

QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

Volume 1, No. 3

Montreal, P.Q.

December, 1963

TO NAME COUNCIL CANDIDATES



Mrs. Pam Reddall, Federation's executive secretary, discusses plans with newly-elected president of the Westmount Park Home and School Association, Ken Smith. While the association is new, it has a historical background.

Federation to Name Three Candidates For Superior Council

Names of three candidates for the Superior Council of Education, which would be set up under the proposed new legislation on education in Quebec, have been requested from Quebec Federation of Protestant Home and School Associations.

Because of the interest aroused and the general impact made by the proposed legislation known as Bill 60, some further amplification is offered here as it relates to parents who are members of the Federation :

In chapter VII of the Royal Commission Report, which deals with the Superior Council of Education, section 180 has this to say with respect to parents:

"Three groups have special responsibilities of their own for education. In one form or another they must be assured representation in the council. These are parents, the churches and educators.

"Everyone realizes how greatly the functions of the family have changed in modern society. No longer can parents by themselves make certain that their children are properly educated; to accomplish this they must rely upon a whole network of institutions. But they retain the right to state their preferences regarding their children's education.

"Up until now parents have not had much voice in the Quebec school system. Only since 1961 have they been given the right, as parents, to vote for school commissioners without being eligible, as such, to hold this office. This probably explains the weakness of parents' organizations which have not yet progressed much beyond the planning stage.

"At the present time none of these associations seems adequately representative of parents throughout the province. Until such time as they become so, certainly individuals must be able to speak at meetings of the council by virtue of their parenthood."

Quebec Federation's president recently observed that this indictment, while damning, unfortunately has truth in fact.

The recommendation of the Royal Commission was accepted by the government and incorporated into the proposed Bill 60 in

chapter 58B, section 5, which states the following:

"The first members of the council shall be appointed by the Lieutenant-Governor in Council after consultation with the religious authorities and the associations or bodies most representative of the parents, teachers, school board members and socio-economic groups."

As the provincially organized parents group within the Protestant sector, the Federation has been asked to submit three names for consideration. Final selection of the three will be made by the board of directors from all names submitted to the Federation office.

Criteria for consideration of people to be approached for permission to have their names sent in are:

- At least a working knowledge of the French language.
- The time necessary to devote to this work. Present estimates are a minimum of three days a month.
- A knowledge of our educational system.
- Some experience in community work which will have helped develop a broad outlook and the ability to judge problems in terms of their fullest implications.
- Preferably someone with a child or children presently attending school.

Expressing the views of the executive committee of Federation, President Wolfe Rosenbaum said, "While it may seem that we are asking a lot from any one individual, we feel this is necessary in view of our acceptance as an organized parents body. The person selected would be expected to become an ex-officio member of the Federation executive and maintain liaison with it."

New Association Has a History

Quebec Federation has closed the files on two Homes and School Associations. But it has opened a new one to replace them.

When the school year finished in June 1963 King's and Queen's schools in Westmount were closed and the students were transferred to the newly named Westmount Park school which was originally the old Westmount Junior High School.

This school, while remaining outwardly much the same as it has done since 1914, has been completely renovated and modernized inside and can hold its own with any of the more recently constructed schools.

The King's Home and School Association was in existence long before Quebec Federation was; in fact its history can be traced back to 1935. Federation's historian records that it was one of the associations instrumental in the formation of Quebec Federation as it is known today.

Early this past Fall it became known that Westmount Park Home and School Association was to be formed and on November 11, largely due to the leadership of

the principal, Mr. Craig, and the interest of the parents, the first meeting was held. Ken Smith of 381 Prince Albert Ave., Westmount, was elected president.

A representative of Quebec Federation, in bringing greetings and good wishes to the meeting, reminded the members of their association's historical background and outlined its role in approaching common interests concerning the children.

Visit Associations In The Province

Recent visits to four areas of the province have been made by officers of Quebec Federation.

Vice presidents John Purkis and Cecil Scott recently travelled north to visit associations at Malartic, John Purkis and Charles Toeman, leadership training chairman, also visited Murdochville, New Carlisle and Gaspé. They helped conduct workshop sessions during their visits.

H & S Radio Program Has New Name

The Home and School radio program in Montreal has a new name. The broadcast committee reports that radio station CFCF has now given the program the name "Focus on Education". There also is a new time for the program: Sunday evenings at 10.30.

Recently, Vi Dewick, chairman of the broadcast committee for Quebec Federation, invited Mr.

David Rivlin, Consul General of Israel in Montreal, to be a guest on the program. Mr. Rivlin proved to be most informative and discussed the education system in Israel.

Mr. Rivlin was born in Jerusalem in 1923 and is a member of a large family which settled in Jerusalem 155 years ago. He grew up and was educated in the city of his birth. He studied philosophy, history and sociology at the Hebrew University in Jerusalem and international affairs at the University College in London.

(Continued page 4, col. 1)

The School and the Community

by Dr. Kathleen Harper

(Dr. Harper is Assistant Professor, Faculty of Education, Bishop's University)

The education of children is a tremendously challenging and difficult task: it is an impossible task without all the help that is available. This means that in addition to good teachers, adequate equipment and supplies, and enlightened school boards, there must also be the fullest support of the community and particularly of parents.

A community will get the school it deserves. If the people do not care, the school will gradually deteriorate; good teachers will leave and standards will drop. If education is of vital concern to the community, then sacrifices will be made to ensure its promotion.

My remarks on what the community can do to help the school are confined to the situation in a rural area, where the consolidated school may contain from 300 to 500 pupils in elementary and high school grades.

In my opinion, the school has a right to expect the community to help in the following ways:

1. Wholehearted support in attendance at programs sponsored by the school. These programs take time and effort on the part of pupils and teachers: if children

see that adults are interested in what they are doing, their activities become more important and worthwhile in their eyes.

