

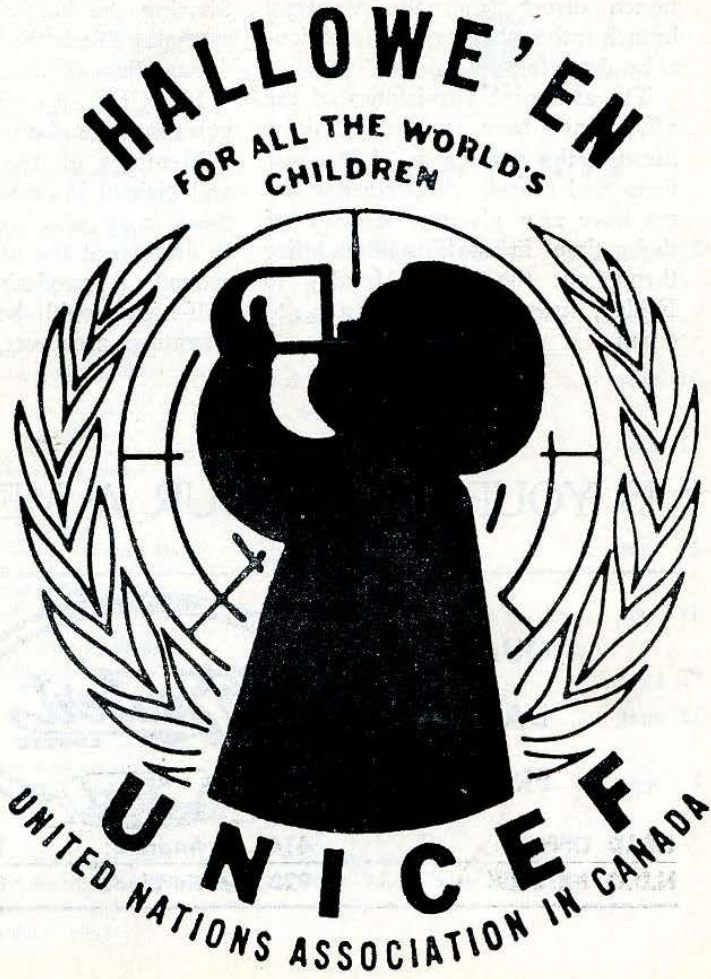
QUEBEC

home & school

the magazine for thoughtful parents

VOLUME XII

• NUMBER 1 • SEPTEMBER-OCTOBER 1959



AUDU'S
TERRIBLE
SECRET
(See Page 7)

UNICEF IN MONTREAL

The Province of Quebec Committee of UNICEF recently opened an office in Room 4 of the Canadian Bank of Commerce Building, 1414 Crescent Street, Montreal. This is the first provincial office to be opened in Canada. Hereafter all UNICEF literature may be obtained direct from the Montreal branch rather than from the national headquarters in Toronto.

The attractive furnishings of the office have been supplied, mainly, through the generosity of business firms and friends. Volunteer workers have also given generously of their time in staffing the office throughout the week, Monday to Friday, inclusive, from 9 a.m. to 4 p.m.

Planning kits for "Hallowe'en for UNICEF" projects are now available in English or French. Other helpful materials include:

"Hi Neighbor" Book No. 1—\$1.00
"Hi Neighbor" Book No. 2— 1.00
"Fun Around the World" — 1.00

These books contain all the project suggestions necessary to capture young imaginations. It's fun to travel and even more fun to get to know how people far away live. Sharing the happy experiences of everyday life is the best road to understanding.

UNICEF greetings cards and notes may also be purchased locally.

Members of the Quebec Home and School Association, especially those from out-of-town, are invited to drop in at the office and browse around. A profitable, yet restful, half-hour could be spent in the downtown area over a cup of coffee.

* * *

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JACK W. CHIVERS

TO YOU PERSONALLY

It was with sincere regret that everyone in Quebec Home and School said, "Au Revoir" for a few years to Fred Price, who has accepted the position of Director of the next Canadian Conference on Education.

However, we do consider it a great tribute to Fred personally and indirectly to Home and School that the leading Canadian educators and businessmen chose "one of us" for such an important post.

In this, my first editorial to you, I wish to humbly express my thanks for the confidence and trust you have placed in me as your President. I also wish to assure you that my constant aim will be directed towards the educational welfare of

our children, but this can only be achieved to its maximum degree through you yourself and your participation in the activities of your local association.

There will always be cynics who will say, "What can or what will Home and School do about this situation?" I am proud to say that we are members of the largest volunteer association in Canada, where we are over 300,000 strong and in Quebec where we number over 27,000 families. The old doggerel "You can fool some of the people all of the time and all of the people some of the time" cannot be applied to Home and School — there have been too many people for so many years — people from all walks of life who have found that Home and School has worth and value beyond measure.

OCTOBER IS MEMBERSHIP MONTH — Home and School needs your individual support and the support of your friends. Plan now to attend the meetings of your local association, become a member and invite a neighbour along with you as a new member — you will be in good company.

