

QUEBEC

HOME AND SCHOOL



In this issue . . .

- Is Your Child Ready For High School?
- Home Accidents
- Can Nervous Tension Change the Structure of the Eyes?
- A Home Reference Library

VOL. VIII, No. 3

MONTREAL, QUEBEC

FEBRUARY, 1956

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THE PRESIDENT REPORTS TO YOU

THIS IS being written just before New Year's Day and I cannot help looking backward over 1955 and forward to 1956.

1955 was in most ways a good Home and School year. It is true that we did not always reach our objectives and that some Associations found the going a little hard for some reason or other. In number we grew to 150 Associations and about 25,000 family members. Our Committees worked hard and produced results. Home and School On the Air, despite problems due to time changes (now 4.15 p.m., Sundays on CFCF), kept up its high standards in programmes and added two new stations, CKRS, Jonquiere (Saturdays, 1.45 p.m.) and CKTS, Sherbrooke (11.45 a.m. Saturdays), the Magazine seems to get better every issue and the subscription list has reached a new high. Presidents come and go but executive secretaries stay for longer periods of time, fortunately. 1955 was, however, the year of change. Fred Price retired after many years of invaluable work, but we are consoled by his remaining on the Board of Directors and heading the 1956 Conference Committee. Our new Secretary, Mrs. Stark, is filling the gap like a veteran.

And the future?

What of the coming year? We hope for more member Associations, for more subscribers to the Magazine, and so on, but important as numbers are, above them we need to learn more about our Quebec education system; more about teachers and how we can cooperate with our child's school; more about how we can be better parents. We must sup-

(continued on page 21)

OUR COVER

The learning process takes place outside the class-room, too! An organized trip to the sugar bush could very well be a worthwhile project for any H & S.A. sometime in the next six weeks. We'd like to be invited to report the excursion!

CAN NERVOUS TENSION CHANGE

THE STRUCTURE OF THE EYES?

Purdue University scientists say, "Yes". They have discovered that difficult reading assignments cause nervous tension and reactions among children. Unless youngsters receive help in meeting this stress they may sustain damage that will affect both school and later careers.

CAN READING in school harm a child?

According to research undertaken recently in the department of psychology at Purdue University, the answer is "yes" in many cases! In fact, a direct relationship was discovered between how much reading difficulty a child has and the amount of damage done to him physically.

Working with grade school pupils from the Lafayette area, the researchers started out by attempting to measure the amount of tension caused by difficult reading tasks. The children were given four reading assignments: one a year below their grade level, one at their grade level, one a year ahead and the last a full two years ahead.

Each child being studied sat in a chair facing the reading material, which was on a music stand in front of him. A special movie camera developed at Purdue, called the memo-motion camera, took one picture of the child every second.

After the films were developed, they were analyzed for nervous movements at each task level. These jittery motions, such as shuffling the feet, running the fingers through the hair and the like, are dead give-aways of nervous tension at work. As the psychologists expected, the comparative number of nervous movements increased steadily with the increasing difficulty of the reading task at each level.

THEN A surprising thing was discovered: Some of the children seemed to move closer and closer to the page as the difficulty of the reading task increased! Robert F. Phelan, who performed the research for a Ph.D. thesis, and Dr. N. C. Kephart, psychology professor in charge of the project, decided to measure this "nearsighted motion" to see if it, too, related directly to the difficulty of the task.

They made a movie screen with a target-like grid of concentric circles. Then they projected the films on this screen, with the reading material itself dead-centre in the "bull's-eye". By noting each child's head position on each reading task, in terms of

the grid, they could measure the linear distance from eye to page.

Two different groups were found. The first group didn't move closer to the page as the task became more difficult, but moved sideways, or occasionally backwards. The second group pulled closer to the page as the task became harder. And this group also showed more restlessness at all difficulty levels than did the "far group".

Prof. Kephart and Dr. Phelan reasoned that the "near group" acted as it did because these children tend to put themselves into the task more wholeheartedly than the others. Now the question was, does this mean that the more serious student is more nearsighted than his less serious counterpart?

TO ANSWER this puzzler, the psychologists retested the "near group", this time giving them a head rest so that they could not get closer to the page. Then an optometrist was called in, and as the children read at each task level, he peered into their eyes to see what happens. This visual examination, called "retinoscopy" is familiar to everyone who has ever had an eye test. It shows what the lens of the eye is doing while the eye is in use. We would expect the lens to make the necessary adjustment to the reading distance and hold it while the reading is being done. In farsighted people, the retinoscope shows a "towards" movement; and in nearsighted (or

myopic) people, it reveals a typical "against" movement.

Sure enough, as the children in the "near group" read, their lenses gave increasing "against" movements! Although these youngsters had perfectly normal vision, they acted as if they were nearsighted, ultimately changing their eye focus by three diopters — the amount of correction made by a person with blurry 20/250 vision (20/20 is normal).

AND HERE'S where the danger comes in: Eye specialists warn that unless these "near group" children are given some help, they ultimately may become as nearsighted as they act when confronted with a hard reading task. What kind of help? That's Dr. Kephart's next project . . .

And the answer may be extremely important to all parents. As Dr. Kephart puts it, reading in school is a "compulsory, near-centred visual task which creates tensions."

"The child reacts to this stress in one of three ways," Dr. Kephart says:

1. He increases his restless movements,

probably as an attempt to drain off tension by gross muscle activity.

2. He makes a characteristic response of the visual mechanism, behaving as though he were nearsighted.

3. Or else he quits.

Dr. Kephart warns that unless the child receives help in meeting this stress, he may develop into a child with generalized nervous tension (the so-called "problem child"); he may develop visual difficulties with actual changes in eye structure which cause lasting ocular defects; or he may become a non-participant in school, failing to learn to read, write or spell.

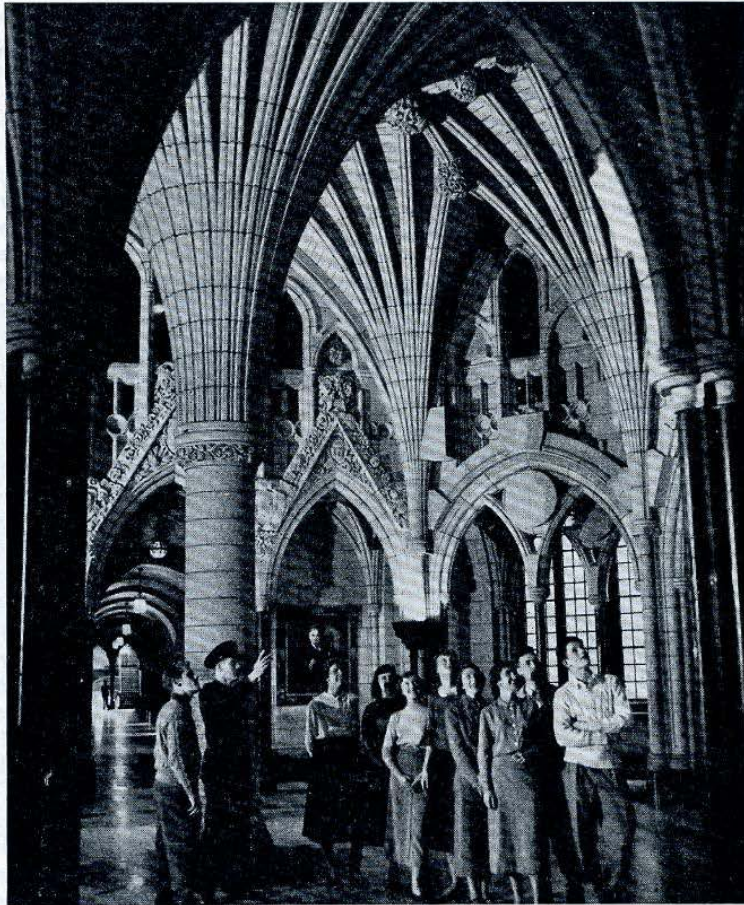
Does this mean we shouldn't teach the child to read? Hardly.