2. Loyalty. Nothing is more petty or more disastrous to education than to have individuals running down the school, the teachers and the pupils, and criticizing what they cannot possibly understand because they do not see the whole picture. If teachers are not to be utter nonentities, they will from time to time adopt some decisive policy. It is not likely that some hundreds of parents, as well as all the other members of the community, will all think alike and unanimously approve this policy and if those who do not criticize in a destructive manner, the good arising from the adopted policy will be nullified.

Unfortunately, this happens all too often and teachers' hands are tied to such an extent that it seems as if the only way of not incurring harsh and unjust criticism is for them to do nothing. If this kind of situation is prevalent, education is doomed. The community should present a united front, showing unmistakably that it is proud of its school and that it has confidence that the teachers are doing their best for the children.

3. A grasp of educational changes. The community should keep abreast of new ideas which are sweeping the educational world



DR. KATHLEEN HARPER

in this second half of the 20th century.

"Instead of thinking or saying, 'Things were not done in this way when I was at school and I got along all right,' parents should say, 'My children are growing up in a totally different world from anything I knew as a child and I want them to be fully equipped to deal with the challenge which the future holds, even though I may have to give up some of my own luxuries to make sure that they are.' We are on the threshold of startling new educational methods and ideas and the community must show a desire for their teachers to be in the van of these great changes.

4. Welcome to new teachers. Teachers are doing a most important job because they are preparing children for the work they will do in the future for their generation and their country, children who in a few years will have to accept the stewardship for our western civilization. The more welcome teachers are made by the community, the better job they will be able to do.

To sum up, I consider the school has a right to expect the interest of the community. People should make it their business to find out what is going on in the school. They are paying the price with their taxes and if the school is not doing a good job, they will pay the price for many years to come in the waste of human potential.

Letters

THE EDITOR:

Protestant Indians, and perhaps Indians of other religious faiths, are discovering for the first time the great value and importance of the Home and School Associations. They are particularly important, in my viewpoint, because they create a home atmosphere which encourages the young Indian to stay on at school.

May I respectfully urge that any Home and School Association with Indian students enrolled make just that extra effort to interest and encourage the parents of the students to keep them at school as long as possible. This can be a great service to our people at this time of great social dilemma created by our "population explosion".

(Miss) KAHN-TINETA HORN
Caughnawaga Indian Reserve

New Bilingual Bulletin Is Now Produced By Consumers Assoc.

The latest news about good buys, safe products, what the Quebec consumer can do to help himself and what he should expect his government to do for him, is the content of a new bilingual bulletin, "Entre Nous", launched by the Consumers Association of Canada (Quebec).

The bulletin deals specifically with subjects concerning consumer problems by giving news items about Quebec branches, Quebec issues and Quebec products.

There is no extra cost to CAC members for the new bulletin service. They will receive several issues of "Entre Nous" in addition to the national testing magazine, "Canadian Consumer" which is sent to all members six times a year — all for the fee of three dollars per annum.

Membership may be obtained by sending this sum to: Consumers Association of Canada (Quebec), 33 Ballantyne Avenue South, Montreal 28.

Consumer Credit

A CAC brief to the Quebec government asks that it enact legislation which will request retailers to spell out in meaningful terms — that is, in true annual interest rates — finance charges on instalment buying.

A recent statement prepared by Mrs. Dian Cohen, chairman of the Consumer Economics Committee of the CAC, declares that "con-

sumers have long been aware that credit is a useful and necessary part of our modern economy but they are also aware that unless it is used knowledgeably, it can become an enormous burden.

"We are constantly being reminded of how simple it is to buy goods on credit. Besides the now traditional forms of credit, such as instalment plans, there are revolving accounts, budget accounts, credit cards, credit extended to teenagers and so on.

"While CAC believes in the economic good of consumer credit, it is equally adamant about consumers knowing the cost of using it. Buying on credit amounts to borrowing money and it costs money to borrow money. Whether this charge is called interest, service charges, carrying costs or something else, the consumer has the right and the obligation to know exactly how much that is in meaningful terms.

"CAC is not questioning whether our legal maximum interest rates are too high. All we are presently concerned with is making sure that the consumer who buys on credit knows how much he is paying for that privilege.

"Unless we know the price of the goods, we can never hope to get the best buy, and unless we know the price of credit, we can never know which terms are the best. CAC is a ware of many abuses in the field of consumer credit, while at the same time recognizing its uses. Our only appeal is legislation which will make the consumer credit industry a competitive one, for then the consumer will be protected to some extent."

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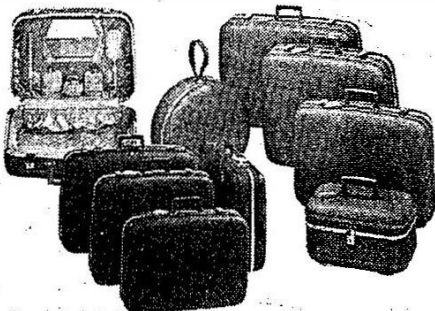
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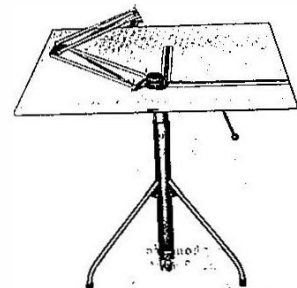
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Who's Who on the Executive

(Starting in this issue, Quebec Home and School News will introduce the officers of the Federation to our readers with a picture and brief history on each. Two of the vice presidents are presented in this issue).

Vice President Cecil J. Scott, a resident of Lachine, has had eight years experience in Home and School work. He is a past president of the Lachine-Dorval-LaSalle District Council of Home and School and a past president



of the Meadowbrook Association, Lachine.

Born in Orillia in a land called Ontario, he has lived in Sudbury, Hamilton and Port Colborne. He is a Queen's University graduate engineer (1935) and is a professional engineer (Corporation of Professional Engineers of the provinces of Quebec, Ontario and British Columbia).

