

QUEBEC HOME & SCHOOL NEWS

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Three parent-teacher groups in Quebec are represented in this photo taken at the October meeting of the Quebec Federation of Protestant Home and School Associations board of directors held in Montreal. Left to right are Pierre Belec of the French Protestant PTA; William Asherman, Executive Vice President of the Quebec Federation of Protestant Home and School Associations; and J. Nesom of the English Catholic PTA. Representatives of the provincial PTAs attend the board meetings so that there can be an exchange of information and opinion between the groups.

West Island Area Works to Develop Technical, Vocational Education

Area's First Composite School Will be at Beaconsfield High

West Island developments which will provide technical and vocational training were described at a meeting of the Cedar Park Home and School Association on October 14. Beaconsfield High School will become the first of West Island's Composite High Schools, likely by 1965, it was reported.

The plans for the west part of Montreal Island are part of the general effort to be conducted throughout Quebec to provide universal secondary education. (This effort is explained in other articles in this issue).

W. B. Fleming, until June principal of Cedar Park School in Pointe Claire for the past 12 years, has been appointed Special Officer for the West Island School Commission to investigate vocational and technical education. At the October 14 meeting of the Cedar Park association he spoke about developments. Most of the text of his address follows:

Last June I accepted the position of Special Officer to investigate vocational and technical education for the West Island School Commission. The proposal was that I should make this study, visiting school systems elsewhere for ideas and working in conjunction with an advisory committee (whose chairman is Mr. Wynne Dickson, Director of Studies), select courses and determine facilities which would make educational opportunities more comprehensive in nature.

A new composite high school would be built to suit the courses

and needs of the pupils by the spring of 1967, under the terms of the federal-provincial agreement and I would become principal of this school upon its completion. These plans have since been modified.

The principle has been established of expanding each of our high schools to the composite type with its comprehensive program. Beaconsfield High School will become the first of West Island's Composite High Schools, it is hoped, in 1965. In this way our young people will have in their home area all the facilities needed,

no matter where their abilities, talents or interests lie. The original proposed school of which I shall be principal will be built when the need arises.

Vocational and technical education for this community is not a new idea. Mr. Lucien Perras, presently on leave of absence to the Ministry of Education as Associate Director General of School Organization, had tentative plans for its beginning several years ago. Ontario has made good use of federal monies in expanding its high school programs in these fields, as have some of the other provinces.

By this I do not mean to imply that Quebec has lagged too far behind. Indeed its previous Department of Youth had (and has)

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Changing Address ?

Home and School members who are changing their addresses are asked to notify Quebec Federation for the purpose of correcting the Home and School News circulation lists.

Change of address information should be in the following form:

1. The code number on your address slip from a previous issue, or the name of the association where you have been a member.

2. Your new address. Information should be sent to the Federation office, 4795 St. Catherine Street West, Montreal 6.

New Consultative Bodies Work Well Together, Board Meeting is Told

Comments on the philosophy behind new developments introduced to Quebec education by the provincial ministry highlighted the October board meeting of Quebec Federation. Leslie N. Buzzell, a member of the Superior Council of Education, spoke of the new work being done by the ministry.

The spirit of co-operation between the consultative bodies created by Bill 60 was evident in Mr. Buzzell's remarks. A great amount of work is being done by the commissions on elementary, secondary and technical education, he said, while the powers of the Catholic and Protestant committees have been reduced.

He emphasized the importance of the development of joint school facilities. These will make possible a healthy atmosphere where we will see children, who were once segregated, "playing together, fighting together and working in the same laboratories together."

The healthy atmosphere will be developed more and more as programs enable English and French to be alternated in classes. "We are working on the principle of bilingualism but it will take a lot of time, a lot of teaching manpower and a lot of money to do this," he said.

At present \$500,000,000 is being spent by the Quebec government on education. In a few years it will be spending \$700,000,000 "although nobody yet knows where the money is coming from," commented Mr. Buzzell.

Open Meeting Nov. 11 On Teacher Training

"Teacher Training — A Public Affair" is the topic of a symposium for an open meeting being sponsored November 11 by the public affairs committee of the Montreal section of the National Council of Jewish Women.

The meeting, to be held at 1.30 p.m., Queen Elizabeth Hotel, Galerie 4, is being sponsored also with the co-operation of the Montreal Council of Women.

The panel will include Prof. C. Wayne Hall, Acting Director, Institute of Education, McGill University; John Perri, Director of Personnel, Protestant School Board of Greater Montreal; R. E. Hoult, Commissioner of Longueuil Protestant School Board; and Mrs. A. W. D. Swan (moderator), President of the Montreal Council of Women and Commissioner of Westmount Protestant School Board.

Following his remarks Past President Wolfe Rosenbaum noted, "Quebec is the only province or state in North America which has a consultative body to the ministry of education such as the Superior Council. Four royal commissions in the provinces of Canada have recommended the establishment of consultative bodies but Quebec is the only place where one exists."

Mr. Buzzell referred to the ministry's White Paper on regional school facilities, part of which is published in this issue of Home and School News.

The White Paper refers to 55 regional school boards being set up in Quebec. (An additional eight solely Protestant boards increases the figure to 63 regional boards). To provide qualifications for several grants, plans for buildings and equipment must be completed to meet a deadline next spring and buildings must be constructed by 1967.

At the October board meeting there were representatives from the English speaking Catholic PTA and the French speaking PTA provincial organizations.

Can Create Interest In Home and School Among New Canadians

Local associations connected with schools where there are large numbers of new Canadians may find it useful to take certain steps to get these people interested in Home and School. William Asherman, Executive Vice President of the Quebec Federation, recommends these possible steps to take:

— Obtain from the office of the school principal the number of new Canadians in the school according to ethnic groups.

— Find a member of each ethnic group represented who knows English fairly well and put him or her on the association executive.

— Ask this party to get in touch, in person or by telephone, with the other members of his or her ethnic group, to explain aims and activities of the association and enlist them as members.

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QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

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The Editor's Notebook

We were reading a report by the Federation's Executive Vice President William Asherman on the annual meeting of the Canadian Home and School and Parent Teacher Federation. We came to this paragraph:

"The keynote address in the opening session was given by Dr. Henry Hicks, President of Dalhousie University in Halifax, who spoke on 'Our Responsibilities for Public Education' and stressed the necessity of examining the aims of the school system in order to determine the extent of public responsibility. He noted that, while education was everyone's concern, it should remain the business of only those who were involved in teaching, administration and policy-making aspects of education."