BUT IT does mean that in a society where the ability to read is so important, some way must be found to help those children who react strongly to the stress of learning to read.

Reprinted from
"The Indianapolis Star"

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inside the
entrance to the
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Buildings.*

*Conducted tours
of this and other
important buildings
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becoming extra-
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H. DON ALLEN

*our teacher-contributor
supplies some of the
answers to the vital
question —*

IS YOUR CHILD READY FOR HIGH SCHOOL ?

BOOKS HAVE been written on the problems of adolescence, and eagerly reached for by parent, teacher, guidance worker — and even the adolescent, himself. Such writings focus attention on how little most of us understand the difficult inbetween age of bewilderment that the 'teen-ager knows so well. And paradoxically, the acute interest of parent and educator in points of adolescent development contrasts strikingly with the existence of one of the few societies in the world's history where a child unceremoniously "grows up". No pagan rite of primitive peoples initiates the youngster into the mysteries and responsibilities of maturer life. To a large majority¹ of today's youth, the great challenge of growing up — of adolescence — expresses itself in terms of settling down and "making good" in the high school "way of life".

Nowadays, when it's the rare parent indeed who questions whether the child who completes Grade Seven shall "go on", increasing numbers of fathers and mothers look to touse-headed, hockey-addict sons and chattering, gum-chewing daughters — and wonder whether their youngster can "make the grade". "Is our child ready for high school?" is a question — and no doubt — voiced or otherwise, in many a home this time of the year.

A frank look at high school, how it functions, what it tries for, and what its educators think necessary and desirable in your child — such is the intended scope of this article. Why is high school "different"? In what ways need a child be "ready" for high school? What constitutes the difference between failure and "making the grade"? These paragraphs contain the considered observations of experienced educators, expressed for this article. They offer no short-cut or cure-all — there's none to be found. Rather, they provide sound recommendations to enable you to help your child "make the most" of high school years ahead.

As a rule, educators we quote² are talking in terms of big-city schools. You, the reader, know how best to interpret their remarks with respect to your local conditions. Should you lack specific information relating to your community or consolidated high school, it's

the rare school that won't welcome the opportunity to hear your thought-out queries, and set you straight.

Approach differs

High school has traditions set apart from those of the elementary school, it cannot be denied³, yet the modern concept of "universal" education eliminates the great gap between Grade 7 and Grade 8 in that virtually all pupils of today "go on" to commence secondary education. Hence high school correctly can be looked upon as continuation of elementary school, in the fullest sense. Indeed, many is the high school that shares accommodations with elementary classes. Yet, this in no way denies that great differences exist between the elementary school and the "High", and this situation must always persist. Confusion and misinformation concerning these differences lead to the anxiety of the parent whose 'teen-ager seems to have "gotten off on the wrong foot" in Grade Eight.

High school differs from elementary school because its pupils differ. Lower grades look to the instruction, development and education of the child. The ten-year-old in Grade 5 is assigned simple tasks intended to advance his education and aid him in development of a specific skill. His instructions are concise, direct. He is not expected to reason or deduce. He cannot assume the responsibilities for self-direction that society will

expect of him in years to come. He is a child. He is taught as a child. But he is in the process of growing up.

The high school instructs the maturing adolescent mind. The boy or girl of high school age is quite capable of budgeting his own time, remedying minor weakness in his process — of taking a certain degree of responsibility for himself. This the high school expects of him, to an increasing extent as he passes on to more advanced grades. With the abandonment of educational "spoon feeding" — so needed with the younger child — can come increased pace in classroom work. Homework takes on added importance. The pupil who shoulders his load of responsibility excels himself. But the loafer, the lackadaisical and the emotionally immature must act with haste to set themselves straight.

With maturing of body comes maturing of mind and the high school responds with more adult an approach in instruction.. An appeal to the mind and call for deductive reasoning gradually assume much of the significance placed on rote memorization in younger grades. Examinations, understandably, reflect the shift in approach by adding emphasis to the essay answer and the deductive approach of high school mathematics. The child who excels at memorization may not be the one whose powers of reasoning are most advanced. But we feel this point likely to be overstressed. Reasoning ability develops readily in the normal child. The youngster who fails an essay question more

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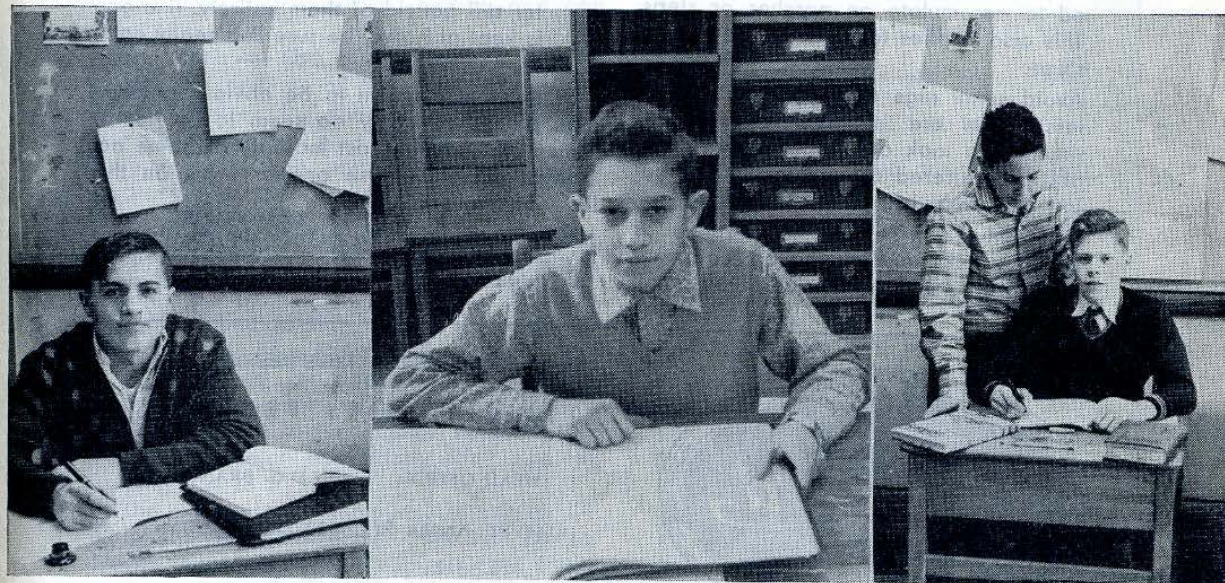
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likely than not fails because he has not bothered to acquire the memorized rudiments from which he is to deduce — or because he failed to answer the question, but jotted down the first thoughts that came to his mind.

(continued on page 13)



OFF TO GOOD START — Readiness for high school can be measured in terms of willingness to assume responsibility for one's weaknesses and ability to persevere at assigned tasks. "The secret of success is constancy of purpose", Disraeli said, and this quartet appears inclined to agree.

warns about

HOME ACCIDENTS

EVERY YEAR the toll exacted by home accidents continues to be heavy. While some improvement has been seen in recent years, the totals are still extremely high.

Most of these accidents seem to happen to young and healthy people — individuals who but for a little carelessness on their own part or on that of someone else, would still be living useful and healthy lives.

Half the fatal cases were the result of falls and most of these occurred on the stairs but the kitchen and yard were close behind as frequent sites of accidents. Burns accounted for a large percentage, while poisoning, gas fumes and other miscellaneous causes completed the list.