He is a member of the Engineering Institute of Canada and is employed by the Aluminum Company of Canada Limited (he joined the company in October, 1946) as Principal Electrical Engineer, General Engineering Department. He served in the navy during the war.

Cec likes tennis, swimming and skating and his chief hobby is playing the violin. The Scott children are Carol, 15 and John, nine.

As vice president he is responsible for committees on traffic and on science fairs. He also is a member of the Home and School News committee.

Vice President J. Clark Manning is a chartered accountant by profession. He is a graduate of Northeastern University, Boston (1957) and of the McGill University C.A. Program (1960), also U.S. Army schools and an I.B.M. course.

Clark is employed by Price Waterhouse & Co., Chartered Accountants, responsible for large audits and investigations. He was a member of the Quebec Institute

of Chartered Accountants '60 and a Line Construction Engineering Officer, Signal Corps Reserve, U.S. Army in 1958. Among his other activities has been lecturing in



auditing for three years at Sir George William University and a corrector, Canadian Institute of Chartered Accountants' examinations for two years.

In community activities he is a member of the Urban Board and of the Missionary Council of the Diocese of Montreal of the Anglican church, a former editor-in-chief of the Montreal Junior Board of Trade magazine and president of the Lorraine Citizen's Association in the town of Lorraine where he resides. He has one daughter, five years old.

As a vice president of Federation, he is responsible for publications and historian and insurance committees. Clark did a considerable amount of work during the changeover from publication of the old Federation magazine to the present Home and School News tabloid newspaper format. He guided the first experimental project to publish a prototype issue of the News last May.

New Meeting for Subject Promotion School

by Goldie Cooper

Because the normal "meet the teacher night" does not work out satisfactorily in a school which uses subject promotion streaming techniques, the Home and School Association of the Town of Mount Royal High School this year organized a new style meeting.

The meeting gave the parents, for the first time, some opportunity of learning just how a subject promotion school works and now their children are taught. The success of the meeting was such that the Mount Royal High Home and School Association recommends its use by other schools with the same problems.

Mount Royal High has a student population of approximately 1,100 and a subject promotion system. This means that a student is promoted each year in those subjects which he has passed and repeats only those subjects which he has failed. The result is that he may be taking courses at different grade levels at the same time.

In addition to this he is streamed according to his ability in each subject. Each child, therefore, has an individually worked-out timetable. He may have six different teachers during the day in six different classrooms and the teacher may never encounter a pupil twice during the day in his various classes. It also means the teacher usually meets 150 different pupils during his day.

Meeting Problem

The problem for a meeting with the parents and teachers was this: How could they meet with mutual satisfaction? Previously parents stood in line, sometimes for half an hour, for the opportunity of merely introducing themselves to a teacher who, in fact, could do little more than say, "How do you do; I am pleased to meet you." Then the parents would rush off to stand in line merely to repeat the performance.

The Home and School suggested to the principal and teachers that, since this type of meeting left everyone with a feeling of frustration, a completely new type of meeting be held which would allow each parent to go through a complete school day as his child does and to be told just what his child is expected to cover in each subject.

It is true that this system would not allow individual questions to teachers about how Johnny is doing but the old system never did this either. It was suggested to parents that if they had problems, they should make individual appointments with teachers.

Use Timetable

At the bottom of the newsletter that went home to the parents was a place for Tuesday's timetable, the day of the meeting.



GORDON DRYSDALE

Each child filled out his own timetable, noting the subject and room number.

When the parents arrived they were given a floor plan of the school to enable them to find their way quickly to the various classrooms. After listening to a short talk by the principal, Gordon Drysdale, the parents went to the "home room" for five minutes.

(Continued page 4, col. 2)

Une invitation aux parents de langue française

Chers Monsieur et Madame,

Nous vous envoyons cette lettre parce que vos enfants fréquentent l'École Protestante et que peut-être vous n'avez pas pris contact avec une Église Protestante. Peut-être même ignorez-vous qu'il existe des églises protestantes françaises, un peu partout dans la province de Québec.

Vous avez certainement le souci de la formation morale et spirituelle de vos enfants, et nos communautés sont prêtes à vous aider dans votre tâche de parents.

Veuillez prendre note des différentes églises protestantes et des pasteurs et n'hésitez pas à entrer

en contact avec l'une d'entre elles.

Voici les noms des différentes églises et des pasteurs. Vous pouvez communiquer avec l'un des pasteurs de la liste si vous voulez des renseignements complémentaires, ou l'adresse de l'église la plus rapprochée de votre demeure.

Eglise Baptiste de l'Oratoire, 4863, Cartier, Montréal.

Eglise Presbytérienne St-Luc, 1678, Logan (Angle Papineau), Montréal.

Eglise Une St-Jean, 100 est, rue Ste-Catherine, Montréal.

Le Centre Évangélique, (Assemblée de Pentecôte), 1455, rue Papineau, Montréal.

1869 rue Sherbrooke E., Montréal. Eglise du Rédempteur (Anglican). Pasteur W. N. Thomson, 1052, Ave. Shorecrest, Chomedey, P.Q. — 681-9407 - 524-5222.

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Dans l'espoir que vous n'hésitez pas à vous renseigner, veuillez croire, chers Monsieur et Madame, à nos sentiments dévoués.

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QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

QUEBEC HOME & SCHOOL NEWS is published by the Quebec Federation of Protestant Home & School Associations at 4795 St. Catherine Street West, Montreal 6. Telephone 933-8244. Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash, Editor is J. E. Struthers; Advertising Manager, Mrs. Grace Filteau. Printing is by Les Editions du Richelieu Ltée, Saint-Jean, and typesetting is by Typographie Eclair Ltée, Montréal.

John F. Kennedy

It would be a serious omission to publish this issue without reference to the death of John F. Kennedy and without paying tribute to his life. The shocking nature of his death stirred an almost universal wave of emotion. More important, perhaps it brought about a widespread realization that we have had the good fortune to have with us a human being, with immeasurable power at his disposal, whose regard for the dignity of man was as great as all of his other considerations. This realization makes many of us want to be better ourselves.

