

QUEBEC

15c

HOME AND SCHOOL

VOL. X No. 4

APRIL, 1958

ANNUAL REPORTS ISSUE

AND

● WILL YOU PLEASE?

● MOTHER AND DAUGHTER
— TEACHING TEAM

● ROUND UP OF THE ASSOCIATIONS

AND

● ARTICLE 3 IN THE VOCATION SERIES
KINDERGARTENS — A LUXURY?

ANNUAL CONFERENCE

on

May 2nd and 3rd

at

PHYSICAL SCIENCES CENTRE

McGill University

Program Highlights:

May 2nd – Afternoon: Annual Meeting

Panel Discussion, "What value does the family want to preserve and create?"

– Evening: Unusual and extensive coverage of the Canadian Conference on Education

May 3rd – Morning: 6 Workshops – School Education, Forum for Association Executives, Program Planning, Parent Education, Audio-Visual, Traffic Safety

– Afternoon: Association Highlights – Reports – The Election of Officers

– Evening: Annual Dinner with Guest Speaker in the Marquette and Joliette Rooms of the beautiful new Queen Elizabeth Hotel.

REMEMBER! *You don't have to be an official Representative of your Association to attend any or all of these sessions, including the Annual Dinner. Just ask your Association executives for information or call Quebec Federation's office, IHU. 1-9251.*

QUEBEC

HOME AND SCHOOL

Published by

THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS
3508 Walkley Ave., Montreal 28.
HUnter 1-9251

October, December, February,
April, June and August

Subscription: 50c. per year. Single copy: 15c.

Honorary President: Leslie N. Buzzell

President: Mrs. C.E. Woolgar (Rosemere)

Vice-Presidents:

Mrs. S. Shuster (Herbert Symonds)

George Brown (Willingdon)

Mrs. R. S. McIntosh (Bedford)

Jack Chivers (Russell)

Mrs. J. Simon (Verdun High)

Treasurer: Wolf Rosenbaum (Rosedale)

Recording Secretary: Axel Eeg (Pointe Claire)

Corresponding Secretary: Mrs. B. M. Stark (Rosedale)

Immediate Past President: Douglas Walkington
(Hudson High)

Editor: Alex R. Hasley

Please address Magazine correspondence as follows:

On editorial
matters to —

The Editor:
ALEX R. HASLEY,
4632 Oxford Avenue,
Montreal 28, Que.

On advertising
matters to —

The Advertising Manager:
BEACON PRESS LTD.,
P.O. Box 99,
Rosemere, Que.

On subscriptions,
changes of address,
etc. to —

The Corresponding Secretary:
Mrs. B. M. STARK,
3508 Walkley Avenue,
Montreal 28, Que.

Authorized as second class mail,
Post Office Department, Ottawa

Printed and mailed by Beacon Press Ltd.,
at Rosemere, Que.

These Federation Committees can help you in planning your Association activities. Ask them!

Audio Visual:

Mrs. J. W. Stewart, 31 Easton Ave.,
Montreal West.

Children's Leisure Reading:

Miss B. Bunting, Box 271, Macdonald College, Ste. Anne de Bellevue.

Citizenship:

Wm. Asherman, 3090 Linton Ave.,
Montreal.

Conference:

Mrs. J. C. Portnuff, 618 Sydenham Ave.,
Westmount.

Constitution:

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

General Health:

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

Insurance:

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

Parent Education:

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

Program Planning:

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

Publications

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

Publicity:

Don Duff, Hudson, Que.

Radio Broadcast:

Terrence Ashford, 1212 Rolland Ave.,
Verdun.

School Education:

George Mellen, 117 Yonge Crescent,
Valois.

School Finance:

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

Teacher Recruitment:

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

Traffic Safety:

A. Cousineau, 4542 Hampton Ave.,
Montreal.

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

Will You Please?

Will you, please, ask your teen-age children, boys and girls, to read this article — all the way through? If it only gives them a better appreciation of what their teachers' jobs are like, that will be good; if it leads them to consider seriously the important vocation of teaching, then so much the better. Incidentally, the material in this article has been drawn from a number of sources, all authoritative and trustworthy.

WHAT DOES A TEACHER DO?

A GREAT variety of duties may be found in different teaching positions. The work ranges from teaching 3- and 4-year-old children in nursery schools to instructing advanced graduate students in universities. There are nursery and kindergarten teachers, elementary and secondary teachers, college teachers, and teachers in technical institutes. There are teachers of night classes for adult workers and teachers of slow learners, gifted children, socially and emotionally maladjusted pupils, the deaf, the blind, and the mentally and physically handicapped. Teaching physical education, industrial and home arts, home and family living, music, art, and trade programs is quite different from teaching mathematics or languages, or leading discussions in social studies.

A teacher is employed to help students learn. It is assumed that his relationships with his students will result in their growing and developing more rapidly than if he were not there. Usually the teacher works with pupils or students in groups, although learning is always individual. The teacher is assigned a particular grade, class or group and is expected to relate his teaching to previous instruction of the students and to the work which they will have with later teachers.

In the teaching of some subjects, the teacher works with individual students one at a time; in others he guides a group as an organized unit. The social studies teacher normally talks with students more than the teacher of typing does, although the good social studies teacher increasingly puts the responsibility for class direction and class activities upon the students.