All of these accidents are preventable and the following ten rules, if observed, should effect a material reduction in the list of casualties.

1. Provide adequate lighting and hand rails for stairways. Avoid slippery treads or loose stair coverings.
2. Objects should not be stored on stairways nor should snow and ice be allowed to accumulate on porches or steps. This also applies to the back porch and steps.
3. Avoid small rugs on slippery floors unless there are non-skid pads under them. Also look out for toys and small objects scattered around instead of being laid away in a safe place.
4. Use only non-flammable solvents as cleaning fluids and always do the cleaning out-of-doors, no matter how small the job appears to be or what the label says.
5. Be sure that all electrical equipment, such as fans, heaters and toasters are well protected and the wiring is in good repair.
6. Be sure that sharp tools, broken glass, open fires, boiling water and matches are well out of the reach of children.
7. If poisonous substances must be stored in the home, they should be locked up, with the key in a safe place. Some of the contents of the medical cabinet may be poisonous to children.
8. Check gas stoves, chimneys and furnaces periodically to ensure safe operation. Be sure the garage doors are open when the car is started.
9. Use a stepladder instead of a chair or a pile of boxes, but use it properly and do not try to reach out too far while standing on it.
10. Keep guns, ammunition and all forms of explosive materials locked up or better still get rid of them entirely. If a gun is kept at home, be sure it is really empty.

If these rules seem to be obvious or common place, and they do seem to be, let us remember that the vast majority of home accidents occur because one or more on this list was broken.

Editor's note: May we suggest you clip this item and post it where it will be seen frequently — perhaps in the kitchen?



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MENTAL HEALTH BROADCASTS

THE DOMINION network of the CBC has been carrying an interesting and helpful series of Mental Health Broadcasts at 9 p.m. over CFCF — Montreal, CKTS — Sherbrooke and CKOY — Ottawa in our area. The next few broadcasts with descriptive notes follow:

Feb. 20th — A Pain in the Neck

Is there a difference between mind and body? If so, what? How does one influence the other? What are some of the ways of helping to keep ourselves organized? Can someone really give you a pain in the neck?

Feb. 27th — Fight or Flight?

What do we do when the pressure is on us? Do we run away — do we hit back, even when this kind of action makes things worse? Can we organize all these feelings and keep them in balance?

Mar. 5th — Walking the Tight Rope

Life is a balance of processes. Are some of us really calm all the way down? People often seem to behave in very complicated ways. But is this complex behaviour perhaps built up out of relatively simple processes?

Mar. 12th — Are You Normal?

Is there such a thing as a normal person? How can we detect a normal person? What is the normal process? Is it normal to feel fear, hate, grief, resentment, anger, love? Is it normal to love and hate someone at the same time?

Mar. 19th — The Stumbler

Some very bright children have great difficulty in learning to read. What may be the causes? What is remedial reading and can it help?

Mar. 26th — The Nuisance

In some sections of the country there are special classes for children who are emotionally disturbed. Can these classes help "the nuisance" to become a well-adjusted and useful citizen?

Apr. 2nd — The Idler

He's intelligent. Why does he idle away his time and risk failing his exams? Should we look at the exams? The curriculum? The taxpayer? Or the child?

Apr. 9th — The Retarded One

What should be done with the student who is so handicapped mentally that he is unable to learn in the regular schools? Can he live a useful and happy life? Are we helping him to try?

These broadcasts have as Consultant Dr. J. D. M. Griffin, Director, Canadian Mental Health Association. For copies of a folder giving full details of these broadcasts, write Dr. Jules Gilbert, Ministry of Health, 1570 Saint-Hubert Street, Montreal.



TWO VIEWS OF THE FUTURE

For the youngsters, the future is the next game of cowboys or "playing house." For you, it is the efforts and worries of providing them with a good start in "grown-up" life. Here the Sun Life Assurance Company of Canada can help you. A Sun Life Educational Fund policy, designed to meet your needs, will give your children that all-important essential for their success — a proper education. Ask your nearest Sun Life agent for full details.

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HEAD OFFICE — MONTREAL

ASSOCIATION REPORTS ON HIGHLIGHTS OF THE YEAR

This is a continuation of the feature which commenced in our October issue.

BORDER COMMUNITY H & S.A. reported:

The most successful program of the Association from the point of view of audience participation was a panel discussion on Homework.

The panel members were chosen to express the following opinions — a parent who felt homework was necessary and acceptable — a parent who thought homework should be abolished — a present day teacher who expressed reasons why she felt it was necessary.

We were fortunate to have as a member of the panel one of the staff of the Department of Education who was able to give a clear picture of our present day curriculum and pointed out it was designed for the average students so it must follow that some would require a longer period to accomplish the same amount of work.

The chairman of the panel had had much experience in that capacity and did an excellent job controlling the 'open' discussion between the panel members and the audience.

I would attribute the success of the program to —

1. The personalities of the panel members,
2. The sincerity which each felt regarding his own individual argument,
3. The topic — it is a subject much discussed in our community.

CENTRAL PARK (Lachine) H & S.A. reported:

After last year's Provincial Conference our Representatives were convinced that our Association should ask Miss Evelyn Eaton to speak to us on "French Without Tears". Miss Eaton accepted our invitation and for a month before our meeting she worked with 64 students of Grades IV, V and VI to demonstrate the present day methods of teaching French in elementary schools.

Our April meeting proved to be our most successful of the season, due primarily to the participation of so many boys and girls and also to Miss Eaton's most interesting and entertaining talk following the demonstration.

HERBERT SYMONDS H & S.A. reported:

Our most interesting activity this year was our effort to make the Annual Meeting of greater interest to our members. We decided to dispense with the reading of the annual reports of the Officers and Committee Chairmen. Instead, we had the reports printed in the form of a brochure, and in this way we were able to present a programme during the

evening. (Ed's note: A separate article elsewhere in this issue outlines the brochure.)

Early in January we approached our Principal, Louis deBelle, and outlined our plan for the Annual Meeting. Mr. deBelle not only planned the programme in its entirety but was most helpful in assisting the Committee in the preparation of the brochure.

And now to outline briefly our programme at the Annual Meeting. Those children who had participated in the Arts and Letters Festival and who were winners or had won honorable mention presented their entries to us. These consisted of spoken poetry, a bilingual dialogue, a spelling bee, an essay, a display of paintings which had won awards in the art section, and musical selections. During the second part of the programme we saw children from Grades 3, 5 and 7 dramatize the French plays they had been doing as part of their regular school work. By taking the three grade levels, parents were able to see the truly remarkable progression in the children's ability to speak French. And the little plays were a delight to us viewers. We also had a fashion show featuring hats . . . and it was a hat show to end all hat shows! The boys and girls modelled the hats they themselves had designed and made at school, and were the designs ever ingenious!

By presenting the Arts and Letters Festival winners and the runners-up we hope to encourage more children to enter the Festival another year, and at the same time we are supporting and encouraging our NDG Com-

munity Council in its sponsorship of this annual event. In presenting the second half of the programme the parents were given a very interesting and valuable glimpse of part of our school curriculum at work.

IONA H & S.A. reported:

Our most successful activity, although all our activities were relatively successful, was considered to be the work of the drama group, particularly as far as its public presentation of "Fresh Variable Winds" is concerned. The excellence of the group perhaps is also underscored by the fact that it was asked to give a reading of "Random Target" at the Conference last night.

We consider our drama group as our most successful activity, not only because of the particular and peculiar relevancy of the theme, "Fresh Variable Winds", which, as you know, highlights the importance of a child having two parents and that both father and mother must associate with and relate to the child and be a companion to him. It was also highly successful because it involved the children of the School, outside participants and the parents who are members of the Association. In this sense, the excellent portrayal by the drama group involved a cross-section of our community and brought into the School an interested audience which we consider to be the ultimate purpose of a Home and School Association.