Those of us who profess our concern for education are apt to assume too easily that education alone was significant in this man's rise to the highest position of responsibility of our times and his conduct of affairs in that capacity. The overall significance of education is only small. We ought to consider Arnold Toynbee's criticism (quoted in the first issue of Quest) that Americans in general combine a high regard for education with a low regard for intellectual ability. To be sure John Kennedy had an excellent education. But more important, he was a man with intellectual ability and great wisdom who rose to the position of president of the United States. Here was a man who belied the generalization of the historian Toynbee. He belied, too, the generalization that great wisdom comes only with age.

The only real conclusion we can draw is that civilization owes much to the fact that John Kennedy reached one of the greatest positions of leadership and responsibility at a critical period of time. The hope is that the world will seek such men for leadership in the future.

The Critic is Needed

A critic of Home and School has said we put too much emphasis on discussion of administrative problems in education. What Home and School lacks, he says, is a real interest in the philosophy of education. Perhaps his criticism is generally valid.

Without a survey it is difficult to discern the public image of Home and School in Quebec. It is easier to recognize the image of a particular local association. Whatever that image may be in an area, it determines the degree of interest in the association and the size and quality of its membership. For example, the association which has a "pink tea" label may have a large but insignificant membership. The "clique" association presents a disenchanting picture to a community and probably has a small and equally insignificant membership.

It is probably fair to say that what a good critic wants improved in Home and School is determined by people like himself deciding whether or not to accept some responsibility in making the proper changes.

H & S Radio Program

(Continued from page 1)

A journalist and radio commentator, Mr. Rivlin served as Jerusalem correspondent of several Hebrew dailies. In 1950 he was called upon by the Israel Army to establish its broadcasting station and became its program director. He served during the Second World War in the Voluntary Jewish Fighting Brigade Group of the British Army and saw

active service on the Italian front. After the war, while still in Europe, he was sent on various missions on behalf of the "Haganah" to the Jewish concentration centers for educational and welfare work. Before and during the War of Liberation he served with the "Haganah" in the Jerusalem area and later was captain in the Israeli regular army.



The Editor's Notebook

Actually there's nothing in the notebook this month. Too busy to jot anything down this time of year.

Oh yes, here's something scratched on the back cover of a match book. It says: "Why don't you get any controversial letters to the editor?"

Now there's a point. We've heard all sorts of noisy back-room arguments about Home and School in our day, about whether we should do away with teachers or parents, about classes in religion, whether we should go back to the good old days and what not.

But do we get any noisy letters to publish in Quebec Home and School News? Not so far.

It seems the controversy is all talk.

With that we'll go to press now.

New Meeting

(Continued from page 3)

Bells notified them of the end of the period.

The parents then moved to their child's first class of the day where they spent eight minutes hearing the teacher explain what he taught, what he was trying to achieve, how he approaches the subject and why certain procedures were followed. The teacher also answered questions concerning the courses but not about individual students. This procedure was repeated five more times for the five other periods of the day.

By the end of the evening the parents had a very good idea of what goes on in the classroom and had a chance to learn about their children's teachers.

Parents Satisfied

The principal told a subsequent executive meeting that reports he had received indicated that parents were much more satisfied with this new type of meeting. The teachers also were pleased with the new meeting and made two specific recommendations: (1) that they be given ten minutes instead of eight to talk to the parents and (2) that a method be devised so that they would have some way of knowing who the individual parents are.

This type of meeting can only succeed if there is great co-operation on the part of the principal and his teachers and this co-operation was most evident in Mount Royal High's meetings.

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Happy New Year
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The Bright Boy Who Could Not Get Promoted

by
Dr. A. J. KIRSHNER



(The author, Dr. A. J. Kirshner, is an optometrist and Director of Reading Training at Sir George Williams University, Montreal.)

The story begins in August 1949. The Director of Physical Education of McGill University referred Jimmy for testing because he was unable to pass grade eight after two attempts. Jimmy was examined by a psychologist, a psychiatrist and an eye special. They could find no reason for his failure.

The psychologist recommended that in view of the school difficulty Jimmy should study farming or animal husbandry. This came as a severe blow to his parents who had always expected to send their only son to University. Jimmy's home was rich in culture and intellectual stimulation; his father, a statistician, and his mother, a former school teacher, had provided the kind of home that fosters high scholarship. The psychologist was quick to point out that Jimmy had sufficient intelligence for university but that he was unable to mobilize himself for academic work.

In September Jimmy was re-enrolled in the same school and he commenced his visual training after school. Within a short time Jimmy's parents noticed an improvement in concentration and reading ability. When the training was completed in December of the same year, the teacher reported that Jimmy was keeping up with the class and he was making satisfactory grades in all subjects. In 1953 Jimmy completed his high school training and was accepted in University.

What Happened to Jimmy?

That was what everyone was asking Jimmy's parents; he was so changed! "Jimmy's two sisters used to push him around and tease him; he soon put a stop to all that," said his mother. "He can now play baseball and football with the boys in the neighborhood. It has made such a difference!"

Optometrists who did visual training to improve the control and co-ordination of the eyes often found that their patients made significant gains in school. This was puzzling because the optometrists could not understand the mechanism that brought about the school improvement.

In order to find out why so many children were being helped by visual training, Dr. G. N. Getman, an optometrist from Luverne, Minnesota, joined the staff of the Gesell Institute of Child Development in 1946 to study the role of vision in child growth. He made

daily measurements of vision and he observed how vision was integrated into the child behavior.

Doctors Gesell, Ames, Iig, Bullis and Getman would discuss the implication of the vision findings and together they arrived at a principle that was to revolutionize our concept of helping the child with a learning problem. "Seeing is not a separate function; seeing is integrated into the total action (muscular) system of the child." When the integration between seeing and action was incomplete, the patient had a visual motor problem that could interfere with school success.