Thank you for these few moments of your time — plan to join now, attend regularly and better still, lend a helping hand when called on — it is your child that you are helping.

— JACK W. CHIVERS

QUEBEC HOME & SCHOOL

A COLLECTIVE ENTERPRISE IN EDUCATION

by FRED W. PRICE

Director of Canadian Conference On Education

Your Editor has asked me to tell you something about the Canadian Conference on Education and my work as its full-time Director. It is this appointment, on September 1st, which required me to resign as President of Quebec Federation after a few short months in that office.

If you have the August issue of **QUEBEC HOME AND SCHOOL** at hand, you can read the general plans and program of this organization as outlined by Doug Walkington, who has been the Home and School representative on the C.C.E. National Committee since its inception in 1957.

Briefly, the Conference is a collective enterprise of education authorities with a number of national organizations that are concerned in some degree with education.

This is education in the most comprehensive sense—home, school, university, business, church and

community interests. The member associations include labour and agriculture, commerce and industry, school trustees and teachers, university administrators and professors, students and parents, French and English language groups.

In recent years, shortages of trained people in many professions and skilled occupations have become increasingly serious. At the same time, the statisticians have been warning us of the deluge to come in our schools and universities from the effects of our high post-war birthrate.

These two factors have impelled employers and educators to get together, often under government auspices and with the co-operation of professional societies and labour unions, to discuss means of solving their mutual problems. An example: the Conference on Industrial Manpower, at St. Andrew's, N.B., in 1956.

Continued on page 5

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EDITORIAL

There has been a sudden surge of articles in our national magazines about education. In one, it was a diatribe against teachers; in a second, an exhortation for a sharper division between the average student and the gifted child; in a third, a description of the weakness of curriculum in this scientific age, and so on. In every article, the word education was used, and in some, seemingly misused. Like the word love, education means different things to different people.

Let us examine it in the light of basics. A dictionary description reads — "Education comprehends all that we assimilate from the beginning to the end of our lives in the development of the powers and faculties bestowed on us at birth. It includes not only systematic school-

ing, but also that enlightenment and sense which an individual obtains through experience." We should go further and subdivide the application of education under the following headings: instruction, training, culture, and breeding.

Each holds a vital place in the growth of our children. It would be wonderful if we could relegate each to a particular area of development. It is impossible. They are interdependent factors. The systematic schooling will reflect the breeding shown in the home.

It is time we pondered what is being said and written about education. We cannot allow others to do our thinking. The plans and future projects are for your children, not just your neighbour's son and daughter. ✓

A COLLECTIVE . . . from Page 3

Out of the St. Andrew's sessions there came the Industrial Foundation on Education, which has done a great deal in a short time to improve the situation. There came also the impetus for a nation-wide gathering of all agencies, official and voluntary, interested in education — to provide the inspiration and public stimulus that seemed necessary.

This resulted in the first Canadian Conference on Education, February 16-20, 1958, in Ottawa. A few months before, the Russians had succeeded in launching the first earth satellite into outer space, and final plans for the Conference were made in an atmosphere of great public interest and new respect for "egg-heads". The nineteen original sponsoring organizations (including the Home and School Federation) were joined by several others, the number of places allotted to each was increased but still could not meet the demand, and the hard-working public relations organization found an unexpectedly hungry market for its news releases.

The Conference chairman, Dr. Wilder Penfield, told 850 delegates — blown into the Chateau Laurier by the worst blizzard of the season — that he spoke for The Common Man:

Dissatisfaction with the support of education and the perform-

ances of educators have led to this mass meeting. The mass meeting is the most ancient of all democratic institutions. It would not be tolerated in any properly organized dictatorial state. But ours is not a dictatorial state and this is not the gathering of a mob. It is a carefully planned meeting of delegates. You have come here, I am sure, with a common constructive purpose. But you are bringing, I suspect, the greatest variety of ideas.

I am not going to try to tell you everything that happened that week. Copies of the proceedings are still available from the Conference office at 85 Sparks Street, Ottawa — and form compulsory reading for all citizens closely interested in any aspect of education.

But I will say that the Conference was thoroughly successful in achieving its two main aims: to arouse public concern to the serious problems facing our schools and universities, and to stimulate progress toward solving these problems.

The delegates agreed, furthermore, that the Conference organization should continue — that another such event be planned to follow up the work of the first.

This second Conference is scheduled for 1962, and some details will be announced on October 14 and 15 by the C.C.E. National Committee when it meets in Montreal.

(over)

YOUNG CANADA'S BOOK WEEK

From November 15th-22nd, 1959, Young Canada's Book Week will be celebrated across Canada. Dr. Hilda Neatby, historian, educator, author, and head of the Department of History, University of Saskatchewan, has consented to be Patroness. She was the only woman member of the Royal Commission on National Development in the Arts, Letters and Sciences (the Massey Commission) 1940-51. She is widely known for her books: "So little for the mind"

(1953), a provocative and widely discussed volume on Canadian education, and "A temperate dispute" (1954).

