne de Bellevue, at a nominal fee of 50c per showing and payment of express charges both ways.

BOOK REVIEW

Swimming and Swimming Strokes.

178 pp. Educational Productions Limited. About \$3.00.

THIS VERY fine book on one of the most popular of all sports and pastimes was published in collaboration with the Amateur Swimming Association of England. Not only has it a readable text but the illustrations — drawings and photographs — are the very best we have seen on the subject. This is not only a wonderful aid to father or mother wanting to teach their children to swim but it will be fascinating reading for the 'teen-agers of the family who rather consider themselves experts. Taken to a cottage or better still left around the house in town in the Spring when thoughts are turning to the lake or seashore, this volume will be taken up and read and re-read by more than one member of the family. It makes a grand gift for a camper or camp counsellor, too.

A. R. H.



Is YOUR Association preparing a program for Education Week? The dates are March 2nd-10th and with the Canadian Conference on Education completed by then there will be lots to discuss.



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