At the conclusion of the presentation an extremely interesting discussion led by Miss A. Kift resulted and that discussion had the widest audience participation of any activity in recent years.

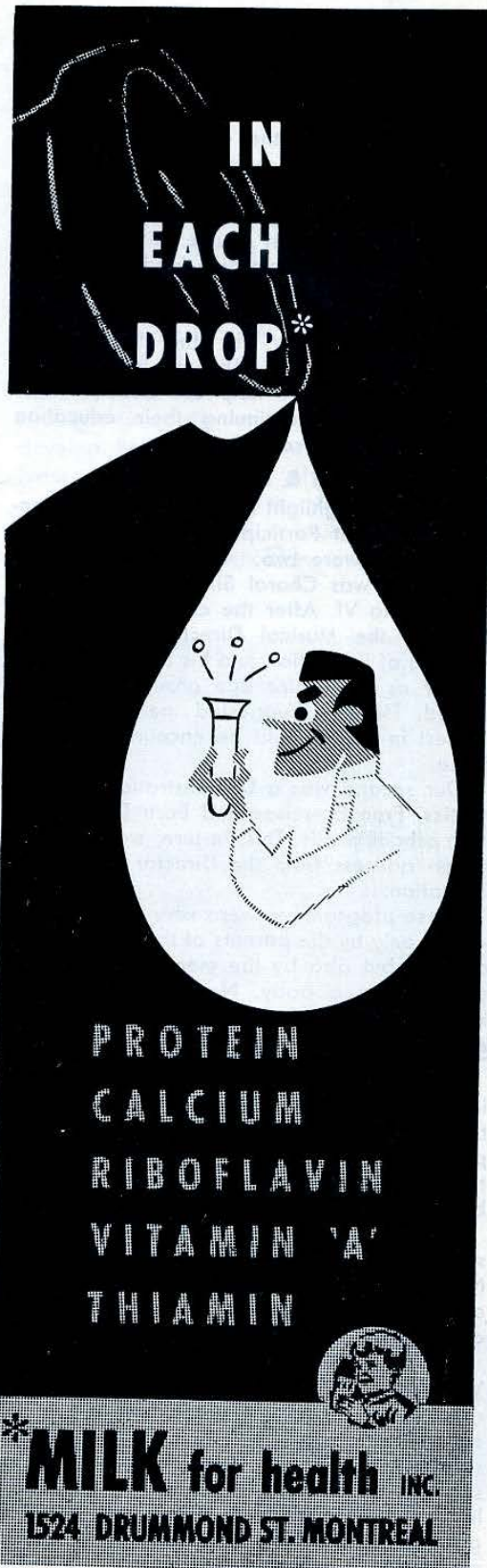
We are seriously thinking of orientating our future programs along similar lines.

POLTIMORE H & S.A. reported:

Our Association still considers itself a junior group as we have only been organized two years. So when we were asked to prepare an account of "our most successful activity of the year" we chose to tell of our only way of raising funds.

Within a radius of 30 miles, Poltimore is well known for its picnics, suppers, sales and teas. Even though it is a small town with a population of four to five hundred, we were undecided as to how we could raise money, and still have something "different".

Finally, it was arranged to have a Bean Supper. One of the members offered the use of her home in Poltimore as it was thought to be more convenient than the School. Notices were sent out by the Grade Mother Chairman asking the members to make or donate something — anything from the tea and coffee down to the lowly pickles. Even women outside the group made cakes or



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pies and helped out in the kitchen. The senior girls were asked to serve and the boys did their best by moving tables and chairs.

The supper was delicious and no one went away hungry. Even the men were satisfied, for the price of the supper allowed them to eat as much as they wanted. One gentleman managed to consume seven pieces of pie, after eating a full first course. His reason for doing this was to see which kind was best.

Our first attempt at the Bean Supper proved to be successful, as we were able to raise \$62 towards a projector for the School, our second attempt in \$46. This will be added to the Bursary Fund, to help our Grade X students who are continuing their education outside of Poltmore.

SHERBROOKE H & S.A. reported:

The year's highlight for us was the introduction of Student Participation programmes of which there were two.

The first was Choral Singing by pupils of Grades I to VI. After the children had done their bit the Musical Director outlined the methods of instruction and his aims and hopes insofar as the Junior age groups were concerned. He also suggested means whereby interest in music could be encouraged in the home.

Our second was a Demonstration of Gymnastics, Free Exercises and Barn Dancing by high school pupils. This, in turn, was followed by an address from the Director of Physical Education.

These programmes were very well received — not only by the parents of the participating children but also by the members of the Association as a body. Needless to say, the kids had a lot of fun.

STRATHEARN H & S.A. reported:

The various programmes held monthly during the past year were designed to increase the amount of interested participation on the part of the "home and the school" through the presentation of normal school activities by the children of the School.

It is, therefore, difficult to isolate the most successful activity from the "Open School Night", the "Christmas Concert", the "Physical Education Demonstration", the "Film Discussion" etc.

However, our "Home Baking Contest & White Elephant Sale" night, held in January, not only encouraged a great deal of friendly competition in the fields of culinary arts and salesmanship but also provided the funds to set up scholarships, together with carfare, lunch money and book rental fees, for two graduating pupils of the School on the basis of effort and achievement.

WILLINGDON H & S.A. reported:

Each year we have a project the purpose of which is to supply some piece of equipment or other item which will improve the facilities in the School and which is not provided by the Board. The project for 1954-55 was a new film projector, the cost of which approximated \$700 at its retail price.

It was decided to hold a choral concert in March, 1955. The Montreal Men's Choir agreed to donate their services. Incidentally, their director is Val Smiley, Assistant Principal and Grade VI teacher in the School.

To further enhance the evening, arrangements were made to have the Willingdon Senior Choir (children of Grades V and VI) sing several numbers. In addition, Miss Anne Wilson, Music Specialist with the Board and noted soprano in her own right, volunteered her services for two numbers.

The charge for admission was \$1.00 per person and the concert was held in West Hill High School Auditorium. The attendance was most gratifying and, as a result, the gross revenue derived from the project amounted to \$606.

Aside from the monetary gain there were several indirect advantages accruing from the concert. One reason for the excellent attendance was the drawing card which the many children in the choir provided for their parents and relatives. This served to create added interest in the Association, itself. In addition the children acquired the invaluable asset of confidence and experience in appearing before a large audience. A secondary result was the renewed interest on the part of the parents in the training and discipline provided by group singing. The children themselves both in the choir and the audience enjoyed the programme to the full.

CAPSULE BOOK REVIEW

IT'S HIGH TIME — Guide for Parents of High School Students Publication, National Association of Secondary School Principals, and National Congress of Parents and Teachers. 50¢ from National Education Assn., 1201 Sixteenth St., N.W., Washington 6, D.C.

THIS LITTLE handbook is a *must* for every parent of a teen-ager. Its topics are: Time to Understand Him, Time to Understand Yourself, Time to Understand High School, Time to Work Together.

Written in a simple and interesting fashion, it is full of practical suggestions for parents. Teen-agers would enjoy it, too, as it will help them to understand themselves.

S. R. LAYCOCK

IS YOUR CHILD . . . contd.

Give up easily

High school involves work, and the higher the grade the more keenly this observation strikes home. A tendency to "rush for 'coaching' instead of settling down to more personal effort", was observed by an administrator in one large Montreal school. The better pupil soon learns to evaluate his own progress and single out and tackle weaknesses which persist. Rare is the teacher who would turn down the serious student's request for personal re-teaching on a "problem" point in back work. But the lost individual who comes forth with the plaint, "I can't get Algebra" half way through a term might be fortunate to find the responsibility resting on his own shoulders when it came to pinpointing his specific cause for distress. The point, of course, is that learning to tackle one's problems manfully always will be a part of growing up. "Coaching", so-called, should exist as a short-term emergency measure, at best.