The last sentence doesn't tell us exactly what the speaker meant. We do not have a copy of his text and it would be unfair on our part to guess what he meant on the basis of this out-of-context, indirect quotation. Having covered ourselves on that point we feel it is safe to discuss whether or not there must be a fine line between "concern" and "business". (We will avoid getting involved in an exercise in semantics).

In our view education is everyone's business but our view also is cluttered by innumerable qualifications. Speaking as "onebody" we believe education is not only our concern but also our business because, first, we are a parent whose children attend school and, second, because we labor and part of that labor is devoted to the support of our system of education. (On both counts the existence of the system is dependent upon us).

We believe that there could be times when it is our business to have something important to say about the teaching, administration or policy-making aspects of education. (The policies of the new Ministry of Education of Quebec seem to be in agreement with this idea). We believe that there could be times when an expression of a positive opinion would be welcomed by the professionals in education, when our voice, for example, could help protect them against the voices of ignorance.

Then there are the qualifications. For example, it is not

Busy Federation Year Reviewed by Past Pres.

Last year was an active year for the Quebec Federation of Protestant Home and School Associations. With the adoption of new legislation on education and the "new spirit" in Quebec regarding the future of education there was much information and activity to be studied and considered.

Wolfe Rosenbaum, who completed his term of office as president of Quebec Federation this past summer, mentioned these new developments in the President's Report — 1964. (Because Quebec Home and School News is not published in the summer months it was not possible to use all significant articles and items the first issue in the fall which explains why this report was left to the second issue of this season — Editor). Text of the report follows:

For the members of the Federation Executive, Home and School activity did not stop at the conclusion of last year's annual meeting; it merely paused.

With the release in June, 1963, of the original legislation known as Bill 60, which incorporated most of the recommendations of the Royal Commission, the work began. Many special meetings were attended or called, to exchange ideas and compare the meanings read into the recommendations.

During this period both directors and local associations were kept informed of developments, as they occurred, through special notices, letters and the newsletters.

From September on, many associations asked for Federation officers to participate in programs where the legislation was to be discussed.

I had the privilege and experience in participating on many occasions as a panel member, including radio, as well as speaking to a large number of local associations.

On many of these outings I took the opportunity of stressing what has been said by Federation officers over the years — parents and the public generally must take a much greater interest in education and be much better informed about it than in the past. This was bluntly stated by a member of the Quebec Protestant Education Department in a talk given in Montreal as reported by the Montreal Star: "For adults to

for us to be a meddlesome busybody, to interfere with the system — with the function of the professionals —, in a negative way, or to make any comment on the system without a solid foundation of facts on which to base it.

To the professional no doubt it can be a nightmarish thought, that education is everybody's business, and there may well have been much in the past to justify an attempt by the professionals to erect a barrier between themselves and "everybody".

We think that it is our duty to ourselves and our children to be concerned about education and to be ready to take action if it is necessary to preserve or develop an enlightened system. We think that the professionals have similar duties and as an individual and a Home and Schooler we don't believe that there is a barrier between us, that there is anything that stands in the way of worthwhile co-operation between the professional and the layman.

have a clear view of the aims of education, they must be continuously educating themselves. Only those who continue to build on early foundations and add to their own education structures are competent to have any share in the planning of the destinies of others."

Never before in the history of education in Quebec have these statements had more meaning, for never before have parents been told by responsible officials that they should and must participate. The Royal Commission in its report makes many references to the right and duty of parents. To this I would add the word "responsibility". The government has seen fit to recognize the important role parents have and has made provision for parents to be a part of the new educational structure.

To achieve and arouse the interest and curiosity of parents, we need leaders with imagination and enthusiasm at all levels of the Federation structure — local associations, district councils, yes even at board level. It has been said that the heart of the educational system is the teacher, that if a pupil's mind catches fire it is almost invariably a teacher who sets the spark. This could also be the case with the parents.

To this end our Leadership Training Director and his aides have been most active. By request, they held sessions in Rouyn-Noranda, Gaspé, Quebec City, the South Shore, Lakeshore and in Montreal. At this moment, they have seven sessions booked for this Fall. Requests for help will be promptly acknowledged and materials and plans forwarded. This was the first step taken in accordance with the outline presented last year.

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Co-operative Spirit

A noticeable spirit of co-operation and friendliness exists between Quebec Federation of Protestant Home and School Associations and the English speaking Roman Catholic counterpart, the Parent-Teachers Association. A representative of the PTA usually attends the Federation's board of directors meetings. Mr. J. Nesom, representing the PTA, attended the last meeting of the board. Also attending was Mr. Pierre Belec, representing the French speaking Protestants' PTA.

Through friendly communication the groups learn about each other's problems and are able to profit by exchanges of information and opinion.

It is not with a trite "pointing with pride" that we view this co-operation; such human behavior is neither abnormal nor remarkable. Indeed it would be platitudinous to praise the friendly spirit between these groups but for one fact: real or imaginary divisions between Canadians in certain other activities of every day life have been inflated and exploited far too often in recent times, especially in Quebec.

In the field of education in Quebec there are no doubts about the principle of bilingualism; the only problem, a technicality, is how it can be achieved. In the field of education, from the smallest group of interested citizens up to the new ministry of education, there seems to be a general unity of opinion that there is one job to do — to improve the system of education in Quebec for everyone.

We believe it is worth mentioning this co-operative spirit frequently so that those who deal with certain other aspects of public life in Canada will take note.

It is only recently that we have heard strong political voices from among the moderates. In these times, we believe, it should not be left to the politicians alone to express the views of the moderates. Leaders in education should at least let it be known that positive movements are taking place in their field of endeavor and that, generally, the people from all language and religious groups have been united by a common goal — better education for everyone.

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White Paper Explains Plans for "Regionals"

The Department of Education of Quebec has produced a White Paper on the development and financing of Regional School Facilities in the province.

Quebec Home and School News publishes, below, the introduction to the paper, by the Minister of Education, which deals with "education urgency: general and vocational high school instruction for all" and the first part of the paper which deals with planning for regional schools. The second part, which deals with planning for investment financing, will be published in the next issue.

The primary objective of the government's educational policy is to make schooling accessible to all young people by eliminating financial, geographical and psychological barriers and by providing them with instruction suitable to their aptitudes as well as to the role they must play as citizens and workers of the Quebec of to-day and of the future.

New incentives to education are evident everywhere, and it is important at this time to establish, with the least possible delay, a regional organization which will give to all young people in all regions, access to education which is suited to their aptitudes and ambitions as well as to the requirements of Quebec's economic and cultural development.