Dr. Noel Kephart and later Dr. Ray Barsch, outstanding child psychologists, were appointed research consultants to the Optometric Post Graduate Organization where they continued to develop the perspectives of visual motor training that grew out of the findings of the Gesell Institute. The combined researches of Optometry, Psychology and Child Development led to the visual motor training as we know it today.

What is a Visual Motor Problem?

All the eye specialists agree that it is not an eye problem. Jimmy had 20/20 vision in each eye, no short sight, astigmatism or farsight. There was no evidence of any eye disease. The basic meaning of a visual motor problem is that the child has difficulty in seeing (vision) and doing (motor). When Jimmy was asked to copy a series of simple shapes, circles, squares, diamonds, etc., he was in trouble. He could not match the "seeing" with the "doing".

When Jimmy was asked to read aloud, he left out words and endings and he read in a halting voice. Jimmy's handwriting was poor and his art work discouraging. This demonstrates difficulty in the "doing" part of his system. Students with visual motor problems cannot reproduce what they see. They are better in oral than in written work. They are said to have poor eye-hand co-ordination.

Hand-eye co-ordination is a very complex process that involves more than just moving muscles. In order to draw a picture the child must steer his hand through a complicated path. In order to steer the hand, he must know exactly where it is in space; then he must plan his movement so that his hand executes what his eyes perceive. Jimmy and children with perceptual motor problems are not quite sure of where their limbs are. Imagine trying to steer a car with a dirty windshield; unless you can see precisely where the car is located

(Continued on page 7)

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Double Grant is Available for Mentally Deficient Pupils

Covers Special Classes Initiated by Boards

Public funds are available to educate physically or mentally deficient children in the Quebec school system. For each such child in a specially organized class, the department of education must make available an additional grant equal to twice the grant which is provided to help educate every child.

The special grant is specified in Division V of the School Boards Grants Act, passed by the Legislative Assembly of Quebec on June 9, 1961, covering "special classes for certain children". It states:

"Every board that maintains in its schools a special class for children who are unable, by reason of physical or mental deficiency, to avail themselves of the instruction given in the regular classes shall receive, per pupil in such class, an additional grant equal to twice the grant to which it is entitled under Section 3.

"Such grant shall be payable only if such class has not less than 10 nor more than 20 pupils and the teacher in charge of it holds an adequate specialist's certificate."

Board Decision

It should be noted that this is permissive legislation. The decision to organize a special class for pupils with physical or mental deficiency rests with the individual school board.

The Central Board of Examiners has established criteria for a specialist certificate for teachers of the educable retarded. This past summer the Institute of Education offered summer courses leading to such certification.

Personnel Needed

A major problem in the area of special education for the mentally retarded, according to Kenneth H. Annett, technical adviser with the department of education, is that of obtaining personnel and facilities for identification. The department has a standing opening for a school psychologist skilled in psychometric testing and evaluation.

The Child Guidance and Mental Assessment Clinic of the Montreal Children's Hospital has identified all pupils enrolled in special classes of the Greater Montreal Protestant Board and in certain of the special classes in communities within reach of Montreal. There is urgent need of identification services beyond the metropolitan area.

Difficult to Meet Needs Of All Ability Ranges

(The following is reprinted from a Bulletin released last month by the Quebec Department of Education)

That children vary widely both in general ability and in special aptitudes is a well established fact. Our schools have attempted to deal with all but the lowest levels of ability usually by means of a standard curriculum, modified in one way or another by individual teachers.

The difficulty of effectively meeting the needs of pupils of a wide range of ability in one group or class through a single curriculum, has long been recognized. Many attempts have been made to overcome this difficulty through sectioning of pupils' differentiation of instruction and

assignments and various other means.

Terms used to describe very slow children have gathered unfavorable connotations: retarded, mentally deficient, sub-normal for example. Yet some reasonably precise term must be used. Educable mentally handicapped children can be described with a fair degree of accuracy on the basis of the scores they obtain on well-standardized tests of mental ability and consist of those whose I. Q.'s range from approximately 50 to 75.

The term, educable mentally handicapped indicates two things: first, that this group requires a curriculum different from that prepared for normal children; second, that with a suitable curriculum and under good teaching, they can acquire some competence in the skills necessary for self-sufficient living. Of course, the degree to which they will do so, varies greatly. The brighter pupils

(Continued page 8, col. 1)

Provide Courses for Teachers Of Mentally Retarded Pupils

Summer courses are available for teachers of educable mentally retarded pupils. In the summer of 1963, the Institute of Education offered courses leading to certification of teachers for these children.

The director of the 1963 summer school, Dr. J. E. M. Young, issued the following report:

"During the past few years the Institute of Education has provided a four-week summer course designed for teachers working with educable mentally retarded children. This program has now been extended to include three summer sessions, each of five weeks duration.

"Upon successful completion of the program, teachers will receive a specialist certificate. During the 1963 summer school period, teachers who had attended a previous session were enrolled in the second year of the program. A substantial enrolment of new candidates in the first year of the course is evidence that special-class work is beginning to receive further recognition in professional circles.

"Subjects included in the curriculum for the first summer's program were as follows: Introduction to Teaching Slow-Learning Children, Psychology of the Slow Learner and Handicrafts. Students enrolled in the second phase took classes in Special Methods of

Teaching Educable Retarded Children and Special Psychological Problems of the Slow Learner.

"In addition to the courses referred to in the previous paragraph, the second year students were given an opportunity for observation and practice teaching with a group of children who came daily to the college.

"Anyone familiar with current educational trends is aware of the fact that increasing emphasis is being put upon the necessity for more adequate educational opportunities for children whose abilities differ considerably from the normal. There is a great need for teachers having special competence and training in this field and it is hoped that this summer school program might help to meet the need."