In her Patroness' message, Dr. Neatby stresses the value of reading aloud, saying "Books are sometimes set aside (as slightly anti-social) in favour of a 'group activity'. It is too often forgotten that a book may be the centre of one of the best of all group activities, reading aloud." ✓

REMEMBER - TO GET NEW MEMBERS!

COLLECTIVE . . . from Page 5

The Director's responsibilities include co-ordination with and assistance to the provincial counterparts of the C.C.E., particularly in connection with provincial conferences that will lead up to the 1962 national gathering.

Quebec has yet to form such a unit, although a first-class conference was held here last year. We hope to see the organization extended to La Vieille Province in the near future. Certainly Quebec representatives, from both language groups, have been active on the National Committee.

The keen desire of the Quebec business community (and of the community at large) to participate in this educational enterprise is evidenced by the fact that my employer, The Bell Telephone Company of Canada, has granted me leave of absence in order to accept this appointment.

In closing, may I express my appreciation to all who have sent messages of good wishes. They are most encouraging to me. I trust that this is just "au revoir" to Home and School friends. ✓

AUDU'S TERRIBLE SECRET

A TRUE STORY

This is the true story of a little boy who lives in Africa. His name is Audu and he is ten years old. He lives in a thatched hut that is as round as a circle. The walls are made of dried mud mixed with chopped grass to keep it from falling apart.

Audu was once the happiest, liveliest boy in the little village of Rigachikun in Nigeria where he lived. With the first cry of the rooster, he would pop up with a cheerful smile on his face.

His day was a busy one. In the morning, before school, he would feed the chickens and draw the water for the family. After school he would play games with his friends. Often he would help his father plant peanuts in the fields.

But for many days now, Audu had been acting very strangely. He had become sad and quiet. Now, you know, when ten-year-old boys are too quiet, something is certainly wrong.

It was, too. Audu had a terrible secret. He worried about it day and night.

One morning, walking through winding bush trails to school, with heavy heart, he stumbled and fell over a root and tore a big hole in

his riga. This is the white tunic that most Moslem schoolboys wear.

Tightly clutching his torn riga, he finally arrived at the schoolroom just as the mallam had copied the day's lesson on the blackboard. In Audu's country a teacher is called a mallam. His teacher's name was Mallam Bello.

"Audu, you will recite yesterday's lesson," said the mallam. But in his unhappiness Audu did not hear him.

"Audu, stand up at once," Mallam Bello called sharply.

His loud voice startled Audu and he jumped up. As he did, his torn riga came apart, and suddenly the children gasped. His terrible secret was out. There for all to see was the round white mark on his back — the first sore of leprosy.

For a moment, it was so quiet you could hear a pin drop. But suddenly the mallam closed his book and stood up.

"We will not do our regular lessons today," he began.

"Instead I shall tell you a story about our worst enemy. It is a thing called FEAR."

The children's eyes opened wide with astonishment, for never before had the mallam spoken like this.

(over)

"My story is not a pretty fairy tale," the mallam said. "It is ugly — but it is true. And you are all old enough to hear the truth."

He paused a moment and looked kindly at Audu. Then he continued:

"Down through the ages, our country has been cursed with many diseases. But one disease is feared more than all the rest: LEPROSY.

"A leper is not a pretty sight to see. The sores spread and often eat away fingers and toes; even hands and feet.

"A leper is shunned by his friends. They are afraid to go near him lest they become infected too.

"He is turned out of his home . . . often locked up like a criminal . . . or forced to beg for his food.

"And why?" The mallam's voice quivered with emotion.

"Because of FEAR. When the first sore appears, the victim is afraid to speak. So the sores spread in secret. And sometimes it is too late to help him.

"But now I will tell you something important.

"Yesterday, I was told doctors will come to this very schoolroom with wonderful new pills to cure leprosy. The pills are from the United Nations in New York.

"Who remembers how many miles a boat must travel from Rigachikun to New York?"

A chorus of many excited voices shouted out the answer: 5,938 miles.

"Yes, that is right," Mallam Bello answered with a smile. "This

organization called the United Nations Children's Fund is helping all over the world to fight diseases that hurt children. It sends medicines and milk. It helps to train doctors and nurses. Most people know it by the name of UNICEF."

Audu raised his hand timidly.

"When will UNICEF send these pills to us?" he asked.

"Be patient, Audu. They will come soon, but the notice did not say exactly when."

Never in all his life had Audu been so happy. He was filled with hope. He ran home almost as fast as a bird can fly.

For many days, Audu was bursting with happiness. The weeks flew by. But still the pills had not come. And then the weeks dragged on.

Yes, it is a fact, that some weeks are short and swift . . . while others are long and slow. Nobody quite knows why.

One night he could not fall asleep. Some frightful doubts began to torture him. His parents, thinking he was asleep, began to talk softly.

"Perhaps the Mallam Bello was mistaken," said his father.

"I do not know what to think," his mother replied. "Do you notice that the children will not play with Audu any more?"