To this purpose, on June 18th last, I tabled in the House a White Paper outlining a programme for the accelerated development and financing of regional school facilities in accordance with a coherent plan.

Recognizing education as a field of high priority, the government has already undertaken an unprecedented financial effort to reach its educational objectives. Being aware of the urgency of the situation, the government is determined to take whatever measures are necessary in order to achieve the basic objectives set forth in the White Paper over the next three years.

This objective can be summarized as follows: 55 regional school boards, 55 plans for regional school facilities, 55 regional systems of school facilities.

But it is no longer the responsibility of the Department of Education alone to meet this new challenge. On the contrary, the success of this vast operation which we are undertaking depends on the preparation in each region of a regional school facilities plan which will determine the kind and the size of educational institutions required and which will chart the steps necessary for the erection of schools and buildings appropriate to the organization of the various branches of general and vocational secondary education.

The primary responsibility for drawing up this plan lies, not on the Department of Education, but on the region as a whole and particularly on the regional school board. It is scarcely necessary to recall that the school boards provide instruction to four-fifths of all of Quebec's students and that their operations account for 60% of the total expenditures for education made annually in our province. They are, moreover, the very basis of our system of public education; they are the basic instrument of general access to education and, by their elective nature, they assure the maintenance of democracy in our educational system.

School boards must therefore be acutely aware of the urgency for preparing plans for regional school facilities and must begin as quickly as possible the task of regional planning.

As we have often repeated, education is a collective enterprise. At the regional level, the school board must secure the participation of all the groups concerned and of all the dynamic agencies of the area, in drawing up the plan for regional school facilities.

In the first place, they should be able to count on the frank and full cooperation of all the existing institutions, public and private, in the regional board's territory and should, from the beginning, seek the participation of teachers and parents whose cooperation has, up to now, been sought only in carrying out plans made by others. Finally, representatives of socio-economic groups of the regional area must also be integrated in the planning procedure.

In each region, there will be a race against time. From now on, all must be made aware of their responsibilities in

this regard and must join in the work of the regional planning committee, putting aside sectarian interests and useless controversies over past differences, with the single aim of preparing the plan for regional school facilities.

Democracy, to-day, is no longer concentrated at the summit. It is as much a democracy of participation as a democracy of representation: the participation of citizens and groups in the management of affairs that concern them is as important to the strength of our democracy as free elections or the sovereignty of parliament. At a time when those who are responsible for the common welfare can no longer limit their role to one of management, but must also foresee and organize the collective effort in most fields of activity and particularly that of education, a wave of true democratic spirit must flow through all levels of our society and inspire local authorities in seeking solutions to the problems and needs of their area. Regional planning is thus characterized by a significant progress in democracy as well as being indispensable to the efficiency of development programmes.

Education thus becomes the framework of a vast operation where planning and decentralized decision-making are combined and whose consequences will affect not only the progress of education, but the future of Quebec as a whole. Its success depends on all who have a responsibility with regard to education in all parts of the province. It is the duty of the government of Quebec and of all its citizens to respond to this challenge and to meet it successfully in order that, in the shortest possible period, our province may realize its new vocation.

PAUL GÉRIN-LAJOIE

PLANNING FOR REGIONAL SCHOOLS

A. Need for a Plan for Regional Schools

As part of a general plan for educational development in Quebec, it is the task of regional school boards to provide instruction of a high caliber at the high school level, to put it physically within the reach of all the young people of the province and to organize services as economically as possible.

1.—The Function of Regional School Boards: New and Traditional Types of Instruction

This definition of the scope of the role to be played by regional school boards implies that they will be called upon to offer new types of instruction.

In addition to the regular high school courses which already included several branches: general, domestic arts, commercial, scientific and classical, the regional school boards will progressively become responsible for a large share of vocational training at the high school level.

2.—First Task of a Regional Board: Planning

This being so, it is essential that each regional school board should, as soon as it is established, undertake as its first task the planning of school facilities for its territory and decide on the order in which the schools and other buildings required for the various kinds of general and vocational high school instruction should be erected.

Based on current population studies and on a projection of the growth of school populations both as to numbers and as to the requirements for specialization of tomorrow's manpower, such planning of school facilities will determine the kind, size and number of educational institutions necessary in each region.

B. Preparing a Regional School Plan

The research necessary in drawing up a regional school plan involves the following main steps:

- 1) Inventory of present facilities;
- 2) Study of pupil populations;
- 3) Evaluation of needs;
- 4) Location of schools in the regional territory;
- 5) Building program of required new schools.

1.—Inventory of Present Facilities

A complete knowledge of the territory and an inventory of all its educational institutions including teaching equipment

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Homework Is Topic For Allancroft

Homework: What is it for and how should it be done?

Allancroft Home and School Association hopes to answer all parents' questions about homework with a panel including parent and teacher representation at its meeting at the school on November 18.

The association notes that people from many different educational backgrounds live in the Lakeshore area where Allancroft is located. There are many different ideas on how parents and their children should handle school assignments or on whether there should be any assignments at all.

New Canadians

(Continued from page 1)

— Wherever possible, for this purpose, call a special meeting of each ethnic group represented in the school under the chairmanship of the mentioned bilingual member and with the association president and other members of the executive in attendance.

— Send out notices of general membership meetings in the languages of the ethnic groups in the school and use their bilingual representatives as interpreters at these meetings.

— If refreshments are being served after meetings invite new Canadians to serve some of their national dishes.

— If school concerts are being planned see to it that children of new Canadians participate with their national songs and dances.

Should additional information in this matter be required, please contact the Federation office or Mr. Asherman.

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White Paper Explains Plans

and material are essential for an analysis of future needs. Certain regional boards already have in their territory an apprenticeship centre, an agricultural school, state specialized training schools, classical colleges, normal schools, private vocational schools and, finally, the schools under the jurisdiction of protestant and catholic school boards: some have already built regional high schools.

We have, in this regard, a significant fund of information. School inspectors have already begun to assemble data necessary for a complete cataloguing of existing facilities: location, date of construction and use of the buildings. The school map project prepared at the office of the Department of Education's Planning Division, to serve as a guide for the creator of regional school boards, contains basic information for regional school organization.

2.—Study of Pupil Populations

In order to provide for regional school facilities, a knowledge of the numbers to be accommodated is necessary. By the use of scientific methods, the demographers and sociologists of the Department of Education have established an inventory of prospective pupils for the province as a whole and for the various municipalities. These studies of the growth of the population and of its age structure are merely a starting point in predicting needs.