The following teachers enrolled in the first course:

First Summer: Mrs. Z. M. Aleksis, Dorval; Mrs. M. E. Brown, Lennoxville; Mrs. J. Caldwell, New Carlisle; J. D. Conway, Grand Mère; Mrs. E. Cooke, Rock Island; Mrs. J. I. Coulthard, Valois; Mrs. I. Fallona, Richmond; Miss T. Gemmell, Hatley; Mrs. M. Goodwin, Bury; Miss K. Hirvikoski, Val d'Or; H. Isenberg, Montreal; Miss J. Lord, Magog; Mrs. H. McElrea, Lennoxville; Mrs. R. Northrup, Knowlton; Mrs. J. Stoddart, Montreal; Mrs. G. D. Taylor, St. Laurent; and R. Watts, Pointe Claire.

A NEW FOOD GUIDE

Monique Saint-Hilaire, M.S.
MILK FOR HEALTH INC.

Canadians have had since 1942 a basis for nutrition education were Canada's Food Rules. Up to that time, very few educational materials have been available so each teacher used whatever she could obtain, or prepared her own. This situation resulted in conflicting and inaccurate information for the public. There was also danger that the confusion would defeat any effort in nutrition education. So in 1942 the Canadian Council on Nutrition approved "Canada's Food Rules" which were formulated to provide a basis for a national programme.

Looking back at the Rules we might now ask what was their starting point and their meaning. No sounder basis could help building up a food guide than the knowledge of nutrient requirements and the food pattern of the Canadian population. The result consisted in a list of five food groups as all being important for the well-being of the Canadians. The order of the groups was determined by the extent to which any food group was neglected according to food habit surveys.

Milk headed the list. Whether it was a surprise or not, the concern over this particular food makes it clear that milk only can provide certain nutrients in sufficient amounts and is necessary to meet the nutritional requirements of the man.

Throughout the 1940's and 1950's Canada's Food Rules maintained their position as the keystone of nutrition education in Canada. But in order to keep in accordance to the constant research in the field of nutrition and the most recent surveys, Canada's Food Rules have undergone some minor changes and have become Canada's Food Guide. Canada's Food Guide has been approved by the Canadian Council on Nutrition in 1961 and is very similar to the old Food Rules in content. The recommended amounts of milk have been increased especially for adolescents and pregnant women.

Canada's Food Guide provides an easy pattern to follow and the food it recommends are so good to eat. Everyone of us should know about the new Canada's Food guide and make it known in his own circle.

*CANADA'S FOOD GUIDE

- 1. MILK
 - Children (up to about 11 years) 2 1/2 cups
 - Adolescents 4 cups
 - Adults 1 1/2 cups
 - Expectant and nursing mothers 4 cups
- 2. FRUIT
 - Two servings of fruit or juice including a satisfactory source of vitamin C (ascorbic acid) such as oranges, tomatoes, vitaminized apple juice.
- 3. VEGETABLES
 - One serving of potatoes.
 - Two servings of other vegetables, preferably yellow or green and often raw.
- 4. BREAD AND CEREALS
 - Bread (with butter or fortified margarine).
 - One serving of whole grain cereal.
- 5. MEAT AND FISH
 - One serving of meat, fish or poultry.
 - Eat liver occasionally.
 - Eggs, cheese, dried beans or peas, may be used in place of meat.

In addition, EGGS and CHEESE each at least three times a week

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Report Shows Handicapped Number 1,251

It has been reported that there are 1,251 mentally handicapped children in Protestant schools outside the Montreal area.

In May, 1963, a questionnaire on the education of mentally retarded pupils was circulated by the provincial department of education to the Protestant schools of Quebec with the exception of those under the jurisdiction of the Protestant School Board of Greater Montreal.

Replies were received from 185 schools in the following classification: high schools 62, intermediate 47 and elementary 86.

The schools reporting ranged from large suburban systems to small ungraded elementary schools in relatively isolated outposts. The data therefore reflects the situation regarding the mentally retarded in widely differing communities of Quebec.

The number of mentally handicapped children reported was as follows: number by actual measurement, 573; number by estimation, 678; total by measurement and estimation, 1,251.

In addition, a total of 101 mentally deficient children was reported.

The surveys revealed major areas of weakness in the identification of deviant pupils. Though 64 of the schools reported staff members with special qualifications for standardized testing of pupils, a significantly large number of schools reported that no standardized tests of mental ability had been given. Only 23 of the schools reported that suspected cases of mental retardation had been individually tested. By far the greater number of pupils reported as mentally handicapped had not been assessed by a psychologist or psychiatrist, according to the department's report.

The number of schools reporting a definite problem arising from the enrolment of mentally handicapped pupils was 102.

Department officials have expressed appreciation for the comments and suggestions that supplemented the statistical data on the reports from schools. It was stated that they reflected the genuine concern felt in many schools for the mentally handicapped and the desire to provide more adequately for their education.

Canadian Association For Retarded Children

The Canadian Association for Retarded Children is a non-profit federation of provincial associations to help mentally handicapped children regardless of race, color, creed or age.

The association publishes a quarterly bulletin in which articles of interest and value to teachers of educable as well as the trainable retarded child appear. The address of the Canadian association is 317 Avenue Road, Toronto 7, Ontario.

The Quebec Association for Retarded Children is affiliated with the Canadian association. The executive director of the Quebec association is Ken de Jersey and the office of the association is at 5890 Monkland Avenue, Montreal 28.

The Boy Who Could Not Get Promoted

(Continued from page 5)

on the road, driving can be very dangerous. Knowledge of where the body is in space is called the "body image". Jimmy had poor body image.