Teachers may lead their students to gain knowledge, understanding of processes, skill

in activities, growth in ability to express themselves, facility in establishing better relationships with their classmates and teachers, and enjoyment in literature, music, creative art, or physical activities.

Detailed instructional duties of teachers that are fairly common to all classrooms are: Getting acquainted with each pupil, setting up aims for units of work, planning materials of instruction and methods of presenting them, helping pupils to meet difficulties in learning, correcting written exercises, assigning work, teaching how to study, and testing pupil achievements.

Teacher Activities Vary

Teaching activities differ considerably among the several grades and types of school. In the nursery school, kindergarten, and other elementary grades, the teacher usually works with one group of pupils during the entire day; in the high school and in departmentalized instruction in the upper grades of the elementary school he commonly meets different groups of pupils during the school day. The work of the elementary school teacher covers a wide range of subjects and activities; that of the high-school teacher, one subject or sometimes two or three subjects and activities. Problems of classroom management differ with the age and maturity level of the students.

There is surprising variation in the duties of different teachers even in teaching the same subject or grade. Each works out what seems to him to be the best mixture of discussing and directing classwork, listening to problems, delegating responsibility, and evaluating progress during any day or week. Some plan in large units; others in small ones. Some lecture a great deal; others involve their students regularly in discussion. Most teachers have an opportunity to experiment

with teaching methods and to vary their teaching programs even if the content is pretty well prescribed.

The good teacher constantly evaluates the progress of each of his students in group and individual situations. He also checks on the effectiveness of his methods and on the attitudes of his students towards their work, their teacher, and their fellow students. He selects new materials, searches for better ways of helping students to learn, or concentrates on helping slow learners without holding the bright ones back. He teaches by his actions, his attitudes, his chance remarks, his relationships to students, and sometimes by the way in which he conducts himself in the community.

Concerned as he must be with the welfare of his students, every good teacher plans carefully and almost continuously to make the best use of the time and facilities available to his students. Checking on the effectiveness of his instruction is really a part of his overall planning, which involves what he is to do and what his students are to do. He must constantly study and practice ways of working with students, other teachers, supervisors, and parents and other citizens as a means of advancing the learning of the students under his direction. This may involve examining records and students' papers, attending meetings of home-and-school groups, visiting homes, sponsoring out-of-school student activities, and working with students who need individual attention.

DUTIES OF SCHOOL TEACHERS ABOVE KINDERGARTEN

A TEACHER in elementary or high-school has daily work which is likely to consist of some of the following activities:

Elementary School

- Greeting parents and children.
- Checking children for signs of illness.
- Planning the day's work with children (the teacher will have done some preplanning, but children will have a part).
- Conducting a "work" period, in which children carry out plans they have made, perhaps to study, discuss, write or produce plays, write stories or letters, make or decorate articles, or other activities.
- Teaching reading, arithmetic, and spelling individually or in small groups.
- Helping children improve in speaking and listening.
- Teaching music, art, literature and social studies in ways which are interesting to children and which help them grow.
- Taking a trip in relation to study.
- Engaging in play (organized or free play).
- Recording observations about children.
- Studying individual progress and analysing needs.

- Selecting and securing materials.
- Planning for the next day.
- Making long-range plans.
- Meeting with the Student Council on some problem which concerns the school.
- Evaluating and testing one's own methods and children's learning to see where improvement can be made.
- Engaging in planning conference with staff of school or supervisor.

DUTIES OF HIGH SCHOOL TEACHER

THE BASIC instructional duties of the high-school teacher are similar in many ways to those of the elementary school teacher, but the greater maturity of the high-school students requires differences in the teacher's procedures. High-school teachers' duties vary widely because of the difference in subjects they teach, such as physical education, music, fine arts, auto mechanics, English composition, bookkeeping, Latin, home economics, and algebra.

Most of the time of the high-school teacher is taken up with classroom teaching, lesson planning, keeping up to date on his subject-matter, studying methods of teaching, grading papers, arranging for and carrying out class field trips, and counselling with students on school assignments or personal problems. A substantial number of teachers have charge of study halls for an hour a day. Teachers also direct plays; coach speech contestants, school athletic teams, or class teams; act as business manager for activities involving money; sponsor the Future Teachers Club, the science club; chaperone groups attending festivals, contests, high-school day programs in colleges, or taking trips for other purposes.

Teachers in general find that student interest and achievement tend to be higher in electives than in required subjects. Many high-school teachers in foreign languages, physics, chemistry, advanced mathematics, industrial arts, business education, and home economics teach classes made up almost entirely of students who have elected those subjects.

LOCAL REQUIREMENTS

IN GENERAL, if a student can do creditable college work, is sound in body, mind, and character, and displays reasonable social intelligence, he has a good chance of meeting the minimum requirements of the profession. High standing and rapid advancement, however, usually demand superior abilities. Not only thorough knowledge of subject matter but also high intelligence, good judgment, and genuine interest in people are highly important in teaching.

(continued on page 27)

Round-up

of the

Associations

THETFORD MINES ASSOCIATION, through its Program Convenor, **AL HOLLETT**, developed the theme, "Enjoy Your Leisure Hours", by means of a talk by **MRS. KURT PEYFUSS** on copper, pewter, leather work and wood burning, and by another talk by **MRS. HARRY MARSHALL** on oil painting. A "very comprehensive and beautiful display" (according to **MRS. GLADYS TAYLOR**) of examples of these types of work were on display.