The average youngster who shows up at a high school on the first day of the term, hair combed, manners polished, report stamped, "Promoted", is as ready as need be for his new school life — no secondary school educator would wish to deny that. And this "average" youngster — if there be such — will settle down, work reasonably competently, and fare and benefit well during the four promising years immediately ahead. Much expressed concern is needless. Many parents are too anxious to anticipate difficulties. Most problems of adjustment and learning can be handled directly and effectively if faced straight-forwardly when and if they do develop. But there is no denying that they do. From what might they stem? High school educators look back to elementary school accomplishments, not accusingly but openly. Their observations are most worthy of note.

STOP AND THINK — *There's no other way out when problems in algebra get tough, these young high schoolers find. Reasoning power is called upon to replace rote memorization increasingly as the pace quickens along Quebec's four-year high school route. All photos were taken by the author in the library and Grade Eight classrooms of the High School of Montreal.*



"Hello...Coke!"



Ready for work?

Elementary schools educate all — with rare exceptions. The child who excels in elementary grades and who comes to high school with a mature outlook on work is likely to go right on coming close to leading the class. The borderline child, who slips over the high school threshold with a barely passing report card, may be in difficulty for one of two general reasons. He may be weak in one or more basic subjects, a weakness that has held him down year to year. Perhaps, suggests the high school educator, the youngster could best have repeated an elementary grade. A "surer footing" might have been the result. Or the child may be the "slow learner" who cannot keep to the pace of an "average" class. Again the high school educator suggests that perhaps the elementary school was too anxious to "keep him with pupils his own age". He will repeat a year at some time because of being "behind". Why not while he still is in a position to master fundamental processes, the suggestion is.

What are the key subjects, the ones on which the child draws most heavily for high school skills? We asked that in the high schools and the answer came back with resounding unanimity: the 3 R's of tradition, to which must be added the Quebec F: French. Drill, they tell you, and more drill, makes a world of difference when the youngster climbs the ladder to Grade 8. Basic skills and mature work attitudes weigh the balance when it comes to success or failure on the initial laps of the high school route.

Down to business

What teacher hasn't watched a good mind devote full energies to evasive tactics designed to avoid work? And what is more tragic than to fail a youngster who had mental power to spare — and who could neither be persuaded nor compelled to work up the necessary minimum of basic knowledge and skill to justify a chance at a higher grade? Yet the story is as old as the school system. As one educator put it to me, wrong attitudes sum it up. Poor work habits head the list, the sort of unexpressed attitude that "if a thing isn't interesting it isn't worth working at" — could this stem from overemphasis on the "play way" of learning, it is asked. A lack of pride in work well done, a willingness to be satisfied with "getting by", "scraping through", "getting the general idea" — this, too, takes its toll in failures as the pace quickens along the high school route. Couple such attitudes with an unwillingness to face the consequences of one's own laziness⁴ and you have the picture of the child who could "make good" but disappoints family and



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teachers and frustrates self by failing to "make the grade".

Plan ahead

It's the rare youngster who can plan a life's vocation from the vantage point of 7th Grade. Certainly the willingness to "get ahead" will suffice to carry him to his immediate goal, the coveted High School Leaving Certificate of Quebec. Yet it is valuable for him to be able to plan his high school education with an eye for the future. Should he aspire to the university, it is good for him to know that matriculation requirements hold in high respect the subjects he will study. The need for sound English and mathematics in the world of business is the sort of point he should not be allowed to forget. The attitudes of the child so often come from the home, and should be good ones towards subject matter and traditions of education if the work of the school is to have its full effect. If Father mutters, "History's just a lot of dates — don't let it get you down", it's the rare and remarkable youngster who brings home an "A"!

Few indeed are the youngster who cannot benefit from high school education, such is our approach to teaching in upper grades today. Montreal schools set a noteworthy precedent in offering an especially wide diversity of courses and subject material, designed to meet needs and abilities of different groups. It is lack of background, matur-

ity, and work attitudes, not lack of intelligence, that make the difference between passing and failure for the normal child in the correct high school course.

Is your child ready for high school? It seems fair to say that teachers and administrators at your elementary school—the professionals in this vital business of education—should be in the position to judge best. They will agree, I'm sure, that you help your child when you map out for him the course ahead, convince it's worthwhile and show him his responsibilities—and co-operate with your school in developing in him the knowledge, habits and maturity that add up to high school success.

GUIDANCE COUNSELLOR HAS HUMOROUS APPROACH TO PROBLEM PARENTS

AT A general meeting recently of Bancroft H & S.A., Miss Frances Katz, M.A., a teacher at Baron Bying High School and a guide and counsellor of our teen-agers there, presented a talk entitled, "Are You a Problem Parent?"

The refreshing humour for which she is well known was certainly not missing. She had us rolling in our seats with laughter, and yet, her unique approach left a delightful influence on all of us. We have only to pray that the influence may remain.

DAVID NATHANS

1. The author is not unaware of the Bar-Mitzvah, which he holds in high respect. Since it concerns a minority of our pupils, he prefers to consider its effect on education as beyond the scope of this article.
2. Perhaps more than any other professional, the educationist, and particularly the teacher or administrator in the community school, is loath, we find, to view his name in print. It is out of respect for the stated wishes of key persons who aided us in the preparation of this article that an omission of credits and specific references occurs, to the author's regret.
3. High schools of a century ago, or less, prepared the privileged few for university matriculation and entry into the learned professions or for an "educated" admission to the business world. Elementary schools were the schools for the masses and their prime attempt was to instill a degree of literacy and a working acquaintance with other rudimentary needs before their charges left to begin "at the bottom of the ladder" of business.
4. "I didn't work at all this year but I know I can do Grade 9 if you'll give me a chance"—how often have school administrators heard just this sort of remark!

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HUNTINGDON SPONSORS "FOSTER PARENT" MEETING

"The Huntingdon Gleaner" Reports
"Smash Hit Results Will Follow
Forums Held in High School"

HUNTINGDON HIGH School H & S.A. sponsored a "Foster Parent" meeting. The idea being that each small boy and girl attending school be accompanied by a man and woman other than their parents, and they be looked upon as though "Foster Parents". Whether it was Dr. Willis, Principal of the High School, or the Home and School Association that thought up the idea, it is to be commended. Through this sort of meeting people who ordinarily would not go to a Home and School meeting were actually present and made interested in the activities that become part of the every day operation of a successful school.

Home and School President D. A. Stephen invited Dr. Willis to take over the meeting and explain what the programme of the evening would be and how it was to be conducted. Dr. Willis intimated that he wished to see the assembled gathering divided into four groups and become forums on four set subjects. The advice Dr. Willis imparted was, "avoid personal matters, consider policy matters only."

The four forums were formulated through people going to whichever forum they preferred. Forum One dealt with, "Proposed New School Report Forms"; leader—Mrs. S. Robb, assisted by Stan Liversidge.

No. 2 Forum pertained to the idea of adopting a regulation costume for girls attending school. Headed by Mrs. Dahms in behalf of the teachers with Mrs. G. H. Johnson, Dewittville assisting.

No. 3 Forum was for Guidance and was conducted by Principal Ferris of Valleyfield Gault Institute with François Cleyn assisting.

No. 4 Forum dealt with the subject of school prizes of one kind or another. Dr. Willis officiated and was assisted by Mrs. Chas. Reid.

All four forums proved to interest the people for in all cases they wished to have the discussion period extended. The findings of each forum were no doubt recorded but not voiced at the re-assembled meeting. Undoubtedly the findings will bear fruit and be of real benefit toward the operation of the High School.