Then Audu knew what he must do. He would run away from home. He could not bear to see his parents so unhappy. He could not bear to see the pity in their eyes. Tomor-

row he would not return from school.

Audu began to cry quietly because he was sure that he would never see his family again after tonight. Fearfully, he stared into the black velvet darkness. A wretched beggar, sick, dirty, homeless, alone in a strange city . . . that was to be his fate. The crickets outside hissed and whistled and whirred. Hours later, he fell asleep.

Suddenly a fearful hullabaloo awakened him. He jumped up and ran out into the bright sunshine. He saw his own mother and father jumping and shouting with glee. His mother was crying and laughing at the same time. When they saw Audu, they hugged him so hard, he could hardly breathe.

"They have come! They have come!" Audu's father shouted. "The doctors have brought the pills. We meet at the schoolhouse this very morning. Hurry!"

Audu as wide-eyed with excitement when they arrived at the schoolhouse. Never had there been such a riot of noises in the village. Drums boomed, bracelets jingled, monkeys screamed in the thickets.

Suddenly a hush came over the crowd as the doctor started to speak:

"Everyone will be examined. If we find any sign of leprosy, you will get your first dose of pills. Then we will return to continue the treatment until everyone is completely cured."

A moment of panic seized Audu. Only he would need the pills. The whole village would stare at him. His heart was pounding as he walked to the nurse. But to his amazement, he found a crowd of people there. Among them were nine children; even two boys from his class. He was not alone!

That night, as he drowsed off to sleep in happiness, Audu thought again for the fiftieth time of the label on the box of pills. "SULPHONE TABLETS" it said in large letters. Then in very small letters underneath, "Gift of UNICEF." Audu smiled and slipped into a dream.



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A DIFFERING GOAL ?

by HAROLD DON ALLEN

"If I had a boy in one of my classes who wasn't working, who wasn't making the slightest effort ..."

The senior English teacher enunciated carefully, his words flavoured with one of those precise accents which might have been South Jersey or Pennsylvania Dutch. He phrased cautiously, for he wanted me, a Canadian, to comprehend his exact point.

"... I would give him the lowest final grade that I possibly could, short of failing him. I wouldn't fail him, because, if I did, where would he be? He couldn't graduate and, without graduation, he would have little chance of finding a job."

* * *

Not infrequently, on learning that I have been devoting summers to university work on an Eastern United States campus, and studying and closely associating with several hundred American high school teachers, a Quebec parent or teacher has posed the difficult question, "In what way is their attitude different

from ours?" American education, essentially so decentralized, defies any such generalization, but my thinking about fundamental differences invariably brings that conversation to mind.

You hear phrases like "social promotion", and programme built about children's "felt needs", but when you analyse the implications of the "heterogeneous groupings" and the "pupil activity periods", the guidance, the options and the motivation, you find, interestingly, that the accent tends to be toward:

1. A broadened concept of education, in which the personality and the social development of the individual receive great stress, perhaps at the expense of the academic and the intellectual.

2. The belief that high school education is "for all", and that the programme should be such that all can be graduates. There may be resentment if special "enrichment" is offered for the intellectually inclined.

* * *

You cannot generalize, and what is true of the schools in one community may not be in the next. Often in fact, usually, there are no prescribed courses of study, or authorized texts, and curriculum is worked out on the level of the local board, or the school. Programming is flexible, for the "individualized timetables" of subject promotion permit the addition or deletion of "options", to meet expressed wants. The pupil moves from room to room, selecting his courses "cafeteria style" from among the required subjects and the options: a guidance programme is vital in such a system, but contact with his "home room teacher" may be slight. Options may vary from the Probability Theory and Elementary Calculus sometimes offered in senior mathematics, to the Folk Dancing, Basket Weaving and Driver Training — "frills" to some, but defended as (1) broadening the educational programme and (2) offering a challenge to the pupil who may not be academically inclined.

The extremes, however rare, prove near-fantastic: A large public high school (for girls) in a northern New Jersey community boasts a Department of Cosmetology, with a full-time staff of nine.

* * *

The stress on local autonomy can have interesting implications, for the town is called upon to "pass the school budget", and often prefers

if not to pay at least to call the tune. It is not uncommon for school progress to be tied up in local politics — and a high failure rate or some unpopular subject matter brings the finger of public opinion pointing at the school. A certain percentage of failure is one of the likely occurrences if you ask *all* children to "measure up" to standards of high school graduation. But external examinations (such as those of New York state) are uncommon, and it is not unusual for each teacher to pass or fail a child on subjective appraisal of classroom effort and on the results of relatively informal class tests. Heavy stress on measured attainment (final examinations) as a criterion for readiness for the next level of work is not too often found.

The town holds the purse strings — and, first and foremost, wants the children to "make the grade". The tendency, it would not be surprising to find, is for the standards to lower to the point where the children are able or willing to perform.

* * *

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"You have a few in the back of the class. They never have their books, and they even leave their pencils at home, defiantly, day after day. What do you do!"

I told him!

"Oh, but you couldn't do that here!"