* * *

BANCROFT ASSOCIATION'S December meeting was unusual in that for the first time in its history a "menorah" was placed on the table, on stage, and the candles were lighted by one of the boy pupils as he sang the prayer. Then all the boys in the school choir put on skull caps and sang two Chanuka songs, accompanied on the piano by **MRS. ELMAN**, the music teacher. All members of the choir then sang Christmas carols in both English and French. **MRS. S. ARY** sent us this interesting report and included a poem written by the president, **MRS. PEARL LETOVSKY**, but space isn't available to reproduce it, unfortunately.

* * *

In the **SUTTON ASSOCIATION** the custom is followed of having a husband and wife team as "Joint Presidents" and **MR. & MRS. S. PERGAU** (both of whom are teachers in the school, by the way, as well as being parents) hold these offices this year. Sutton held a New Year's Eve Party at the School — a function which was much appreciated by the community since it offered the young folks a "safe place to go".

* * *

MRS. DOROTHY MILES, Magazine Editor for **MANIWAKI ASSOCIATION** reports a successful "Visit the Class Room Night" — a term which might replace "Meet the Teacher". A Hard Time Dance and Box Social was planned and no doubt came off successfully.

MATAPEDIA ASSOCIATION had as its guests the members of the **ESCUMINAC ASSOCIATION** to hear **DR. P. MICHEL** of the Provincial Hospital, speak on the role of the home in the education of children, **MRS. LINDA M. ADAMS** reports.

* * *

SHERBROOKE ASSOCIATION, we learn from **MRS. MARIE L. SMITH**, had a most enjoyable and profitable meeting under the leadership of **MRS. GEORGE CLARKE** of Montreal when three skits were performed by members of the Association. The casting, we gather was really something because the respected principal of the High School, **MR. WRIGHT GIBSON**, played a recalcitrant 18-year-old! The discussions following the skits was spirited and in many ways most helpful to any facing the problems posed.

* * *

We hear from several sources that **THREE RIVERS ASSOCIATION** held a fine meeting which was addressed by **MR. H. R. W. GOODWIN** of Montreal and at which "Appointment With Youth", that excellent film, was shown. Many of the senior students were present and thus had the opportunity of hearing Mr. Goodwin, a science teacher formerly of West Hill High, now of Lachine High, talk on the teaching profession.

* * *

GREENFIELD PARK ASSOCIATION, according to **MRS. E. V. DEWICK**, held a successful January meeting which featured a panel discussion. The panel, composed of 4 adults, and 2 girls and 2 boys from the Grade IX classes, discussed teen-age dress, vocational guidance, week-end homework, and going steady. The moderator was **MRS. S. BLAKE**, teacher of one of the Grade IX classes.

* * *

We learn from *The Northern Beacon* that **STE. ROSE ASSOCIATION** held an interesting meeting in January when the program included two movies and a talk on retarded children.

KINDERGARTENS — A LUXURY?

THIS SUBJECT came up for some discussion at the latest executive meeting of the Lake of Two Mountains Association. As from one to three months of reading readiness and general adjustment, normally required at the beginning of Grade I can be accomplished in kindergarten, for what children is it desirable? As most of us know, there are no provincial educational funds available for children who have not turned six by July 1st prior to the school term. This is the prime reason that most schools are unwilling and are refusing to accommodate these children in their already crowded buildings. What, if anything, should we do for such youngsters, for whom no provision is made?

The question was brought up by a parent who contributed his experience of sending two of his children to kindergarten and of not sending the younger two. He found no difference in their achievement, and wondered if we were wasting our time and money on a form of baby-sitting.

One teacher suggested that while it was easy to identify the child who has been to kindergarten, when he is in Grades I and II, the initial advantage has worn off by the time he reaches Grade III or IV. In her opinion the greater usefulness of a kindergarten lies in assisting the Grade I teachers, who may have an over-sized class, in their difficult task of introducing children to school.

As a parent and teacher, I would like to present three groups of normal children who benefit greatly from attending kindergarten. For them it may even make the difference between passing and failing Grade I.

The first and most obvious are those non-English, non-French speaking children who may take from six months to a year to pick up enough vocabulary to begin reading, even though they are of normal intelligence.

The second and largest group are the slow starters, still within the normal range, borderline pupils who would be saved from repeating a whole year, if their teachers were able to cover the Grade I programme more slowly and more thoroughly.

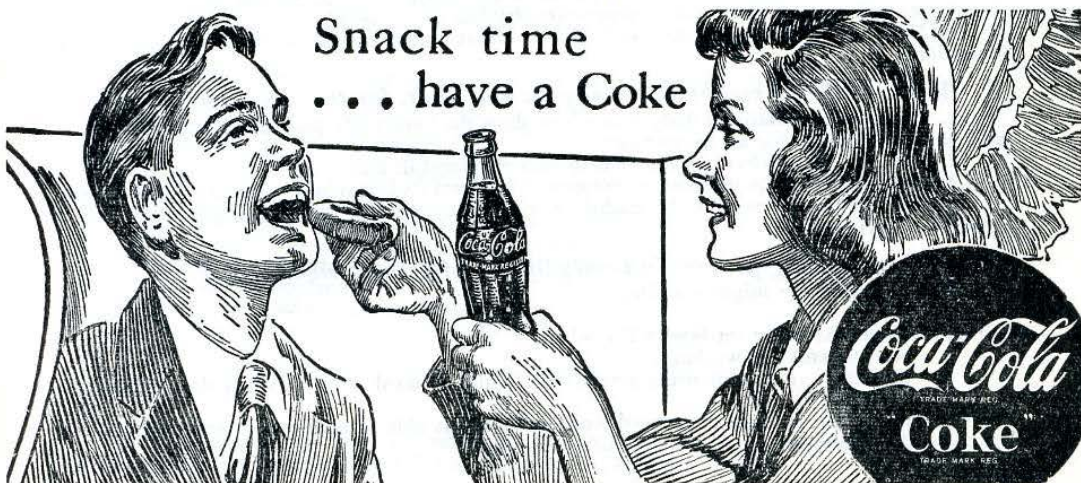
The third group are the "only" or first children who, if they are not used to sharing their parents' attention, and if they have always done what they wanted to do, are at a great disadvantage when they encounter the group-learning situations in Grade I. For them a kindergarten year would have given them the trial-and-error period of group relations.