The principal operation will be that of distributing school populations by level and type of instruction in accordance with the academic structures and the pupil promotion system. At this point, it is necessary to carry out studies on a regional basis. The specific inventory of the institutions in a given area, as well as the student enrolment in these various institutions, will make it possible to determine, for purposes of regional school organization, the data established for the province as a whole by the Department on the basis of an over-all analysis of the trends observed.

3.—Evaluation of Needs

In the light of the information gathered in the course of the first two stages of planning — an inventory of existing institutions on the one hand and prediction as to the school population to be accommodated on the other hand — those responsible for regional school planning should be in a position to make an accurate estimate of the needs for new facilities, including buildings and teaching equipment.

4.—Location of Schools in the Regional Territory

After having established the needs of their territory for new facilities, those responsible for regional school planning must study the question of locating buildings, in order that the erection of such buildings will provide the best possible solutions to the problems of geographic accessibility. It goes without saying that such a study must take the conveyance of pupils into account.

5.—Building Program of Required New Schools

Those responsible for regional school planning must be in a position to make recommendations and provide guidance as to the timing of new construction programs; they must also provide for the supervision of these programs.

The individual conditions of the regional area, which will have been brought to light in drawing up the plan, will lead to the recommendation of solutions appropriate to each case: the flexibility of the planning procedure must allow for varying solutions of similar problems encountered in the different regions. These minor differences, which might well be ignored in a province-wide plan of school development, illustrate the vital role to be played by regional school planning bodies.

Moreover, the participation of many regional groups, both in drawing up and carrying out plans for schools facilities, will make it possible to decentralize operations and to carry out the required work at a much more rapid rate than a single provincial group would be able to achieve.

C. Responsibility for School Planning

1.—Principles

Regional school facilities are a part of the collective wealth of the social community; it follows that regional school

development is a collective undertaking for which the whole area is generally responsible: a channeling of the available resources will be essential. A plan for regional school facilities cannot be isolated from the socio-economic realities of the area to which it applies.

A Democratic Enterprise

The identification of the plan for regional school facilities with the particular circumstances of each region must, in the first place, be achieved through the normal structures of democratic responsibility at the regional level.

In the context of our educational legislation, the regional school boards constitute such structures. Consequently, it is natural that the planning should be organized around the regional school boards, whose members represent the parents and the ratepayers of the area.

A Cooperative Enterprise

The formulation of a plan for regional school facilities will not be successful unless its identification with the area, based first of all on democratic responsibilities of regional school commissioners, extends beyond this juridical framework and is founded also on all the dynamic elements of the social community.

In this sense, regional school planning will be a cooperative enterprise which must, in the first instance, count on the participation of all the existing educational institutions in the territory of the regional board.

The complexity and the unavoidable interdependence of existing school systems make it evident that the regional school board must secure the cooperation of the other educational institutions. As to these institutions (specialized training, classical colleges, normal schools, family institutes, etc.) whose role complements or parallels that of the regional school board, it is clear that any plan of regional school development is of great interest to them.

Finally, there are numbers of groups, among which we will mention only teachers and parents, which have a direct interest in such a regional planning project. Their collaboration, which is essential for carrying out educational plans, is equally vital to the preparation of these plans.

A Joint Enterprise of School Boards and the Department of Education

The accessibility of secondary and vocational education, which is one of the specific objectives sought in the planning of school facilities, requires that the plan be drawn up at the regional level. On the other hand, the planning of school development for the province demands that there be over-all coordination of the various regional plans. The fact that their objectives are the same, and the necessity of using the most efficient methods possible at all levels make it essential for those responsible for regional planning and the Department of Education to work together.

2.—The Means

Advisors in School Organization

The initial coordination between the regional and provincial levels will be of a technical nature. For this purpose, the Department will make available to regional bodies the results of its research and studies in the realm of school planning. To provide this technical assistance, the Department will at once make available to regional school boards advisors who will assist those responsible for school planning in drawing up their plans. These advisors in school organization will provide the liaison for each school board, between the regional level and the provincial level of school planning.

In this context of collaboration and cooperation, the responsibility for regional school planning will thus be borne by the Department of Education on the one hand and, on the other, by the regional school boards in collaboration with the various educational institutions of the region and with groups directly interested in education.

The preparation of plans for regional school facilities should therefore be entrusted to committees specially created

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Book Deals With Education of Teachers

by Mrs. W. H. Hudson

Chairman, Libraries Committee

Last spring, it was our pleasure to attend an afternoon meeting of the Book Lovers' Forum, under the auspices of Temple Emanu-El Sisterhood. At this time the book "The Education of American Teachers" by Dr. James Conant was reviewed by Robert A. Speirs, M.A., Headmaster, Selwyn House School.

Following the review, a question period was used wisely by the audience and it pleased us that in answer to a question pertaining to the role of parents in the educational scene, Mr. Speirs has some very kind words to say about Home and School and Parent Teacher associations, particularly with reference to resolutions and recommendations presented by the parent bodies.

The review of the book left us with the feeling that this would be a most interesting work and thanks to Mrs. Robert E. Glayman, member of the library committee of the book lovers' Forum, we have a comprehensive report on the book, which we must unfortunately condense, as below:

THE EDUCATION OF AMERICAN TEACHERS

by Dr. James B. Conant

The author's vast experience in education qualified him for this study, made under a Carnegie Corporation grant. He graduated from Harvard and remained there to work his way up to president of the university, a position which he held for 20 years, retiring in 1953.

This report is based on a two-year study, which took Dr. Conant and his staff to 77 colleges and to offices of education responsible for the certification of teachers in the 16 most populous states. The first year's study included visits to the institutions engaged in teacher education; the second year was devoted to attention to various state regulations for certification. In the preface, Dr. Conant specifically mentions discussions with officials in education in other countries, who agreed that the United States is not alone in its problems, as we know.

Dr. Conant states that there is a power struggle among the professors: those who teach the academics and those who teach education per se, and he finds much to criticize in this separation of the faculty of education from the arts and sciences.

He next deals with teacher certification. Certification varies considerably from state to state, and we can thus assume, from province to province, and depends on the number of individuals available, as well as the number of pupils and the local idea of class size. Generally, the requirements are: total amount of preparation, almost always a bachelor's degree; the amount of time spent on education courses and the amount spent on specialization. Problems which accrue from this method of certification include the frequent evasion by almost all states by the granting of so-called "emergency certificates" and the fact that teachers are often assigned to teach one period a day in a field not even their own. These certification policies, he says, do not assure the public of the actual quality of teaching just because so many hours have been completed in certain courses.