Several populous states prohibit all corporal punishment, and expulsion is rarely resorted to, for the school knows that in many American communities a boy or girl must be a high school graduate in order to have a chance at any sort of a job.

* * *

"Is their attitude different from ours?" I suppose so, although any sort of generalization is so hazardous that I prefer to think that we have many attitudes in common, but may hold them to different degrees.

We here in Quebec want the same sort of things for our children, I suspect; but, if you try to define the purpose of the school or of its curriculum, you get as many answers as there are people that you ask.

We provide for our children realistic goals of attainment, and are constantly prepared to question, reconsider, re-evaluate just what it is that we as parents and as teachers are trying to do. ✓

SCHOLARSHIPS:

A National Need

By J. R. MALLORY

Chairman of Department of Economics and Political Science, McGill University; Chairman, University Scholarship Committee.

One of the images of the successful man in Canada is of an able but poor boy who worked his way through college.

What chance is there today that a boy whose only resource is brains will get a college education?

A recent study in the United States is alarming enough, even if it is not true of Canada. It has been found there, according to the *New York Times*, that the average income of a scholarship holder's family is between six and seven thousand dollars a year. This is, of course, above the average family income for the United States. It suggests that a college education is now possible only for the children of families with fairly high income and some savings.

Colleges are pricing themselves out of the market as far as low income families are concerned. Why is this so?

We have not provided very much in the way of scholarship funds for our college students. According to the Industrial Foundation on Education, only 21.3% of Canadian students received scholarship aid, and the total amount of this aid was

less than 40% of the actual cost of education for these students. In very few cases is a scholarship worth the whole cost of a student's education. Compare this with the United Kingdom where 79% of all students receive scholarship aid and this may amount to as much as 100% of the costs of education which the student is incurring.

Scholarship funds in Canada have not increased substantially in the last generation but the number of students has risen spectacularly and the fees which colleges have been forced to charge is rising steadily. The student today is therefore worse off than at any time in our history and one can only note with concern the conclusion of the Industrial Foundation on Education that "a very large percentage of our qualified secondary school graduates do not proceed with their education."

Of course the picture is not quite as black as it seems. Comparisons with other countries can be somewhat misleading. For example, opportunities for part-time work by students are much greater in Canada than they are in Europe or the British Isles, and we have in this country a long-established tradition that students should work to pay for part of their education. It is likely however that we may have to re-cast this notion somewhat in the future.

For one thing, summer employment is by no means certain and, with the rising cost of education,

it is getting harder all the time for any substantial number of students to earn their way through college. It may even be that this system is inefficient and should be discouraged. The long summer vacation in which the student is expected to work takes him completely away from his books and is a substantial interruption to his intellectual progress.

There are now many who would advocate a shorter summer vacation in order to use more fully the facilities of our universities. If this proposal is ever taken up, it would also be worthwhile to link it with the system of other countries where the student is expected to use his vacation to read and think and prepare himself for his next year's work.

Not all student earning time is during vacations. There are now large numbers of students who work during the university year, not only as baby-sitters and other kinds of help but in various heavy jobs in stores and other establishments. In almost every case this work deprives the student of the full benefit of his college course by cutting into his

(over)

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time for study and for improving recreation. It would be far better if the student could devote his full time to his proper job — which is providing himself with an education.

It will only be possible to provide a really rich education to our students — and to ensure that every young person of talent has the education for which they are intellectually equipped — if we make drastic changes in the method of financing the consumers of higher education.

There are several ways in which this could be done. One would be to subsidize our colleges much more heavily out of public and private funds. Even today student fees do not pay half — and most pay less — of the cost of educating the college student. It might be sensible to recognize that education is the kind of public service for which the average student cannot afford to pay and to increase several-fold the amount of money which governments pay to universities. This would probably be the fairest solution, and the easiest to administer. But there are serious political difficulties in the way of making higher education such a heavy charge on governments, and we are not likely to see it happen for some time yet.

A second method would be to extend to education the same kind of consumer financing which is now extended to so many goods and services. This is a proposal which is now much talked about in the Unit-

ed States. It is based on the assumption that since a college education is a life-time benefit its cost — though initially heavy if paid all at once — could be spread in small payments over a long period of years. There are many problems which I do not wish to discuss here. One of them seems, however, to be obvious. That is that there is no necessary connection between a good credit rating — even for a government-guaranteed loan — and a good rating as a potentially worth-while student. We should also think very seriously before we saddle a generation of students for life with the cost of their higher education.

There is a third way. That way is to increase by massive amounts the scholarship funds now available for study in our colleges and universities. Already some provinces have announced the setting up of large-scale scholarship schemes which will greatly increase educational opportunities for young people living in those provinces. Within the last year a significant increase has also been made in provincial scholarship funds offered by the government of Quebec. While this is a step in the right direction, it must be recognized that Quebec provincial student scholarships are still too small to meet the needs of the truly needy student. The maximum amount payable is less, for example, than the annual tuition fees at McGill University and it should also be noted

Continued on page 17

Federation Notes

HOME & SCHOOL ON THE AIR: (Tuesday at 8:30 P.M.) Happy Birthday to Home & School on the Air, which this month celebrates it's 12th continuous year of public service.