However we look at it, this covers a large number of pupils, besides saving some of the wear-and-tear on Grade I teachers! Kindergarten may save a year in the progress of your child.

Our Association sponsors a kindergarten in which the fees are low, but the transportation costs are high. Only about a fourth of the eligible children are enrolled.

What are other Associations doing? ●

(Mrs.) Joan E. Kabayama



Our National President,
MABEL P. TAYLOR,
invites us to
participate in the

CANADIAN FAMILY STUDY

MRS TAYLOR, as President of The Canadian Home and School and Parent-Teacher Federation, issued an invitation to every local Association in Canada this Fall in these words:

"My reason for writing you is an important one. It has to do with a job which our organization is particularly suited to undertake. As you participate, every member of the Association and the community in which you live will benefit, because it touches something very close to us all — the family.

"Much is being written about the declining influence of the family, of the dangers which threaten, it of the failure of parents and the delinquency of children, but the whole story of the family is not told in this fashion. What of its virtues which have enabled the family unit to survive centuries of change? Most important of all — how may the family provide both parents and children with the best chance of growth and happiness?

"In what ways has the influence of the family changed? How may we learn to live with change so that old values are not lost, but are applied to new situations? What are the facts about family life in Canada? The job for which our organization is particularly suited is to study the facts of the matter and to examine the direction of our thinking. When we do, we shall be able to see more clearly what action is possible for us as individuals and as groups. The judgment of our members is ended."

(Editor's Note: This Study is not to be confused, of course, with the Canadian Conference on Education which was held in Ottawa in February. The Canadian Family Study is a project being prepared for 1960 but on which a tremendous amount of preliminary work must be done.)

AS A basis of study, here are a few questions suggested by National Federation:

I. *What are the characteristics of Canadian families?*

If your community were the sample, in what ways would you say:

1. The family has changed within the last 20 years or so, as to size; housing; mobility; standards of living; recreational interests — community programmes, hobbies, do-it-yourself pursuits? What difference has the shorter working day made to family life? How many young people have established homes in the community in which they grew up? What happens to the young family isolated from the family group?
2. What seem to be the characteristics of a happy and well-adjusted family? What contributes to the feeling of family solidarity and continuity?
3. To what extent does the family look to the school as the custodian of some matters formerly considered family responsibilities, such as safety, courtesy, ethical standards, grooming, home-making and child care, temperance, driving instruction?
4. How permanent are Canadian families? What is the incidence of divorce, separation, desertion?

II. *What needs are met by the family for the adult, for the child, for society?*

1. Through the details of daily living how does the family life provide spiritual, emotional and physical security for all its members?
2. How are its members encouraged to face responsibilities?
3. In what ways does the family continue to perform its function as a basic unit of society?
4. How important are family traditions and ritual in unifying the group itself and in stabilizing society?

III. *What changing patterns in family life are of greatest significance?*

Here are four you might consider:

1. *Work*

What is the effect on family life when:

both parents are working?

the father is seldom present with the family at meal time or when the children are at home?

the father, because of reduced working hours, is able to undertake a second job?

the adolescent student is gainfully employed?

youth is economically independent?

In any of these circumstances, how is the family still able to provide the opportunities for wholesome and happy personal development?

2. *Leisure*

The amount of leisure and the ways in which people want to spend it are changing. Is the family prepared to use increased leisure for the enrichment of life? How is the family spending its leisure time now — radio, TV, Hi-fi, motoring, sports, hobbies, reading, community activities, cultural groups, church work?

3. *Mass media*

What contribution have these made to family living and what have they taken away? What part does advertising play in formulating tastes, opinions and standards of conduct?

How does advertising influence the family budget?

4. *The authoritarian family*

"The authoritarian family is giving way to a free, flexible relationship, to a new kind of stable family life . . ."

Does this statement apply to your community?

At what stage in its new development is the family now?

IV. *In your community what are some of the external influences bringing about changes in family life?*

1. How has the family been affected by the development of an urban and industrial society, the mechanization of home life, the appliances made possible by the small electric motor, the development of new metals and materials, the production of more goods?

2. Has the relationship of the family to the family group changed?

3. Is the relationship of the family to the church and the school stronger or weaker?

4. What determines family activities — spontaneous and natural interests or external pressures? Why are children given dancing, music or skating lessons? What determines our interest in sport, the arts, in community affairs?