A short amateur programme of entertainment was presented by a number of High School students followed by a social half hour and refreshments.

Throughout the evening the hilarious juveniles were entertained with movies, ice cream and when the adults arrived on the scene for their refreshments the 150 youngsters were beside themselves singing "Hill Billy" songs, under the direction of Gordon Ferry.

It was a profitable and enjoyable evening for everyone and doubly so for the future welfare of the High School.

Reprinted from
"The Huntingdon Gleaner"

BANCROFT FORMS "EFFECTIVE SPEAKING" GROUP FOR SELF-HELP

REALIZING HOW flustered each of us is when it comes to reading committee reports and introducing and thanking speakers and so on, we at Bancroft decided to form our own "effective speaking" group. Mr. E. M. Kogut, B.A., a teacher on our executive, amiably volunteered his time as guide and counsellor.

We meet every two weeks and are encouraged to get up in front of the group and start talking regardless of our feelings. When it comes to "What is your beef?" or "What happened to you today?" or "What do you want to tell us about yourself?" aren't we surprised, though, to realize how much we forget ourselves as we warm up to expressing our feelings to our audience. Mr. Kogut points out and helps us to correct faulty mannerisms and halting, monotonous or sing-song speaking habits. The glint in his eye tells us that he is getting almost as much out of the effort as he is putting into it and, all in all, we are finding that learning to speak in public can be a lot of fun.

DAVID NATHANS

GOOD BUYMANSHIP

IN BUYING children's clothes, consider bright colours for safety's sake. Red, Kelly green, yellow, royal blue are easier for motorists to see, especially at early dusk and in storms.

In washable, quick-drying synthetic fabrics light, bright colours are no longer cleaning problems..

For children, too, a university clothing specialist reports acrilan is good news in sweaters; when washed, acrilan sweaters keep their shape, dry quickly. Corduroy has been waterproofed, makes good fabric for rain-coats and pants. New, non-allergic undergarments or dynel, now available, have warmth of wool, weigh less, cost less, too.

A WORD ABOUT "HOME & SCHOOL ON THE AIR"

"GOOD AFTERNOON from Montreal . . . from Jonquiere . . . from Macdonald College . . . from Ottawa . . . from suburban Rockcliffe Parkk." There's no denying it, your Home and School Broadcast has been getting around these past 12 months. As your Director totalled up his personal log book at press time, there was recorded over 1,200 miles by plane, train, bus, taxi, and on foot. All this was part of bring a varied schedule of "Home and School On the Air" from a spot where Home and School is in the limelight to your living room and ours this past year. Perhaps you would be interested in just how this is done.

Home and School Radio could not function without a conscientious, alert and active Broadcasts Committee of Home and School volunteers — which we have and close co-operation from technical and public service staffs of "our" three stations. But the unsung hero of many adventures is that miraculous 50-pounds of intricate electronics, the professional" tape recorder. Of it we cannot speak too highly. Not until you have brought a month's broadcasts 350 miles in an overcoat pocket do you appreciate the incredible invention with which you deal.

Each Home and School Broadcast is a "taped" transcription, for technical reasons. With "taping" comes the possibility of erasures and "splicings", but rare is the Home and School airing that is not of the spontaneous original tape. More significant is the opportunity for the "remote", a feature recorded away from the station, "dubbed" with theme and announcing and readied for the airwaves. Remotes may be engineered to capture the spirit of an event (last Spring's Conference, for example), or to report happenings and interview personalities distant from Montreal. It is the vivid first-handedness, we feel, that gives Home and School's actuality microphone its educational power. Capturing whisper or slight inflection and relaying it across the Province, as radio wave or packaged reel of tape, it brings happenings in the world of education to your living room

with regularity, accuracy and timeliness, and carries with it the name of Home and School — to our membership and to others beyond.

We've a busy schedule planned — we think, a valuable one. It is our sincere hope that you will join us each week (Montreal: new time — 4.15, Sunday, CFCF) when Quebec Home and School is **ON THE AIR.**

DON ALLEN,
Director of Broadcasts.

GOOD TELEVISION PROGRAMS

On channels 4 and 6 unless
otherwise noted

- Mon. 4.30-6—Children's Programs.
6.00—Robin Hood (Channel 6).
8.00—Producer's Showcase — every
4th week.
10.00—Studio One.
- Tues. 4.30-6—Children's Programs.
9.00—Theatre.
10.00—Citizen's Forum.
- Wed. 4.30—Children's Programs.
8.30—La Famille Plouffe (Channels
2, 9).
10.30—Press Conference.
- Thurs. 4.30—Children's Programs.
6.00—Robin Hood (Channel 4).
9.00—Theatre.
10.00—The Concert Hour (Channels
2, 9).
- Fri. 4.30—Children's Programs.
8.00—Dateline — every second week.
8.30—The Plouffe Family.
- Sat. 5.30—Disneyland.
9.00—On Camera.
- Sun. 6.00—Exploring Minds.
7.00—News Magazine.
10.00—First Folio.

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THE LACHINE HOME AND SCHOOL ASSOCIATION

Rough Notes

by Al. Rough

Please send your notes to the Editor — and please sign your name to them

People in the News: Councillor Roy Wagar, recently appointed Vice-Chairman of the Protestant School Board of Greater Montreal, is a former President of **West Hill High H & S.A.** . . . **J. W. Perks** spoke on "The Educational Environment in Greater Montreal, Present and Future" to the **Montreal West High H & S.A.** . . . **Mrs. A. E. Bank** convened the toy committee at **Iona H & S.A.** for the collection of toys for sick and needy children at Christmas . . . Although not affiliated, the Montreal Federation of Parent-Teacher Associations of the Jewish Day Schools is to be congratulated upon its election of **S. I. Boroditsky** as President . . . Harry B. O'Neil, although a grandfather and an Honorary Member of **Herbert Symonds H & S.A.**, who is 90 years young, is a very active and helpful gentleman to have around. See the short article about Herbert Symonds' Annual Report elsewhere in this issue.

Also In the News: Dr. J. R. Gallagher of the Adolescent Unit of Children's Hospital, Boston, told a medical convention, "Not infrequently it is school that gives adolescents pain, headaches, nausea." See our article on nervous tensions in this issue . . . **Fluoridation**, which was recommended for the City of Montreal in 1953 was once again strongly urged by a group of civic authorities late in 1955. Here's hoping the recommendation may be acted on soon! . . . **Elmer in Toronto** is employing modern methods in its safety campaign. Movies taken of children disobeying traffic rules by city police are being shown at H & S.A. meetings. "The dramatic effect of seeing their own children in danger," said a police officer, "is really driving home safety to parents and teachers."

Congratulations and Thanks: Federation's thanks and the congratulations of all home-and-schoolers are extended to **Miss June Wilson**, newly appointed Chairman of the Children's Leisure Reading Committee; to **H. L. Land**, Chairman of the Teacher Recruitment Committee; to **Mrs. B. M. Stark**, our already busy Corresponding Secretary, who is also Chairman of the Publications Committee; and to **H. N. Lohead** who has accepted the post of Public Relations Officer.

More News Items: It was good to see the splendid photo of the **Valois Park H & S.A.** in the local press. Last summer a far-sighted programme chairman of that Association called your Editor and asked for details of the **Crawford Park H & S.A.** meeting which was reported by that group as its most successful gathering of the year when the parents were invited to attend and sit in their child's desk and learn something about schooling today. It was interesting to note from the photo that half the number of parents present were fathers! . . . A splendid booklet for children 9 - 12 years of age is available from AMA Services, Box 8610A, Chicago 77, Ill. It is entitled, "**A Story About You**" and costs only 50¢ (U.S. coin).