From the criticism of the present system, Dr. Conant deals in

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White Paper

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for this purpose who will act in an advisory capacity to each regional school board and to the Department.

These committees will be made up of representatives of all the interested groups and institutions of the region. The Department plans the early publication of a document which will serve as a guide to regional school boards regarding the formation of these committees. This guide will be a general pattern and will be sufficiently flexible to take the individual characteristics of each area into account. The Department's school organization counsellors will work with the regional school boards towards the formation of regional committees for school planning.

The Provincial Planning Committee for Educational Development

In the process of formulating plans for school facilities, the regional committees will doubtless raise questions with regard to the general standards of school organization and educational development. Those responsible for regional school planning will certainly have to deal with these problems which go beyond the limits of a plan for regional school facilities; there will necessarily be a close liaison between the planning groups at the regional level and those at the provincial level.

The responsibility for formulating and working out a general plan of educational development will be entrusted to the Provincial planning committee for Educational Development, the establishment of which has already been announced.

This committee will be attached to the Planning Division of the Department of Education and its members will work in co-ordination with the technical personnel of this Division whose research work deals with school planning for the province as a whole.

Family Life Committee Project

by Mary Kucharsky

Chairman of Federation's Family Life Committee

In its work with parents of school age children the Family Life Committee became increasingly aware of the need to reach all parents, regardless of the ages of their children. Often the lament reached us, "We wish we had known about the work of your committee earlier."

As one means of reaching this group of parents the Family Life Committee, at its meeting on January 3, 1964, decided to start a pamphlet project. This new project would involve the distribution of free literature on all aspects of family life in the pediatric clinics in the hospitals of Montreal. Mrs. Gross was appointed chairman and it was agreed that the Jewish General Hospital would be approached as the pilot hospital.

Mrs. Parker, head of the volunteer department at the Jewish General was contacted. She sent all the information to Dr. Sydney Pedvis, head of the pediatric department. Dr. Pedvis was very enthusiastic about this project and felt it should definitely be a part of the hospital clinics.

He presented this idea to a staff meeting of all pediatricians and to the board of directors of the hospital. It was passed unanimously with the provision that it would be organized by the Family Life Committee of Quebec Federation of Protestant Home and School Associations and staffed with women who have some background of family life work, plus an extensive knowledge of the pamphlets which would be used. Four women were selected: Pauline Gross, Miriam Rabinovitch, Bunya Kirsch and Ann Niamark. The work began in May.

A desk and a rack, provided by the hospital, were set up in the out-patient department. This is so situated that every patient attending the pediatric clinic must pass this desk. Two Family Life Committee volunteers are on duty at this desk on Tuesdays and Fridays from 9 a.m. to noon. A rack, also supplied by the hospital, was placed in the waiting room of the pediatric ward. One of the duties of the Family Life Committee volunteers is to keep this rack filled with pamphlets suitable for



Mary Kucharsky, Chairman of the Family Life Committee for Quebec Federation. (See photo of committee activities next page).

the parents of children in the pediatric ward. They wear the volunteer uniforms with Family Life Committee inscribed on the pockets.

The four volunteers meet once a month to discuss the needs of the clinic. In a diary which they keep at the clinic they record items of special interest which are also brought up at the monthly meetings. After four months at the Jewish General Hospital their findings are:

1. The pamphlet desk and its volunteers have become an accepted part of the hospital.
2. A background and understanding of family life work is essential to the volunteer.
3. This project, with a sufficient number of trained volunteers, could be a part of every clinic, Monday through Friday.

4. Most of the patients, including those attending other clinics, usually stop at the desk to inquire about the pamphlets.

5. The doctors and nurses have stated they find the pamphlets very useful and informative and are giving many of them to their patients.

6. Several doctors have asked for quantities of these pamphlets to place in their waiting rooms.

7. The pamphlets in the pediatric waiting room are obviously being well received by the parents of children in the hospital, as the rack requires constant refilling.

The Family Life Committee has now received a request from Mrs. Bulmer, head of the volunteer department at the Queen Elizabeth Hospital, to set up a similar project through its volunteer department.

Young Canada's Book Week

Young Canada's Book Week, November 15 to 22 this year, is a national and community effort to "bring better books to more children".

Its purpose is to arouse interest in good books for boys and girls at home, at school and at the library, to make adults aware of the fine children's books available today, to remind adults of the important place good books have in a child's life and to stress the need for good library services to boys and girls wherever they may live.

I think also about the Wright Brothers and the significant role one particular book played in their lives. They happened to have in their home an English translation of "Animal Motion" by Professor Marey, of Paris. Marey had been a pioneer in the study of birds' wings and their curvature in flight, and is still known for some of the medical research instruments which he invented. How did this particular book get into this particular home? We only know that the Wright Brothers studied it until they knew every page. At all events, it was an important factor in an invention that helped to create the world of aviation and to change the course of history itself.

Dr. John B. Macdonald, President of the University of British Columbia, is this year's patron. This is his message:

Wars have been fought over books, men have burned at the stake along with their books. Some people in North America work overtime at banning books. A catalogue of forbidden volumes would have some surprises in it, such as Alice in Wonderland being condemned at one time in Japan.

But what is needed in this equation to endow books with the power to move mountains or the power to change history? A reader! Perhaps just one reader or alternately, millions of readers. In a single instance - Michael Faraday in England in the last century. Faraday, a book-binder's apprentice with little formal education, was a prodigious reader, despite warnings not to waste his time on the contents but to attend only to the covering of the volumes with leather. History does not record how trimly and solidly he bound the books entrusted to him, but his later discoveries in electricity and chemistry are what we live by today.

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Busy Year

(Continued from page 2)

The second step, which was to establish a director of Public Relations, did not work out as originally conceived. We did, however, set up an Editorial Committee, the evidence of whose work you have been receiving monthly by mail. The Quebec Home and School News has developed into one of the best publications of its kind in Canada. As evidence, we have on file in the Federation office, letters from people in other provinces commending us for the presentation, format, content and readability.

For the third step, to increase a two-way flow of information from the top down and from the bottom up, may I say that the Vice-Presidents took their assignments most seriously. In all too many cases, however, it was strictly one way. They were left very much in the same position as the chairman at a meeting who asks for help and there is dead silence. This condition is known as frustration.

The directors on their part made an honest effort to implement the plan for strengthening the internal structure. Again, however, the lack of any reply on the part of some local association officers has shown an absence of responsibility and indeed almost a contempt for the Home and School movement.