5. What underlies the emphasis on youth, "the cult of the adolescent"?

6. What is the impact of the changing nature of our population?

V. *What are the values that Canadian families wish to preserve and to build upon?*

What is the family spirit? How can we spell it out? What is its spiritual quality?

"To be a wise, affectionate and careful parent is to accept the role of parenthood as a heavy responsibility, to be neither flippantly entered into, nor cast aside on the least provocation". Judge Lorne Stewart, Senior Judge, Family and Juvenile Court, Metropolitan Toronto.

Lord Halifax stated that there were four basic principles to life:

1. The religious principle of the absolute value of every human soul in the sight of God.

2. The moral principle of respect for human personality.

3. The social principle of individual liberty.

4. The domestic principle of the sanctity and solidarity of the family.

Would you add anything to these statements?

VI. *What does the family see as its continuing responsibility to the school?*

All children attend school for a period of 8-15 years and education is in many ways a joint enterprise, involving teachers, parents and teachers.

1. What are regarded as continuing responsibilities to the school by the families of your community?

2. What is expected of children by the home, by the school?

3. What do students at each age expect of their teachers?

4. Similarly at each age, what role do students expect their parents to play in relation to school and to education?

5. What do the students expect of themselves?

6. What does the family see as the division of responsibility between the home and the school?

7. In what matters does the home co-operate with the school?

Working papers have been assembled for use in the Study and are available from the National Office, 370 Dundas Street West, Toronto 2-B, Ontario.

GLADYS TALL TAYLOR

reports from
Thetford Mines
on the

MOTHER AND DAUGHTER TEACHING TEAM

TEACHING IS a family affair in the Hogge home.

With the holidays over, Thetford Mines' mother and daughter school-teaching team is once more hard at work. Teaching Grades I and V, respectively, Mrs. H. M. Hogge and her daughter, Phyllis, are believed to be one of the few, if not the only, mother and daughter teams teaching in Quebec schools.*

They have been a teaching duo since last September when Miss Hogge resigned her teaching duties at Mitchell School in Sherbrooke and returned to teach at Johnson Memorial High School where she had received her own early training. In fact among her fellow teachers now are at least two, Principal S. L. Hodge and Mr. Norman Bradley, of her former teachers.

While this year marks Mrs. Hogge's 11th year of teaching in Thetford and her 25th year of teaching altogether, daughter Phyllis' first year of teaching here marks her fifth year in the teaching profession. Incidentally, while on the subject of comparisons, it is not too surprising perhaps to note that Phyllis began her teaching career at a salary almost exactly three times that of her mother's beginning wage!

Miss Hogge, looking regretfully back at the "woodshed era" says she feels we might well use a little of that kind of discipline in our schools today. She's convinced we have too many "second" and "third" chances instead of the abrupt but conclusive "behave or else" edicts of our parent's day. It is interesting to note that both teachers feel that in this day and age too much discipline is left to the teachers; too little done in the home.

Both teachers agree that the teachers of today work harder than they used to. This is chiefly because the teacher of today is expected to act as a middleman, or, to put it another way, she is expected to chew the pupils' food well before spooning it into them. Miss Hogge calls this "teaching deceptively". To her it means putting a sugar-coating on the old A.B.C.'s which our parents were expected to take down at one bitter gulp.

Thetford Mines can be, and is, proud of its mother and daughter teaching team. Not only that, it is quite possible that Thetford may also boast other parent-offspring teaching teams in the future.

Mrs. Mimnaugh, Grade VI and VII teacher, also has a teacher daughter, now teaching at Valleyfield. Mr. Hodge has a daughter attending Bishop's University and she, too, hopes ultimately to make teaching a career. Mrs. Cruickshank, Grade VIII teacher, has a son, Lyle, who is in training now for the teaching profession, while Mrs. Hogge has still another teacher daughter, at present teaching at Beaconsfield. Recent graduates, Rilla Nugent and Kathleen Smith are teachers, Miss Nugent at Granby High and Miss Smith in Richmond.

Either teaching runs in the family in this city or the teachers themselves have managed to make it so attractive that their offspring can't resist it. In any case, Thetford Mines' record could be one answer to the current teacher shortage so prevalent in the rest of the country.

Johnson Memorial High, probably because of such devoted teachers, has an excellent record of scholarship. George Malone won the General Motors coveted \$2,000 scholarship this past term. Gail Asbury won the Morris W. Wilson Memorial Scholarship in 1955 and is in her third year under this award which pays all her expenses. In 1955, too, Leonard Gagne won the St. Francis Valley McGill Graduates' Bursary of \$40 plus an additional \$100 entrance grant from McGill. That same year Alex. Stewart, now in his 3rd year at Bishop's University, won the Bell Asbestos Bursary of \$500 a year and is still holding it. Sonny Smith, who taught in Thetford Mines a year ago, received an entrance bursary from Bishop's and is enrolled there. ●

** Editor's note: If any one knows of another mother-daughter or father-daughter, etc. combination, will you please tell us about it?*

IN THE
PRESIDENT'S
CONFIDENCE

Runeab Woolgar



I'D LIKE to share a few impressions of the Canadian Conference on Education, which wouldn't perhaps get into the papers, although the press coverage was excellent.