Quotable Quotes: Dr. W. P. Percival, former Director of Protestant Education in this Province, in a broadcast by "**Home and School On the Air**", "I am happy to say that in spite of the teacher shortage, Protestant education in Quebec has never yielded to the temptation to lower the standards of teacher training in order to obtain recruits. On the contrary, the Quebec Protestants have improved the training of their teachers by adding a year or more to the training period . . . We in Quebec wish to increase the length of time for the preparation of teachers in order that, competent as many teachers are, future teachers will become still more efficient so that children will benefit more by their stay in school." . . . **Mrs. Rollin Brown**, President of the **National Congress of Parent-Teachers** in the U.S.A., stated at the White House Conference on Education that 224,000 persons "with less than satisfactory training are teaching in American elementary schools today . . . and of these 40,000 must be considered to be quite without qualification."

"GEE, CAN DAD EVER COOK."

by Ina Van Dyck

Reprinted from "Saskatchewan Home and School"

"THE CHILDREN," Herman said, "have got to stop eating so much." I went right on making a peanut butter sandwich and said, "Oh!" "Our grocery bill," Herman said, "has to be seen to be believed." I handed our son his sandwich and said, "Oh?" "That's all they think about," said Herman, "eat, eat, eat." "So it seems," I said, "I wash the dishes." Herman got kind of cross then. "I mean it," he shouted, "You've got to watch the grocery bill . . . no more of this fancy stuff . . . good plain food . . . cheap . . . that's what it's going to be from now on."

Well, Herman had spoken, so we had weiners for supper that night. Herman is not very fond of weiners, but he ate them. The next night we had meat balls. Herman's not too fussy about them either but he didn't say a word. Then it was Friday, Herman's day off. I told him I'd be downtown late and maybe he could fix them a bite for supper. Well, he did, and when I got home the kids were sure excited. "Guess what we had," they yelled before I even got in the door. "Steak, this thick, and onions, and ice cream with fruit cocktail and bananas. Gee, can Dad ever cook."

Herman and I have been married a long time and I have learned when to keep quiet. So I just sat me down and enjoyed Herman's idea of a good plain meal. ●

UNITED STATES STUDYING SCHOOL PROBLEMS

THE WHITE House Conference on Education, a \$1-million Administration study group settles down in Washington for a four-day discussion of "significant and pressing problems" affecting the nation's schools.

From every state and territory, 1,400 official delegates will wade into an agenda that breaks down roughly into six major divisions:

- What schools should accomplish.
- How to achieve more efficient and more economical systems.
- School buildings needs.
- Financing school program.
- How to get enough good teachers — and keep them.
- Keeping the public interested in education.

At President Eisenhower's request, Congress voted . . . \$1-million for planning and holding the session.

The aim is to provide Eisenhower with guidance — for drafting the Administration's school program that will go to Congress next session. Most interest, naturally, will focus on debate about federal responsibility in meeting an estimated \$25-billion need for new schoolrooms over the next decade. As a discussion forum, the conference may be valuable. But it won't settle anything. The outlook is for two reports, majority and minority, on the role Washington should play in getting the classrooms in place. ●

Reprinted from
"Business Week"

PROGRAM PLANNING CONVENORS HARD AT WORK

FEDERATION'S Program Planning Convenors — Mrs. R. S. McIntosh and Mrs. R. Strauss — have an ambitious project under way and the wholehearted support of every Association will surely be forthcoming. These hard working ladies propose issuance of a second edition of "Planned Programs"—a most helpful booklet designed to outline the best programs Associations have conducted in the past two years. In addition to the program suggestions which will be made available, it is to be hoped that the Convenors will find time, too, to give us the results of the supplementary information they are gathering — such as the objectives Associations have had in mind when planning programs — the results obtained — and so on. ●

de BELLE & WHITE

ARCHITECTS

5925 MONKLAND AVE. MONTREAL

A HOME REFERENCE LIBRARY

Today school and public libraries are nearer more of us than formerly but there still is a need for a reference library in many a home.

WHAT I am going to outline is not my personal library — I wish it were! This isn't a dream library, either. It exists and the family to whom it belongs makes good use of it. Perhaps you would like to know just what books it contains.

The three most thumbed volumes are the *Bible*, the *Oxford Shorter Dictionary*, and, believe it or not, Emily Post's *Etiquette*.

In listing the others — including the names of publishers and approximate costs — it should be understood that this is a report of what one family has, and not a recommendation of the various editions cited. Most of these books are published in many forms and by different publishers; some have counterparts put out by other publishers that are better. This one library, however, may give readers ideas for establishing their own, basic collection of reference works.

Secretary's Handbook, by S. A. Taintor and K. M. Munro. Macmillan Co. \$3.25. Useful for reference on rules of grammar, punctuation, letter-writing, etc.

School Atlas, by J. P. Goode. Rand McNally & Co. \$6.75. Helpful maps of the world.

A Dictionary of Modern English Usage, by Fowler. Oxford University Press. \$4.50. Handbook of current English usage and style.

Webster's Dictionary of Synonyms. G. and C. Merriam Co. \$6.

Roget's International Thesaurus. Thomas Y. Crowell Co. \$6.

Familiar Quotations, by John Bartlett. Little, Brown & Co. \$7.50. Standard collection arranged chronologically by authors' dates.

Scientific Encyclopedia. D. Van Nostrand Co., Inc. \$15. Contains tables, charts, diagrams, formulas applying to ceramics, aeronautics, television, and other sciences, written in terms understandable to the layman.

The Human Body, by Henry Newell Martin. Henry Holt & Co. \$6. A worthwhile book covering the general phases of physiology.

Encyclopedia of World History, edited by William L. Langer. Houghton Mifflin Co. \$7.50.

Parade of the Animal Kingdom, by Robert and Jane Hegner. \$6. Covers animal life from protozoa to primates.

Art Through the Ages, by Helen Gardner.

Harcourt, Brace & Co. \$5. A comprehensive survey of architecture, painting, sculpture, minor arts to the 20th century.

Bulfinch's Mythology. Modern Library. \$2.50.

The Oxford Companion to English Literature, by Sir Paul Harvey. Oxford University Press. \$6. Covers authors, literary works, characters in fiction, literary allusions, etc.

The Oxford Companion to American Literature, by James D. Hart. Oxford University Press. \$6. Contains short biographies of authors, summaries of important literary works, etc.

The Viking Book of Poetry of the English-Speaking World, edited by Richard Aldington. Viking Press. \$4.50. A distinguished collection.

International Encyclopedia of Music and Musicians, edited by Oscar Thompson. Dodd, Mead & Co. \$15.

Music Lovers' Encyclopedia, edited by Deems Taylor and Russell Kerr. Garden City Publishing Co. \$2.50.

The Field Book of North American Mammals, by H. E. Anthony. G. P. Putnam's Sons. \$4.50.

The Complete Guide to North American Trees, by C. C. Curtis and S. C. Bausor. Garden City Publishing Co. \$1.50. Has glossary and index.

Handbook of Nature-Study, by Anna Comstock. Comstock Publishing Co. \$5. Illustrated nature book.

What Bird Is That? by F. M. Chapman. D. Appleton-Century Co. \$2.25.

Encyclopedia Britannica. About \$250.00

A few rules

EXPENSIVE? Yes But this family has taken years to acquire this library and they tell me that part of the fun is planning on what book to buy next. In addition they suggested the following rules might be helpful to others just setting out on this library project.

1. Don't undertake too much too soon. Confine your basic selections to about a half dozen books, and familiarize yourself with their contents before adding others.

2. Don't add books to your collection indiscriminately. Buy with a definite purpose in mind, taking into consideration your education, employment, reading likes and dislikes, and the ages and reading needs of your family. You may, for instance, want to start with *Webster's Collegiate Dictionary* instead of the larger ones.