Here is the evidence. Suppose we ask Jimmy to draw a diamond (figure 1). He draws a line from A to B without any difficulty, he draws the next line from B

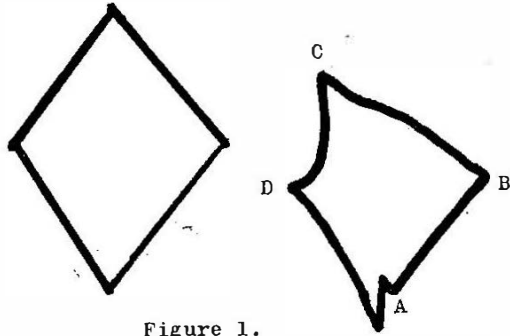
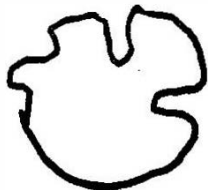


Figure 1.

to C but unfortunately he goes too far because he did not know that his hand had passed the point just above A. From C to D he realizes that it will not make a diamond unless he curves outward to D. When he tries to draw the line from D to A he cannot plan the movement and he goes past A before he realizes his mistake, then he curves back and makes the characteristic "hump" which shows that he does not know where his hands are and cannot steer them adequately. Imagine Jimmy's problem when the teacher asks him to write or draw a map.

The inadequate body image for hand movements also exists when Jimmy is asked to move his eyes. At first he will move his head when he tries to follow a moving target, showing that he has more control of his neck muscles that move the head than the small muscles that move the eyes.

When we ask Jimmy not to move his head then his eyes make the following movement when following a circular path (figure 2). Jimmy cannot keep his eyes on his book, he frequently loses his place and thus misreads works or reads in a slow halting manner. Why is control of the eyes so important for school work? In order to understand this it is necessary to know the relationship between eye and brain. Dr. W. S. McCulloch Neurophysiologist of Massachusetts Institute of Technology states that "Each eye is capable of supplying as much information to the brain as does the rest of the body". Dr. F. R. Prechtl, Chief of the Department of Experimental Neurology, University of Groningen Holland, states, "A group of 50 children who had behavior disorders and school difficulty were given extensive neurological tests; 96% of this group had poor eye movements in addition to poor control of other groups of muscles. We could record errors in word recognition with occurrence of involuntary eye movements by recording an electrooculogram during reading. It seems sensible to suppose that difficulty in fixation may lead to considerable functional disturbance".



Path eye takes following circular movement.
Fig. 2

Thus we can see that a child who cannot adequately control his eyes will have difficulty in keeping a large area of brain on the task. This results in short attention span. Children in nursery exhibit the perceptual motor problem long before they reach school.

The nursery school teacher notes how they do not wish to color and draw; they rarely stay more than a few minutes at any task and these children are seen running from one activity to the other without pattern or purpose. In Kindergarten and grade one they continue to do poor work in their work books and in art. All this is in spite of normal intelligence and the ability to hold interesting conversations with adults who find them to be very knowledgeable about the world around them.

Visual Motor Training

What happened to Jimmy? What brought about the improvement that was to change his life and give him a future more in keeping with his intellectual potential? In the training program it seemed reasonable to proceed along the path of development taken by the growing child. The Gesell chart of child development shows the following stages of growth:

- 4 Weeks Ocular Control
- 16 Weeks Head Balance
- 28 Weeks Hand Grasp and Manipulation
- 40 Weeks Finger Control

Thus the training emphasized control of the eyes: widening of the span of vision so that the student may see more at a single glance, improving the control of hands by commencing with large rhythmic movements and later introducing small movements and fine control of fingers and then interweaving hand and eye activities such as ball bouncing, target shooting and model building and exercises to improve body balance.

When Jimmy had developed better body image that enabled him to skillfully control his movements, when he developed better control of his eyes this enabled him to maintain his attention for long periods of time on his reading and visual task. He suddenly found school work much easier and he was able to use his intellectual gifts.

Just as a child may have a language problem and still have normal hearing when tested on an audiometer with pure tones, so a child with a visual motor problem may have perfect vision (20/20) when he is tested on a Snellen Chart. Both of these children have difficulty in the interpretation of the sound or light stimuli that gives meaning to the language symbols either in print (reading) or in hearing (language).

Optometrists and psychologists who have followed the research of the Gesell Institute and the findings of Dr. Kephart and Dr. Barsch have been able to help children with the visual motor problem in a relatively short time. The child with the language disorder presents an entirely different learning problem. He must receive help in auditory discrimination. Visual motor training is not indicated for this kind of learning difficulty.

Further research to help school children towards better learning will come from many professions working together. A very important step in this direction has been taken in Winter Haven, Florida. Authorities in architecture, engineering, physical education, education, medicine, psychology and optometry advise the Lions Club Research Foundation on perceptual motor training procedures that can be used in our schools. Optometrists in the Montreal district who have specialized in school vision and who have studied at the Gesell Institute and who have also followed the work of Doctors Kephart and Barsch, have been assisting children to higher levels of school achievement and they are ready to co-operate with schools to institute visual motor training procedures, administered by the teachers, in the classrooms.

Dr. H. F. R. Prechtl's statement was taken from Reading Disability, published by The John Hopkins Press, 1962, page 191.

Dr. W. S. McCulloch's quotation is from the book Vision, published by Paul B. Hoeber in 1949, page 4.

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Difficult to Meet Needs Of All Ability Ranges

(Continued from page 6)

in the group will be close to dull, normal children in achievement and performance; those at the lower end of the scale will make much slower progress to much lower levels.

The teacher of such a group of pupils must be prepared for a wide range of ability, interest, and achievement, and must be alert to develop each pupil's potential to the maximum. Variability within this range is often so great as to require individual instruction, especially with younger pupils, where the difference of a year in mental age represents a much more significant difference than it does with older students.

Identification

When a child registers in school he comes under the day to day observation of his teacher. From this observation the teacher reaches certain conclusions about his emotional, social, physical and mental development. She sees how well he performs the various tasks, academic and otherwise, suited to his age and grade; how he looks after himself, how he plays, how he relates to people, how he works, how quickly he learns new things.

The teacher should watch for the child who:

- Is very slow in learning the skills associated with looking after himself, e.g. putting on clothing.
- Has a history of being slow with regard to talking and walking.
- Has extremely limited speech.
- Consistently plays with much younger children.
- Has a very short attention span.
- Lacks physical co-ordination.
- Has great difficulty learning new material.
- Cannot learn abstractions.
- Cannot concentrate.
- Is very slow in many projects.
- Shows extremes of aggression or withdrawal.