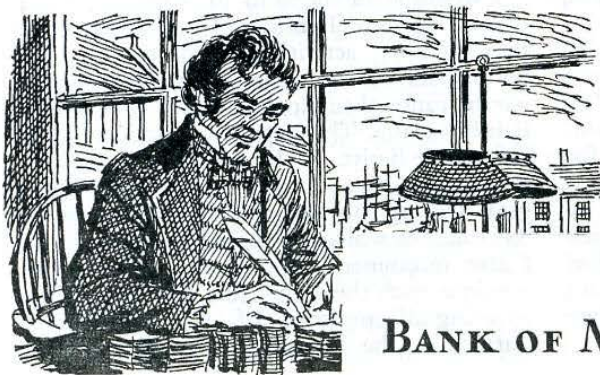
The sheer size was mentioned; but the diversity of the crowd impressed me most. University principals, clergy of every denomination, teachers from all classifications, home and schoolers, business men, labour union representatives, and men from all manner of school boards. Surely never before had such a cross section sat together to discuss a common interest; in a session, moreover, that had NOT been called by some government, but had been arranged by the interested groups themselves.

At the close I heard someone say that he "went in ignorance, listened in ignorance and came away in ignorance." Despite the enlightening speeches, and panels and fruitful discussions, this may have been possible. Nearly everything, it is true, that was suggested as a solution to educational problems, had been suggested before by someone, somewhere, at some time. One had heard teachers pleading for higher salaries and irate University students demanding more bursaries; appeals for more government money was nothing new, nor was the cry for more special classes for children with special needs.

What was new though, was the unanimity,

the many voices crying the same theme, at the same time, and in the same place. This declaration was no shrill alarm issued by any one group but was issuing from the throats of all kinds of people, in concert. There is a strong possibility that enough people have been involved in this venture so that a real change in the climate of public opinion may have taken place, out of which action can develop.

Now of course, the danger is that everyone will sink back in lethargy and forget all about the high hopes so bravely proclaimed. There is a continuing committee set up to see that all the resolutions are sent to the appropriate places, and doubtless every group represented in Ottawa will be doing its own little follow-up. But Home and School has a special responsibility here. No more "fooling around" as Dr. Truman accused us from one platform, but keeping a watchful eye on local and provincial educational affairs; gathering all the information possible, discriminating it, creating that aroused public opinion necessary to progress. At Conference time we plan to take a look more specifically at just what we can and must do to play effectively the role that every platform speaker insisted was rightly the role of the home in education. ●



Canada's First Bank

WORKING WITH CANADIANS
SINCE 1817

The B of M was first to appoint a Canadian banking agent in the United States, for the development of trade across the border.

That was in 1818,
in New York.



BANK OF MONTREAL

SD-239

Federation's
Standing Committees
take you into their
confidence in their

Annual Reports

CITIZENSHIP COMMITTEE

THE ACTIVITIES of this Committee in the year 1957/1958 have been determined by its two principal purposes, i.e., to promote good citizenship, in general, and to assist in the integration of immigrants, in particular.

The Committee has been very anxious to co-operate in the "Canadian Family Study", because it is the family which, together with the school, molds our children into the citizens of to-morrow. Therefore it is being arranged that a panel of three outstanding personalities will discuss a topic of the Family Study at our May Conference. In collaboration with the National Film Board and our Audio-Visual and Program Chairmen more films on citizenship will be selected and added to the program manual. The Citizenship Committee continues to work together with other organizations with similar aims. A second Institute on "Rearing Children of Goodwill" arranged by the Council of Christians and Jews, was co-sponsored by our Federation. The undersigned is working with the Montreal Citizenship Council on preparations for Citizenship Day 1958. The Committee is also trying to gather information on set-up and activities of Parents and Teachers Federations in other countries.

Considerable numbers of immigrant parents continue to pose difficult problems to some member associations. In order to make immigrant parents understand what Home & School means, translations into six languages (Hungarian, Greek, German, Polish, Russian, Ukrainian) of an abbreviated version of our Aims and Objectives have been arranged by the undersigned, with the very kind assistance of the Department of Citizenship and Immigration in Ottawa. Letters are being sent to various member associations asking for their co-operation and information so that sufficient numbers of translations needed by the individual associations can be prepared and forwarded to them. If associations find that translations into other languages, besides those mentioned above, are needed, will they please contact the undersigned.

The Committee has also been assisting member associations in arranging English language classes for parents. The undersigned has furthermore taken part in very interesting association meetings to promote goodwill and better understanding between newcomers and "old" Canadians. International evenings with representatives of different ethnic groups as participants are especially suitable in this regard and can also be recommended as programs for Citizenship Day celebrations. The Committee is always ready to assist in arrangements of such evenings.

In conclusion, the Committee is again requesting more interest and co-operation on part of member associations without which, in spite of all efforts and best intentions, it is impossible to work successfully. ●

WILLIAM ASHERMAN,
Chairman.

INSURANCE COMMITTEE

THIS FIELD of Home and School activity which was new to us only three years ago has expanded tremendously in a short time. Your Chairman has had requests from both the Manitoba and Nova Scotia Provincial Associations asking for information on the matters of insurance and the methods and results of our experience have been passed on to them.

I would recommend to all Associations the consideration of Public Liability Insurance if they have any activities outside the physical boundaries of the school buildings which would cause them to be subject to a public liability claim. This type of protection, with reasonable limits, can be purchased by individual Associations at the rate of \$25.00 per year. During this last year there were twelve Associations which purchased this protection. I also recommend that Quebec Federation continue with the Employers Liability Policy covering all employees of all member Associations in the Province of Quebec for an

an
cla
yea
J
we
the
chi
ou
wi
of
vie
Ins
eff
Mi
de
ter
ga
fo:
in
to
de
of
gr

th
on
pl
of
ha
th
th
co
th
in
cr
to
le
nc
m

ac
sc
ac
al
w
ch
if
re
th
er
ci
ye

a
ye
rr
th
w
d

A

annual premium of \$50.00. There were no claims under the above two plans during this year up to the time of writing this report.