3. Set aside a definite period — which needn't be longer than thirty minutes — on definite days, for reading the books in your library. Once you form the habit or regular reading for intellectual profit, you will be astonished how much you like and profit by it.

4. Keep these books in a special bookcase, or in a place reserved exclusively for them. Then make it a rule that no other reading material is to accumulate here.

5. Keep a catalogue (any little book will do), listing the titles and so on, not forgetting the prices.

6. Encourage your children to look upon these books as their friends to be enjoyed in solitude or in the company of others. Teach them how to use them as references for their homework.

7. If you have to be frugal, remember that it is often possible to obtain good second-hand editions for lots less and with this type of book you often find such secondhand copies in excellent condition.

8. Add books at regular intervals. Don't splurge but if you get a chance at a bargain of several books, take it by all means but only introduce them to the family one at a time.

9. Don't become so engrossed in building up your library that you haven't time to use it and to enjoy it!

10. Budget for books as you do for life's other necessities.

Expensive? Yes, but how many hundreds of dollars have most families invested in television sets, radio-phonograph combinations, and a few other items around the home of a purely entertainment nature?

THE PRESIDENT . . . contd.

port the teachers in their efforts to raise the standards of their profession and assist in recruiting desirable young people for the teaching profession and also in retaining as teachers those qualified people who are sometimes tempted to transfer to positions outside the educational field. We must interpret the policies of the Protestant Committee and the school boards and explain the needs for even greater financial support for education wherever we hear unjustified criticism. Maybe this would be a good time to read again the aims and objects of Home and School and resolve to uphold them to the best of our ability.

Quarters for headquarters

The mid-term executive meeting of the Canadian Federation was held in the new headquarters building in Toronto. It is a big improvement over the old, dingy, rented space and business is greatly facilitated. We have got good value for our money. On the basis of 25¢ for each member our quota was \$4,500. The "Quarters For Headquarters" campaign last season raised \$3,700 of this. We must finish the job this season. Some Associations paid promptly, others more slowly, and some have done nothing. I appeal to every Association President to put this subject on the agenda for the next executive meeting and ask the question, "Have we done our share?"

Annual Conferences

Quebec Federation's Spring Conference is on May 4th and 5th. It is not too early to start planning to send your representatives.

The Canadian Federation meetings are in Winnipeg during the week of May 28th. If anyone expects to be in Winnipeg at that time please let me know as we are allowed three representatives and ten delegates. Our finances will only allow us to send two or at most three representatives and we would like the support of anyone else who will be in Winnipeg for business or personal reasons.

In brief

A few brief notes: Education Week commences on March 4th. Mrs. Shuster is our representative on the Quebec Committee. Plans are being made for a joint committee of teachers, trustees and Home and School to coordinate efforts to relieve the shortage of qualified teachers . . . There are signs that a Citizenship Committee may be needed soon as we must consider how we can help newcomers to Canada to understand the educational system . . . Mrs. Evans, President of the Canadian Federation, attended the White House Conference on Education in December.

**These Federation
Committees can help you
in planning your
Association activities.**

Ask them!

Art Classes: Mrs. G. Lerner, 582 Cote
St. Antoine Road, Westmount.

Audio-Visual: Mrs. J. R. Mallory, 632
Grosvenor Avenue, Westmount.

Children's Leisure Reading: Miss
June Wilson, MacDonal College, Ste.
Anne de Bellevue.

Constitution: Dr. Edward C. Powell,
340 - 44th Avenue, Lachine.

General Health: Dr. F. M. Jones, 4844
Wilson Avenue, Montreal 28.

Parent Education: Mrs. R. D. H. Heard,
5781 Somerled Ave., Montreal.

Mental Health: D. S. Martin, 1529
Fayolle Avenue, Montreal.

Program Planning: Mrs. D. McIntosh,
Bedford and Mrs. R. Strauss, 546
Rockland Avenue, Outremont.

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

Public Relations: H. N. Lothead, 590
40th Avenue, Lachine.

Recreational Activities: Mrs. H. R.
Scott, 3560 University St., Montreal.

School Education: Dr. Harold E. Grant,
4266 Hampton Avenue, Montreal.

School Finance: Colin E. Jack, 333
Curzon Avenue, St. Lambert.

Teacher Recruitment: H. L. Land,
4905 Borden Ave., Montreal.

Traffic Safety: Ross M. Davidson, 4043
Hingston Avenue, Montreal.

**HERBERT SYMONDS
PRINTS ITS
ANNUAL REPORT**

AT THE last Annual Conference Mrs. Eileen Painter, Programme Chairman of Herbert Symonds H & S.A., in reporting on the high-light of her Association's year including the following very interesting observations on a development in Home and School which might appeal to other Associations:

"We had the reports of the Officers and Committee Chairmen printed in the form of a brochure which allowed us to dispense with their reading.

"Our brochure was printed for us by the grandfather of one of our pupils. Though retired, and well along in years, Mr. Harry O'Neill has a hobby and it is printing. He generously offered to print our brochure for us free of charge. Perhaps you, too, have a Santa Claus in your midst, or perhaps you could find one if you looked around. In any case there is no reason why your reports could not be mimeographed or duplicated if the cost of printing is prohibitive for your Association."

**LONGUEUIL AND
MONTREAL SOUTH HAVING
A GOOD YEAR**

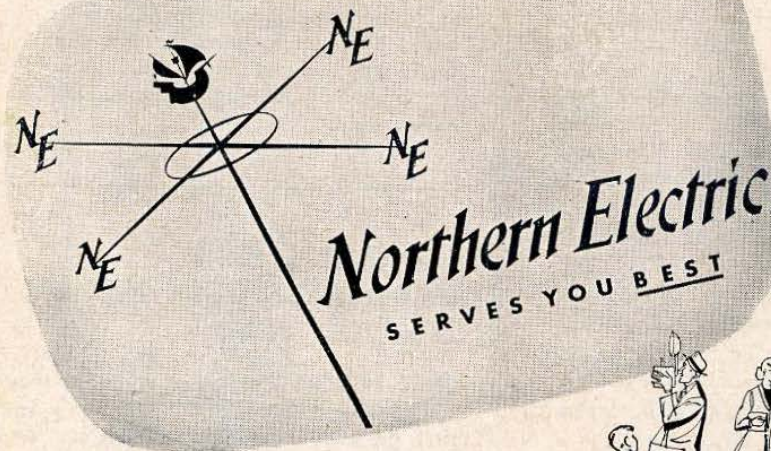
OUR 1955-56 season got under way with a "Meet the Teachers" night. This was the first general meeting in September and the attendance was most encouraging. A film, "Roots of Happiness" was shown and proved very interesting. Filmed in Puerto Rico, the settings were very different from the usual movie. However, the theme proved that love, understanding and teamwork are truly the "roots of happiness".

In November our Association was favoured with a visit from three dentists from the Montreal Dental Club — Doctors Harvey, Armstrong and Dundas — who discussed, "Fluoridation of Water". Many questions were put to the visiting gentlemen who were more than gracious in providing complete and satisfactory answers. It is most encouraging to note that Montreal has the project under consideration and that it may soon be a reality. We are all deeply appreciative of the time devoted by our visiting dentists — their aim being so much like our own, the well-being of our children.

Our Association has plans under way for the provision of soup and hot chocolate in the three schools in our locality. This involves a good deal of work but the benefit to the children of something hot and nutritious for lunch during the winter months is full reward. Again this year we will also be providing the Christmas treat of candy and fruit for each child in the three schools.

It is noteworthy to mention in closing that these children collected approximately \$29.00 on Hallowe'en which is being forwarded to UNICEF — a most worthy cause.

(MRS.) F. G. BELL



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