The above list does not include all possible symptoms leading to the identification of children with mental handicaps. However, pupils with these characteristics, or others which prevent their functioning effectively in school, require special testing and evaluation.

Group intelligence tests suitable to the grade concerned serve as a rough screen by which to identify mentally handicapped children. Children who secure I.Q.'s below 75, approximately on such tests should be observed most carefully. If their general achievement in school subjects is low, it is likely that they have some degree of mental handicap. However, other factors must be carefully checked.

Some physical disabilities, notably visual defects and deafness may result in impaired performance which may be wrongly ascribed to mental deficiency. So also, severe emotional disturbances are likely to prevent normal functioning. It is important, therefore, that every pupil suspected of mental retardation be given a complete medical examination and an individual intelligence test administered by a psychologist or other competent person trained in the administration of such tests.

It is wise to contact the parents in order to secure as much information as possible. The child will already have had difficulty of one sort or another in school and this difficulty should be the focus of the discussion with the parents.

No attempt should be made at too early a date to classify the child. The emphasis in first consultations with the parents should be upon the needs of the child and the way the home and school can best meet these needs. Parents of handicapped children often need time and a great deal of help in order to accept the situation.

Special Class

A special class can be organized for pupils who may be classified as educable mentally retarded. The Quebec Education Act states that such a class should have a minimum of 10 pupils but not more than 20 and that the teacher should hold an adequate specialist's certificate.

Placement of the mentally handicapped pupil in a special class will enable him to receive more individual help than can be given in the regular class. Retarded children are less segregated in a special class than if an attempt is made to integrate them in a normal class for they are with others of similar ability and have an opportunity to develop some leadership.

The curriculum can be adapted to the mental rather than the chronological age of the child and adjusted to the limitations of the individual pupil. Much can be done by the staff of the school to create a desirable attitude to the special class and opportunities may be found to combine regular and special class pupils for non-academic subjects and school activities.

Class Teacher

Are there personal characteristics needed by teachers of the mentally retarded which are different in degree or kind from those needed by a regular classroom teacher? A study in depth of the qualification and preparation of teachers of mentally retarded children placed great importance on the teacher's personality. The special class teacher should understand the retarded child, accept his limitations and regard him as a unique individual. Greater flexibility, resourcefulness and willingness to give time and effort to the pupils were stressed in the study.

Having an attractive personality, good emotional stability and the ability to establish good relationships with others were also mentioned. The ability to build up a child's opinion of himself and to make him feel needed and worthwhile is highly important in special class work.

The identification of the mentally retarded and the provision in our schools of training to meet their special needs is required if the situation, summarized by the Canadian Association for Retarded Children in a Brief to the Royal Commission on Health Services, is to be relieved:

Educable Retarded

"The diagnosis of mild or educable retardation is very frequently missed in the pre-school period and these children are commonly sent to school at the customary age of six, although their mental development at this point will be equivalent to that of a child from 3 to 4½ years old. What happens at this point is a question of whether the school is equipped to identify these children and provide an appropriate curriculum.

"In many instances in Canada today, the child's condition is

Claim 55,000 Retarded Are in Que.

There are 55,000 retarded children under the age of 16 in the province of Quebec, it is claimed by the Quebec Association for Retarded Children.

The association is seeking more action by the provincial government to help meet the problems of educating retarded children. The membership chairman of the

over-looked and no special provision is made for it. Our failure is not simply that of withholding a curriculum appropriate to the child's capacity but a program designed for children with intelligence quotients 25 to 50 points higher than his is forced upon him. The child's school program is pervaded with failure, an experience which could hardly be better contrived to crush his spirit and will-to-learn.

"To the weight of failure may be added burden of blame and devaluation by parents and teachers, and the ridicule of classmates. It requires no great psychiatric insight to recognize this as a situation calculated to aggravate the disability. It is becoming painfully clear that the resultant personality disorder may be a greater obstacle to the habilitation of this particular group than their actual intellectual deficits. Those who do not adjust to society become, of course, burdens upon it, if not active threats to it."

Lakeshore Branch of the association, Patricia A. Roberts, recently circulated a letter on the subject. Parts of the letter are quoted as follows:

"The Quebec Association for Retarded Children, formed in 1950 by the parents of retarded children and sympathetic friends, now has 11 branches throughout the province. It presented a brief to the Royal Commission on Education in June, 1962. This brief was very comprehensive and long-range planning will be needed for many of its requests. However, as a starting point, six particularly pressing needs were asked for immediately.

"Firstly, the brief asked that the education of educable retarded children be made mandatory and that classes for them be supplied within the regular school system. Secondly, it suggested that a study of various curricula for the retarded child be started at once.

"It then asked that two seats be endowed, one in a French-speaking and one in an English-speaking university to lead to a bachelor of education degree for those undertaking to teach the handicapped. Assessment clinics and clinics for the counselling of parents of retarded children were requested for several areas in the province, such as Rimouski, Hull and Quebec City. Finally the association asked that it be granted \$75 per month per child attending one of its schools and \$50 per month per adult attending one of its training centres.

"When the needs of the educable and trainable retarded child are looked after by the school boards, the association will turn its attention to the needs of the child requiring custodial care for whom institutions must be provided...

"Quebec is the only province which does not give aid to its retarded through educational grants.* This situation is shocking and Quebec should be ashamed! What can you, as a member of your association, do to help the cause of the retarded? You can write at once to your local member of the provincial legislature and say that you feel provincial grants should be provided for the retarded. In particular you can suggest that legislation be passed to make classes mandatory rather than on the present 'permissive' basis. It must be made abundantly clear to the government that the public feels these grants are an absolute necessity. You can urge your own school board to look into the possibility of starting a class for educable and trainable retarded children in your area..."

* (Editor's Note: This statement can be challenged. As reported elsewhere in this issue, the province does provide educational grants under certain conditions for retarded children in classes organized on the initiative of school boards).



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