In the field of Student Accident Insurance we once again had our greatest growth. In the Montreal area there are presently 21,804 children covered in 60 different schools while outside of Montreal there are 7,714 children with this insurance in 42 schools in all parts of the province. However from the point of view of your Executive the Student Accident Insurance program had had a very favourable effect on the formation of new Associations. Mrs. R. Simon, our Organizing Vice-President, advised me that she has had many letters from principals of schools requesting organization kits so that they could assist in the formation of a Home and School Association in their individual schools and thus pass on to the children the benefits of Student Accident Insurance. Indirectly therefore this phase of our activity is providing the yeast for our greater growth.

I would like to emphasize that the rates for the protection afforded are very low, and the only way the children can benefit from this plan is by Home and School members co-operating in the enrolment if they wish to have this protection for their children. If the Company were to handle it themselves the administration would be impossible from their point of view and the cost would be considerably higher. It is of some concern that the cost of claims has been constantly increasing and at a greater rate than the increase in cost of hospital charges. I am pleased to say however that while I have had many letters praising the handling of claims—I do not know of any unsatisfactory claim settlement.

I am pleased to advise you that, while our actual contract terminates on the last day of school, I have a letter from the Company advising me that the insurance protection on all children who are presently insured and who enroll again will be continued, free of charge, until the 30th day of September, 1958, if we, as the Home and School Federation, renew the plan for next year. This will allow the children to be protected during the initial enrolment period while the individual Associations are getting organized for the new year.

You will all receive in your convention kit a questionnaire regarding insurance. Would you kindly complete this form and send it to me as soon as possible? I require a report on the total salaries paid out to any employees which individual associations may have had during this last year and, if we could obtain

the name and address of the person to whom the Student Accident supplies could be sent, then this material will be in your hands before the end of August. In this way, the children can have the maximum period of benefit and you will be able to complete this project early in the school year. The final date for associations requesting supplies is October 31st, 1958.

I wish to add that we have had excellent co-operation from the school authorities and on behalf of Home and School I am extending our thanks to them. I would also like to take this opportunity to thank all members of the many Home and School Associations who have so ably assisted with the work of this Committee. ●

JACK W. CHIVERS,
Chairman.

MAGAZINE COMMITTEE

IT IS difficult to give a complete report at this time which is only half way through our "Magazine Year". However I am pleased to advise you that thanks to your complete co-operation the subscription list is now at an all time high of 12,000. The Executive of Quebec Federation feel that the Magazine is a most important phase of our program because it does bring Home and School into the home.

We changed printers during this last year and the Magazine is now being published by the Beacon Press. The major problem has been in the setting up of our subscribers' names on stencils and this has unfortunately caused some persons to miss receiving the December issue. However we believe that this system is in good operating order now and everyone will get their magazines for a full year. It is the purpose of *Quebec Home and School* magazine to serve you and we trust that you will consider it worth while.

JACK W. CHIVERS,
Chairman.

PARENT EDUCATION COMMITTEE

THERE ARE fourteen members of the Parent Education Committee which meets regularly once a month and, at that, often has to rush through the last items on the agenda. Thus, this annual report can only give the highlights of a year's hard work which started at the Conference last year when the two well-

attended workshops, and the interest shown in Mrs. Avison's display of pamphlets and books encouraged Home and School P.E. to include a great variety of programmes aimed at the bettering of family relationships in making their plans for the year.

Mrs. Callan, our hard working executive secretary reports that trained volunteer discussion leaders have lead twelve (12) continuing discussion groups and sixty-one (61) one night stands so far this year. The skits, one of which was demonstrated at the conference last year, have been in great demand and can be used by any association very easily. "Social Sex Attitudes In Adolescence" has been a popular film, and a fairly recent addition to the film library, "The Family", has great potential in that it is set in a lower income bracke and the interplay of family relationships shows up very clearly.

man and Mrs. Kay Crowe, the annual promotion meeting for leaders and convenors was held this year at the Montreal Mental Hygiene Institute. We were happy to welcome representatives of several school principals and this increasing co-operation between the schools and this committee is further illustrated by the valuable contribution made by Mr. B. H. Brown of the Social Service Dept. of the Protestant School Board of Greater Montreal to this committee, and by the experiment presently being conducted at Maple Hill school.

At the invitation of the Principal, Mr. Roberts, Mrs. Heard is showing a series of films at monthly intervals to interested parents at this school as a follow-up to a health programme for the pupils carried out by Dr. Margaret Nix. Mr. Dockum of Maple Hill is our other male member of the Committee, and with the continuing emphasis on the importance of the family unit, we should welcome other fathers in an advisory capacity, even if attendance at daytime Committee meetings is not possible.