It is regrettable that full recognition of the various Federation committees, beyond mention here, is not made. They have worked diligently and efficiently. Their true worth can only be attested to by the many associations which called upon their services. Our one exception, of course, is our Joint High School Committee. The results of their efforts have been appearing in the News, as well as in the requests from school boards, school principals and individuals who have written or telephoned to order extra copies of the college entrance requirements.

To the committee chairmen, the executive and the board, I wish to offer my deepest thanks for their efforts and support this past year. May I hope that the incoming executive will receive the same degree of co-operation and help. To you all, my thanks for providing me with two exciting and challenging years.

There are two exceptions to the general rule of no specific thank-yous. One is to Mrs. Reddall, our Executive Secretary whose interest in Home and School as a parent, frequently lightens the many extra tasks she does. The other is a most sincere personal expression of thanks to the management and executive of La Compagnie B. Houde and Grothé Ltée with which I am associated. Their interest in Federation activities has been most heartening.

Throughout the year we have maintained contact with many organizations whose interests lie within the same sphere. Thus we have liaison with the QAPSA, the QAPSB, the PAPT, the Catholic Association of Parents and Teachers. During the same period contact was kept with Quebec Education Week Committee, the Montreal Citizenship Council, the United Nations Association and the Montreal Council of Social Agencies. The Federation is also one of the patrons of the Kiwanis Music Festival.

The door to a newer approach in educational thought and pattern in Quebec is being opened. We must be prepared to step through and share in the creation and implementation of this new thought. Home and School Associations are in the key position of being able to provide parents with



Volunteer workers Bunny Kirsch, centre, and Ann Niamark, right, are shown at the Family Life Committee's pamphlet desk at the Jewish General Hospital, Montreal.

Offers "Family Life" Program for Meetings

A special program for high school associations is offered by the Family Life Education Council of Montreal.

The purpose of the council's program is to open some channels of communication between young people and adults and to increase mutual understanding.

For a Home and School meeting the executive director of the council, Mrs. Kay Crowe, will give a 15 minute outline of some of the misunderstandings and lack of communication between the two generations and talk of some of the needs of adolescents in our society. Parents then can ask the six members of a teenage panel any questions they wish and will receive honest and considered answers with Mrs. Crowe commenting, "so that deeper insights may develop and the underlying reasons for behavior can be examined."

According to the council's suggestions for such a program, the audience may first break into smaller groups for about 10 minutes to list the questions they want to ask the panel. "It is most important that the panel consist of only teenagers and that they meet with Mrs. Crowe first in order to become quite comfortable with her," according to the council's outline for the program.

"This type of meeting was pioneered during the course for parents of adolescents given by the Anglican Church Diocese last year and aroused much favorable comment from all age groups." are safe from traffic hazards be-

Elmer Returns to Hillcrest

By Harry Levine

The Elmer the Safety Elephant program was re-introduced to the students of Hillcrest School, Chomedey, on Tuesday, October 27.

Participating in the program was John DeNora, Principal of Hillcrest School; Mrs. Euntee Weinstein, President of Hillcrest Home and School Association; Sgt. Yvan Toussaint of the Chomedey Police Department and special guest Elmer the Safety Elephant.

Elmer, the "Safety Elephant Who Never Forgets" is one of the best known symbols of child safety. He is a constant reminder of the importance of being careful in traffic. The program also is introduced to pre-school children and it teaches the six basic rules of safety:

1. Look BOTH WAYS before you cross the street.

information about the changes occurring. By making all parents aware of and keeping up with these changes, the officers of Home and School at all levels will be fulfilling their functional responsibilities. The Federation on its part will continue to provide, whenever and wherever possible, the opportunities for parents to acquire a fuller understanding of how much can be accomplished through co-operative action on the part of the Home and the School. Here I would emphasize that co-operative action on the part of teachers and principals is of equal if not greater importance in achieving the best for our children.

To conclude these remarks, I would like to tell you a fable.

In ancient times there was a well-known sage. He travelled about from place to place and everywhere he stopped to talk to the people and to learn their ways. On one occasion, the legend relates, the sage met a man digging by the side of a plowed field in the rocky soil of Babylon.

"Why are you digging that hole, my friend," asked the sage, "and why are you working so hard in the heat of the day? Have you no son or servant to perform this task for you?"

As the man turned about to reply, the sage saw that he was old and bent.

2. Keep out from between PARKED CARS.

3. Ride your bike SAFELY and obey all signs and signals.

4. Play your games in a SAFE PLACE away from the street.

5. WALK when you leave the curb.

6. When there are no sidewalks, walk on the left side of the road FACING TRAFFIC and wear or carry something white at night.

A parent can be a good example. He can teach his child these rules and obey them himself. As a driver, while protecting his own child, he is protecting other people's children. A parent should drive his car as though his child lived on every street. Driving is a privilege with tremendous responsibilities. One careless moment can result in a lifetime of regret.

We who reside in a suburban community live in an atmosphere of false security, feeling that we

"Yes," he replied, "I have both sons and servants, but I am planting a carob tree. This I must do for myself."

"For yourself?" asked the sage.

"How old are you?"

"Seventy years and seven," was the reply.

"And when will this tree bear fruit?" the sage inquired.

"Only after seventy years," the old man answered.

"And do you expect," the sage asked with a smile, "to live another seventy years to eat the fruit of your labor?"

The old man shook his head, "No," he said, "I am not planting this tree because I myself expect to enjoy its fruit, but rather because it is an obligation on me -- and not upon my servants nor my sons -- to do this. When I came into the world, I did not find it bare and desolate because my father and grandfathers planted for me in their time. So too must I, and so do I, plant for those who will come after me."

It is related that the sage would tell this story whenever he was asked how a man should observe his responsibility to those who will follow after him in this life.

While this legend is apocryphal, it nevertheless can be adapted to this day and age and more specifically to the Home and School movement.

cause we are in a suburb. Nothing could be more false.

Parents who allow their children to play in the street and drive their bikes willy-nilly, criss-crossing and turning in the middle of the road, are guilty of gross neglect. They have a tendency to feel that something can happen to someone else's child but never to their own.

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West Island Develops

(Continued from page 1)

excellent vocational-technical schools, but few of the English young people make use of them, and the present concept of the Cité des Jeunes probably has reached a step further than that anywhere else. However, Quebec as a whole has just awakened to the need of broadening its educational opportunities to all. We, as members of Cedar Park Home and School have taken it for granted that the young people of this area will all attend high school.

Universal secondary education is today accepted as a reality and a necessity by society. When I first taught school such was not the case; indeed there was no compulsory age which children must reach before being permitted to leave school. Many left formal education before the end of elementary school. Today's school leaving age is 15, but age 18 would be a better terminal point if young people are to be qualified, contributing responsible citizens. (The more so since they do have the right to vote at age 18 in provincial elections).