* * * * *

1960 ANNUAL MEETING: Will be held on May 6th and 7th, 1960. Please note these dates now and plan to attend.

* * * * *

NEW RECORDING SECRETARY: We are sorry to say Thank you and Good-Bye to Iris Robbins, but likewise we are very happy to say Hello and Welcome to Dolly Portnuff.

* * * * *

NEW COMMITTEE CHAIRMEN: Traffic Safety will be under the chairmanship of Sam Maltin, membership under the chairmanship of Harry Hockenstein and publicity under the chairmanship of Herb Lampert. Please contact the Federation office if you wish assistance in any of the activities of the Association.

* * * * *

LEADERSHIP WORKSHOPS: Plans for workshops are being finalized by Rose Simon and if you wish to participate please contact her immediately.

* * * * *

PARLIAMENTARY PROCEDURE: There is an excellently illustrated six page folder based on Roberts Rules of Order which can be of great assistance to a chairman of the meeting. These could be available through the Federation office at a very nominal charge.

* * * * *

CANADIAN HOME & SCHOOL MAGAZINE: In addition to Quebec Home & School there is an excellent Canadian Home & School magazine which is available at a subscription rate of \$0.50 yearly for five copies. This can be ordered through your local Association or through Federation office.

* * * * *

EXECUTIVE CHANGES: Our new executive vice-president is Doris McIntosh of Bedford.

* * * * *

EDUCATION FOR SUCCESS IN BUSINESS: We would urge all parents and high school children to read the Royal Bank monthly letter of July 1959. This is available through any branch of the Royal Bank.

* * * * *

MEMBERSHIP MONTH: October is membership month. Join your local Home & School Association now, and obtain one new member from among your neighbours.

COMMITTEES 1959-60

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Mr. A. Lang, 4245 Oxford Ave., Mtl.....HU 4-7656
Mrs. M. Quackenbush, 7241 Fielding Ave.,
Mtl.HU 1-8042

SCHOLARSHIPS . . . from Page 14

that at least one-half of the money payable to the student is regarded as a loan which he is expected to repay.

The recent growing concern about scholarship programmes is the direct result of rising costs of both education and living which have now risen so high that even the children of comparatively well-off parents feel the need for financial aid to complete their education. When it is remembered that the *minimum* costs per year for a student at McGill University (whose home is not in Montreal) are now over twelve hundred dollars, it can be seen that bearing the cost of a four or five year course for even one child is a substantial burden on most parents.

If those who are capable of paying for the education of their children are now feeling the strain, what of those who clearly cannot? It seems painfully evident that higher education is now becoming a luxury good in Canada, which is soon going to be beyond the reach of most young people.

The brains of our country are a natural resource of first-rate importance. We cannot afford to develop only those few who can afford to pay most of their own way. Simple justice and equality, as well as national interest, make it imperative that our governments take a hand in providing the funds necessary so that all who are qualified for higher education and are anxious to have it, may be able to attend our colleges and universities. ✓

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LAQUEMAC - 1959

LEADERSHIP IN THE CHANGING COMMUNITY

by DORIS MacINTOSH

Laquemac, as everyone knows (or should know), is a residential camp in the interest of adult education, run jointly by the extension departments of McGill and Laval Universities. It is a stimulating experience to return to it for a second term, as I did, and to experience again the broadening effect of seminars and lectures conducted in both French and English. There is something about residential education which both intensifies and accelerates the process. The theme this year was "Leadership in the Changing Community," a particularly significant one for Home and School in Quebec, with its increasingly large membership. It may be a thought for the future that the pattern which Laquemac sets would be a good one to follow in training our own leaders. Why not a three-day training workshop for Associations' executive members? Our Directors' Workshop at Macdonald in June was a successful step in that direction, and could be extended,

The program at Laquemac this year consisted of plenary sessions and seminars in the mornings, and skill groups in the afternoons. There were four of the latter among which

to choose: Mass Media and their uses; Discussion Groups and Types of Discussions; Recreational Activities; and Inter-group Relations. As our other Home and School Representative, Charlotte Scalley, chose to attend and report on the Discussion Group, the one which appealed to me most was on Inter-group Relations. I thought it might solve some of the problems met by Home and Schools, with varied interests both as local associations and as individual members, in getting together for the good of the whole in councils and at Federation level. The experience which we had in this skill group was as follows. Its significance relating to our work in Home and School the reader may judge for himself.

We met — about twelve of us — with our group leader for the first time on Saturday afternoon. We found we were from many different groups and backgrounds, and that our interests and difficulties were equally varied. In itself, our group seemed a perfect proving ground for the "getting together" thesis. That day we spent in discovering each other's problems, and exactly what we hoped to get out of future discussions. It all seemed a bit

vague and disjointed, and we wondered just where, if anywhere, we would get during the week.

On Sunday, our hour-and-a-half produced some interesting discussions, even the odd rather heated disagreement, and we decided perhaps an understanding of personal prejudices might lead to solving many of our problems in getting groups of people to work together.

On Monday, we were given an assignment. By now, we were beginning to understand one another and each other's backgrounds and view-points a bit better, but we still approached this challenge reluctantly. We were asked to be responsible for the program for the camp on Wednesday night. This should take the form of entertainment, and yet be tied in with our discussion subject in some way. After tossing possible projects back and forth and discarding them, we broke up with the definite request by the leader that we give some serious thought to the matter before to-morrow's session.

One of our members — perhaps

the most intelligent — actually did just that. Reaching into her own back ground for a setting, she enthusiastically proposed the idea of a skit — actually, role-playing — and, by her own interest, inspired the rest of the group. She suggested that we imagine a small town, anywhere, whose community hall had just been burned to the ground. The problem of rebuilding on a large scale confronted the village, and leaders of various organizations were to meet to discuss ways and means — especially means. These were the bare bones of the plot, but we grabbed at them like a litter of pups, and began gnawing on them, each in his own fashion.

Casting began with the decision that the parish priest would be the most influential person in the community, therefore it would be in his own home that the meeting would be held. We needed a "Greek Chorus" to explain and sometimes interpret the play as it went on, so a house keeper for the priest was recruited to carry out these duties.

(over)

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Some typical community leaders were then selected: Mrs. B. B. Otheque, a librarian; Mr. B. Ready, the local Scout Master; Mrs. A. Joiner, who did just that, Mr. D. Lynn Quent, who was a reformed character, and the leader of a Boys' Club; Mrs. W. C. Thiou, who was down on the demon rum; Mr. E. Z. Buck, a small town politician. Each person was eager to suggest someone else's role; our leader took no part in the casting, except to accept a role of his own.

We knew that we must demonstrate the varied interests of the different groups represented and bring them together in some way; our next problem was how to do this. We decided to be quite vociferous in our demands for a place in the hall for our own pet activities, then to bring in an influential member of the community, Madame la Baronne, who would offer needed funds for building, providing she might erect a statue to her dead husband. This statue would take up most of the room needed for other purposes, therefore we would all refuse to agree to the conditions, and an impasse in group relations would be reached. How was this to be solved?

(The significant part of all this casting was the fact that every member of the group offered suggestions and added to the plot. At one moment, one person would dominate; at another, someone else. The actual group leader faded into the

background, and a spirit of co-operation developed which had not been evident before.)

Luckily, we had one of the group still without a part; someone came up with the suggestion that he be Mr. St. de Kate, a Labour Group representative, who would remain inactive during the discussion, and, at the last moment, solve everyone's problems by offering the necessary money to build the hall, for the use of all concerned. The poor Baronne would be left holding the bag instead of the trump card. The group would be brought together in a common interest — that of getting money from Mr. St. de Kate.

The plot certainly wasn't worthy of a Shakespeare or a Shaw, but it served our purpose. In the hilarity which accompanied our casting, we began to feel very much a group, ready to laugh and to work together. Again, the authority changed hands in a rather interesting fashion. The central figure, the Parish Priest, Father D. Rector, proved to have been well chosen. He quite naturally took his place as the director of the skit, and set the stage as well as suggesting lines and the development of the plot.

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Our first rehearsal as such was on the afternoon of the performance. Everything fell very flat indeed. No one's part rang true, everyone was disgruntled and discouraged, the only suggestions made by any of us were critical. Each one felt the others weren't too impossible, but he himself was quite hopeless, and the whole idea was rather ridiculous and should be abandoned. As a group, we were completely depressed, but perhaps it is significant that the feeling was unanimous, and no one blamed anyone but himself for the failure he felt lay ahead.

A few minutes' review just before the imaginary curtain raised our spirits somewhat, and the fun of getting into costumes which were as exaggerated as possible helped a good deal. We finally went "on stage" rather light-heartedly, and worked as a team to create what we hoped was a somewhat amusing and convincing portrayal of dissension among representative groups in a small town, and of how it was resolved. At least our efforts were

applauded by the rest of the camp — perhaps because we were, after all, part of their numbers.

The showing of a film on community relations preceeded a group discussion on what we had been trying to do, and its success or failure. This brought to our own rather surprised attention that what we had been doing was exactly what we had begun discussing; creating a common interest, and thereby integrating a group of individuals who had, primarily, very little in common. Those of us who felt we had left our group theme behind us when we began the play project realized that, instead of just talking about it, we had been acting out the solution to our problem, and that the object lesson gained thereby was all the more impressive.

There are over 27,000 family members in Quebec Federation — we may not be very heavy as individuals, perhaps — but just think of that great mass as a whole! Let's solve our problem of group relationship and get to work together soon.



Friendly pause





BOOK REVIEWS

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Harper \$5.50 Grades 8 plus

The author spent a considerable time in Moscow, Leningrad and Uzhelstan, together with her husband and small son. She writes in the most interesting and informative way of her experiences, meeting many people and visiting many exciting places.