I said that universal secondary education is accepted as a reality and a necessity. Indeed it is a necessity but as yet it is not a reality. Perhaps 80% of our high school graduates (a commendable figure) continue to higher education. What per cent of their peer group in grade seven dropped out of school, 30-40% perhaps? How many young people have found the present secondary school program, despite its flexibility due to subject promotion, neither to their interests, talents nor abilities?

As an elementary school principal I "grouched" (a good Scottish word) because there was little being offered in the secondary school for a number of my pupils, both boys and girls, little which would retain their interest and offer them a feeling of accomplishment. On the other hand, I cautioned that a number of talented pupils needed a challenge, if they were to do their best in high school.

Each child should be dealt with in terms of his own abilities. Every child should have the benefit of an educational program designed to suit his capacities and to develop him to the limit of his potentialities, whatever that limit may be.

The schools have shown inadequate concern for legitimate demands for types of employment not requiring university preparation. There has been an almost complete disregard for the changes that have occurred in our way of life, resulting from automation and other technological advances.

I believe the composite school will be able to assure for all students a program of studies which will maintain a sensible balance among basic, specialized, and aesthetic studies to provide adequate breadth and depth as required for competent citizenship. Individual timetabling will permit of adequate challenging for all. All of us are products of our own environment, so I presume the majority of people here are probably steeped in the academic tradition.

When you hear of vocational-technical education, you probably think, "That's great for someone else's son or daughter." I do not believe that our present courses are vocationally oriented, but the path is rather narrow. Insufficient concern has been shown for pupils who by orientation or aptitude desire other avenues presently opening because of our changing world.

The fact is sometimes overlooked that one of the important roles of all education, whether it be defined as academic or vocational, is to prepare young people to participate in the economy and to earn a living. The technological advances of today (Russia is now two years ahead of the USA in space travel) bring greater demands upon our human resources. The need for technicians and technologists in the various fields is daily increasing.



Some of the Federation directors and guests at the October board meeting are shown above: left to right, back row, C. F. Dodge, Quebec Association of Protestant School Boards; Mrs. A. Giller, Gaspé area director; William Ashermin, Executive Vice President of the Federation; W. R. Buttery, Saguenay Valley area director; Mrs. Murray Wright, Quebec District area director and Rev. H. E. Lewis, Sherbrooke area director; front row, Mrs. N. S. Donovan, President of Quebec Federation; L. N. Buzzell, Honorary President of Quebec Federation and Member of the Superior Council of Education; Mrs. Mildred Clark, Bedford area director; and Mrs. Ruth Scott, Membership and Programming Committee, off-island.

It is our hope that, in determining the courses, we shall be selecting broad areas of study which will be of use, not only today, but tomorrow as well. In so doing we shall supplement the program of all students by demonstrating the close inter-relationship and interdependence of theory and practice in an economy dependent upon technology.

One purpose in expanding to composite high schools is to ensure the proper background for pupils intending following graduation, to enter the labor market directly, or to proceed to such post-secondary schools as institutes of technology.

I realize that educational recognition plays a fundamental role in determining the courses you, as parents, select for your children. The recognition in secondary school being a High School Leaving Certificate. Perhaps I am crystal ball gazing but it is foreseeable that the requirements for this certificate will change to a broader list of options; indeed, I should think it would be to a talented pupil's advantage to have had the basic principles, say in electronics, as one of his electives in high school.

Education today must provide our young people with a basic content of knowledge which is more varied and complex than in the past. The comprehensive program of our composite high schools will be better able to provide this education and, joined with an augmented guidance program, will provide better orientation of pupils.

I previously spoke of the high percentage of our grade eleven graduates who entered institutes of higher learning. Their degree of success in this first year could be another question. Many, though good, or even very bright students, are too young socially and in maturity to cope with the university situation.

A number of students enroll in grade 12 as a terminal point in formal education or as a further year before university. Still another group elects to repeat grade eleven in order to obtain a high standing.

In each of the above cases, the majority of students would have benefitted by a number of electives in specialized (technical) or commercial fields, even though it would have meant another year before junior matriculation in order to obtain the present compulsory subjects. Not only could they have received a broader educational base of immense value to their ultimate goals, but could also have obtained marketable

skills for immediate and future rewards. Shorthand, typing and draughting are but a few examples. A more mature and better prepared student would have been the result.

One of the objects of the Cedar Park Home and School is, "To obtain the best for each child according to his physical, mental, social and spiritual needs". This, too, is the aim and philosophy of the West Island School Commission. Quebec has reached a "Moment of Decision" regarding its educational evolution and there is a variety of forces influencing the way in which education will develop. Local school board duties are prescribed by law and fall into two categories: those that are obligatory and those that are permissive. By tradition, here, as in the other provinces of Canada, the obligatory and statutory duties are more numerous than the permissive ones.

In view of this, all plans that a school board prepares are subject to approval of the provincial authorities. While this school board has endorsed the principle of composite schools — schools which encompass the academic, vocational and technical — other groups prefer schools separated by capa-

bility and orientation under a central authority, while still others favor these specialized schools under a local school board. It is our sincere hope that the composite school will emerge, at least in West Island, as the institution of learning for all our children — not three separate edifices, or three schools within a building — but one school with as many programs as there are pupils and with segregation (due to the accident of birth) being non-existent.

In summary, our composite schools with their comprehensive program and facilities, are designed to make universal secondary education a reality.

They will assist in the orientation of pupils; provide practical training for pupils desiring a terminal programme, or transfer to highly specialized vocational schools; assure the proper background for pupils intending, following graduation, to enter the labour market directly or to proceed to such post-secondary schools as institutes of technology; and supplement the program of all students by demonstrating the close inter-relationship and interdependence of theory and practice in an economy dependent upon technology.

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Help Needed on Safety Committee

by Ruth Cohen

Chairman

Driver Education and Safety

Despite urgent messages from responsible members of the government and experts in the field of traffic safety, over the last period of months, the rate of accidents has increased and the toll of deaths in accidents has reached alarming proportions.

This indicates that our most dangerous opponent is apathy and indifference on the part of the public. How can we reach John Public and convince him that, without his co-operation, the situation will deteriorate rather than improve?

The consensus is that accidents can be avoided if (1) the public is properly educated and (2) a program of motor vehicle inspection is made compulsory. The latter program would remove from the road those vehicles which are mechanically defective. Although there is some difference of opinion, statistics supplied at the Canadian Good Roads Association Convention proved that such a program

properly supervised and enforced, is very effective and self-supporting. Consequently, a resolution was passed unanimously advocating that the Province of Quebec institute compulsory Motor Vehicle Inspection as soon as possible.

As for Driver Education, since 1957, when the West Hill High School offered the first Driver Education Course in this province to 16 students, there has been increased interest and the program is well on its way to becoming an established extra-curricular activity. From April 1963 to April 1964, 15 high schools and nine service organizations conducted 41 courses and trained 906 students. This year, 13 schools have already started courses and there are others in the process of organizing.

Adults have become aware of the advantages of proper training in defensive driving and are demanding courses in theory as well as behind-the-wheel training.

There are some self-centered individuals who have no regard for law, respect, courtesy, consideration and prudence. They drive without any thought of consequence either to themselves or anyone else. These are the ones who "brag" about what wonderful drivers they are, how they speed and weave in and out of traffic, how they never get caught and "that they have never had any accidents." The question is: How many accidents have they caused while they went blithely on their way?

This does not mean that a driver should drive along at 30 miles an hour in a 60 mile zone or 20 miles an hour in a 30 mile zone. These drivers are as responsible for accidents as the "speeding driver."

The most important thing one must consider is that to "drive

and survive," one must exercise care, courtesy and common sense.

Unfortunately, those drivers who are aware of their responsibilities and conduct themselves as good citizens are penalized by the increase in insurance rates along with those whose actions have caused the increases.

The province of Quebec is the only province which has passed a bill in the legislature which demands that a 16 year old must successfully graduate from a properly conducted, prescribed driver education course before being eligible to obtain a license. On September 10, 1964, the All Canada Insurance Federation issued the following statement: "With respect to those who give courses which would qualify the graduates of such courses to obtain driving licenses while under the age of 17:

1) All courses in Driver Education must be given under the auspices of schools, youth organizations, social service groups, etc., and in no circumstances by commercial interests.

2) Lectures must be given by a teacher who has completed appropriate courses entitling him to teach in the schools of the province.

3) The instructor must also have completed a teacher preparation course in driver education, as prescribed by the Canadian Highway Safety Council."

A male driver, under the age of 25, who graduates from such a course, not only protects his life, his property, the lives and property of others, but he benefits by at least a 10% discount on his insurance premium.

The underlying purpose of a driver education course is to develop a strong sense of personal responsibility and to instill in the student the proper attitude on the road.

To effectively operate a driver education and safety committee, we must have volunteers who are sincerely interested in this field. We need people who are willing to devote some time and energy and actively participate in the constructive work we are doing in the promotion of safety.

As chairman of this committee, I urgently request some person to come forward and assist me with some of the secretarial duties involved. It is preferable that the

person live not too far from Chomedey where I reside.

After reading this article, if you are interested in offering your services, would you either call me at 681-2761 or 334-7993. My address is 1405 Webb Ave., Chomedey.

I cannot impress upon you enough the urgency of the situation. You never can tell, "The Life You Save May be Your Own."

Book Deals With Education of Teachers

(Continued from page 4)

detail with the education of elementary and secondary school teachers as he feels it should be, and with the continuing education of teachers afterwards.

There are many recommendations, some of which are in minute detail. Mentioned here are only those most important ones.

Among his suggestions, Dr. Conant proposes that it should be the responsibility of the colleges and universities to plan the programs of teacher education and not that of the state education departments. This, incidentally, is the most controversial recommendation. There should be freedom of experimentation in individual institutions to find new methods. How would this then affect certification, his other bone of contention?

Following this proposal, the state would require only that teachers be college graduates who have shown competence in this field of education through a period of supervised and concentrated practice teaching in a public school approved by the department. Experienced public school teachers, also approved by the department, would supervise along with what Dr. Conant calls "a clinical professor of education" from the college.

At this point, the critic in the N. Y. Times Book Review suggests the question, "To what extent can some existing colleges and universities be trusted to uphold standards of education if thrown entirely

ely on their own sense of professional honor?" Further, Dr. Conant suggests that teachers be assigned to teach those subjects for which they are specifically prepared. He feels that certification should be reciprocal among all states and that future teachers be recruited from the top third of the graduating classes in high school, with reference to the importance of "total experience" and if necessary be advanced state loans.

Dr. Conant feels that local school boards have failed miserably, especially with new teachers, for whom responsibility should at the beginning be lessened, to whom supervision and advice should be given by competent teachers, to whom problem children should not be given, and to whom special community characteristics should be explained.

Regarding salary, Dr. Conant mentions a large jump from probationary to full tenure, and regular increases based on summer school attendance. He is, incidentally, against raises given for credits obtained on attendance by teachers at evening lectures. Rather, teachers should either get master's degrees at summer school, with state financial assistance, or be given a leave of absence with pay. On this point, the reviewer in Book Week mentions that to carry out most of these ideas, tremendous amounts of government aid would be necessary, but the author completely evades this question.

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Airline Experts Tell Students About Need for Training

High school students across Canada have been hearing a dramatic and urgent appeal by teams of specialists from Air Canada to remain in school and get a good basic education while the opportunity is still available.

The six-member panels of airline personnel have been visiting high schools from St. John's, Newfoundland, to Victoria, British Columbia, warning students that they must prepare themselves now if they hope to become useful members of society in an age of accelerated technological changes.

The theme is "You and the Aerospace Future"; the message is that well educated people can adapt more quickly and profitably to constantly changing technology and that those who are not properly trained for the complex transformations of the future will become nothing more than social problems.

The Air Canada program grew out of the company's concern for the 33 per cent of Canadian students who drop out of school between grade 10 and matriculation and who constitute a potential millstone of tax-supported, chronically unemployed, unskilled laborers.

Prepared by the airline late in 1962 as an experimental educational program, the first panel sessions were conducted in major centres throughout British Columbia. The apparent and immediate success of the first West

Coast presentations encouraged the company to institute a nationwide program conducted in English and French which has since been seen in all parts of the country.

Six carefully selected and trained Air Canada personnel — a maintenance supervisor, personnel department supervisor, captain in uniform, two stewardesses, also in uniform, and a chairman — form each panel and every member is an expert in his or her particular field. The panel follows a loosely scripted pattern.

Members of the panel tell their own story in their own words, including a summary of the educational background and experience required to effectively perform each job.

future. They each stress the point that unless the basic tools are acquired while the student is in high school or in university, there will be no job of any great significance for him later.

The message has been so well received by students, school boards and provincial and federal government agencies that invitations are now too numerous to be immediately accepted.

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