May I remind all Home and School Associations that Young Canada's Book Week will be from 15th to 22nd November, 1959. This is the week to have your Book Fair's and displays of children's books at your meetings. Information for this week is available at:

The Canadian Library Association
Room 606

63 Sparks St.

Ottawa 4, Ontario

Reviewed by KATHLEEN CLYNES

RECORD REVIEWS

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Shirley Temple
Narrator

RCA Victor
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Dumbo was one of Walt Disney's most successful creations. This recording is actually the soundtrack of the picture with dramatic, cast, orchestra and chorus. Shirley Temple dubbed in the narration. The album is completed with a happy collection of circus songs and funny sound effects.

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THE ARABIAN NIGHTS

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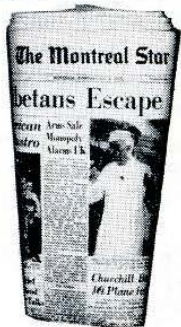
THEMES OF TV'S GREATEST WESTERNS

Various artists

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Here is a collection of themes of TV's most popular westerns: such favourites as "The Ballad of Paladin" (from "Have Gun, Will Travel"), Maverick, and Wagon Train. Pleasant listening.

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**TWELVE HUNDRED DOLLAR HEINZ
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ANNOUNCED BY
CANADIAN RESTAURANT ASSOCIATION**

* * *

Toronto — To encourage and assist a young Canadian man or woman to enter the field of food service administration, a \$1,200 scholarship award has been announced by Mrs. Florence G. Montgomery, managing director, Canadian Restaurant Association.

“Beginning with the 1960 CAREERS FOR YOUTH program, we are pleased to announce that the H. J. Heinz Company is awarding the scholarship to a student who wishes to attend a Canadian university leading to an arts degree in Commerce and Finance, Business administration, or a degree in Home Economics.

“Naturally, the scholarship winner is expected to signify his or her intention to work in Canada’s food service industry upon graduation. During summer recess, too, scholarship winners will be encouraged to accept employment in food service establishments in order to obtain valuable in-service training,” Mrs. Montgomery pointed out.

Applicants for the H. J. Heinz Scholarship Award will be judged on scholastic ability, aptitude and interest in food service, as well as leadership qualifications, professional promise, and evidence of financial need.

“In addition to the valuable scholarship award, the CAREERS FOR YOUTH program points up many opportunities for young men and women who may leave school before graduation, for interesting careers in the growing food service industry.

“Detailed information and application forms are being mailed to Secondary Schools in Canada’s 10 provinces. Additional materials and information may be obtained from the Educational Director, Canadian Restaurant Association, 60 Avenue Road, Toronto 5,” Mrs. Montgomery said. Applications for the Award must be received before February 1, 1960.

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Any Home and School Association desiring information about the special student accident insurance plan being offered through the Quebec Federation of Home and School Associations should write to Mr. Denis C. Wilson, Chairman, Insurance Committee of the Quebec Federation of Home and School Associations, 8235 Mountain Sights, Montreal 9, P.Q.

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We are applying the new scientific developments to our clothing, our travelling, our work, why not to our table? Should traditions, fads and superstitions still guide our eating habits when scientific data are available to provide us with a fool-proof pattern?

In some areas of the world, incredible food fads are still common. Even in a country as advanced as the United States, one finds pregnant women eating clay and raw cornstarch. Habits no more commendable are also observed among our own population. Cravings for soft drinks and candies may seem less far-fetched but can hardly be judged leniently from the standpoint of nutrition. These erratic practices are viewed by experts as attempts of the body at compensating for unmet nutritional needs.

Canada's Food Rules have greatly simplified the approach to good nutrition. These neat five groups of recommended foods summarize years of research upon food constituents and upon the needs of people for various nutrients. The foods recommended by the Rules are also called the protective foods. They are: milk, fruit, vegetables, whole grain cereals and bread, meat and meat alternates. None of these groups is sufficient alone; together and in adequate quantities, they

foods can meet the body's needs for protein, minerals, vitamins, fat, carbohydrates and water.

Among the protective foods, milk occupies the first rank. Even though we recognize that milk is a complete food only for newborn, we cannot help but acknowledge its unique contribution to the diet of adults in terms of calcium, riboflavin, protein of high biological value, thiamine and vitamin A. Milk can become a complete food by the addition of vitamin C and minerals such as iron and copper. About five years ago, a university professor submitted himself to such a supplemented milk diet for more than a month to prove his claims that one could live on milk. He lost neither his wits nor his weight and could have gone on indefinitely if his wife had not lured him out of the Milky Way by her glamorous cooking.

Milk drinking all through life is conducive to higher degrees of health and efficiency. Milk drinking has been linked to advancement and higher civilization. As McCollum once expressed it: "The people who have achieved, who have become large, strong, vigorous people, who have reduced their infantile mortality, who have the best trade in the world, who have an appreciation of

Mrs. M. Benjamin
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