Mrs. Clarke, Mrs. Heard and Mrs. Woolgar, who has somehow found time to continue her P.E. work, have managed to make the occasional visit out of town, but, for the most part, our work has been limited to the Island of Montreal and the South Shore. For this reason, I am particularly happy to report that the one hundred dollars scholarship offered by the M.M.H.I., and announced at the Conference last year, has been matched by Federation and is presently being held by Mrs. Grace Palmer of Drummondville. It is hoped

to repeat this scholarship, and Associations knowing of persons in their community whom they feel qualified to undertake this work and would be willing to give the necessary time (approximately one afternoon per week October to May throughout a two year period) are asked to communicate with the Committee.

It is a wonderful tribute to the work of active members of this Committee over the years that the leadership workshop subcommittee, which was originally planned to give leaders an opportunity for further training each month and to keep them in touch with current trends in the P.E. field, should have become an independent organization known as Parent Education Leaders Association. The many Home and School members who remember her, will be happy to learn that Mrs. T. B. Hughes was present at the first annual meeting of the new association in her capacity as Honorary President.

Finally this report gives me an opportunity to thank all members of the Committee for their work throughout the year and to reiterate our needs for new members. Will YOU join us and work with us in planning the best ways to help parents and children appreciate the value of that fundamental unit, the family.

(Mrs.) ALAN GORDON,
Chairman.

PROGRAMMING COMMITTEE

YOUR CO-CHAIRMEN have been pleased to provide help in programming to individual associations. In addition they have attended several workshops to join in discussion groups on programme.

Mrs. Jobin is working with the chairmen of visual aids, citizenship and health committees in previewing films at the National Film Board. Suitable film lists and other pertinent data will be prepared for distribution at conference time. Programme Planning Chairmen, please send your report of any interesting or unique general meeting or project that you held this year to Mrs. Paul Jobin or Mrs. M. McCaw. This will help in the preparation of programme material for the Conference.

MURIEL McCAW,
DOROTHY JOBIN,
Co-chairmen.

PUBLICATIONS COMMITTEE

THIS YEAR a new venture was tried out by the Publications Chairman.

It was felt that "a book in the hand is worth two in the office," so a Publications Kit was made up with a sample of booklets available from the Federation Office. This Kit was mailed out to about 170 Associations in order to let them see at first hand what material is available. They were under no obligation to keep the Kit, but were given time to study it and return it if they felt that it was not needed.

Of the 170 Kits mailed, only 18 were returned—and in many of these cases it was because the Association already had samples of the enclosed material at hand.

Many additional orders, particularly for our Handbook and Creed Cards, were forthcoming as a direct result of these Kits.

The experiment appears to be a success. However, it would defeat its purpose if done every year. Perhaps every second year such a sample Kit should go out to each President, to let them know what is available.

We have heard from several Associations, who have told us what a help these Kits have been, and we are glad that they have been so well received.

When these Kits were sent out our Constitution had not been printed in booklet form, as it is now. Next time we mail out Kits the Constitution will be included. Charts were also omitted due to the difficulties in mailing these—however, these may be purchased by writing directly to National Headquarters in Toronto.

We hope that next year will be as successful as this year has been. Remember that every member of the Executive of an Association should have a copy of the Handbook, also the Constitution booklet. In this way you can be assured that your Association is carrying on under the true principles of Home and School. ●

INEZ M. STARK,
chairman.

PUBLIC RELATIONS COMMITTEE

CONCEPTS OF public relations, of what it is and does, are many and varied. This probably is as it should be, for certainly an effective public relations program must be adaptable and flexible.

There is, unfortunately, a widely held and highly erroneous view that public relations is

merely publicity. It is not publicity. Publicity can be very beneficial to a public relations program but should never be looked upon as being synonymous with public relations.

Public relations is, to use a cliché, a way of life. Essentially, all organizations have public relations, good, bad or indifferent. The important factor is what the organization does with its public relations.

The Public Relations Committee of the Quebec Federation of Home and School Associations regards itself as performing a highly essential "staff" or counselling function. In this respect, its members are ex-officio members of all committees of Federation. Their job is to know what these committees do. This is important because the public relations of any organization depend upon the activities of the organization. This is, we might say, the "case" for the entire home and school movement.

But it is not sufficient in today's complex society to merely perform good works. Interpretation is vital to progress and full participation.

The Public Relations Committee views as its primary job the further education of the membership into the role and purposes of home and school activities at national, provincial, regional and local levels. Perhaps this order should be reversed for the Committee feels that the key person in the organization is the individual member. The success of activities at all levels depends upon the understanding and active interest of the individual. We may call this internal public relations. Unless the individual member knows *why* he belongs to a home and school association, knows *why* his association and the Federation do certain things, then the program has no real meaning.

During the past year the Public Relations Committee has sought to include representatives from each of the Regional Councils and to assist Regional Councils in promoting better internal public relations within all associations.

Viewing the definition of purpose as its first job, the Public Relations Committee regards identification of audiences, or component "publics," as the second essential factor in a successful program. These include parents and teachers generally, school administrators, well-known public leaders, media, and representatives or spokesmen of other public groups, including business and industry. A good comparison is offered by the wide range of interests represented in February at the first Canadian Conference on Education.

Education is a subject close to all citizens and taxpayers. The challenge is to reach each specific component audience in the most effective way. In this sense, the Public Relations Committee views formulation of its program as the third essential step toward good public relations. The Committee has assisted in the preparation of materials and has offered counsel on the programs of other committees of Federation. At this point there is a definite place and need for publicity: in newspapers and magazines, through radio and television, and other communication channels. The Committee at all times welcomes opportunities to assist, through the Federation, local associations and regional councils in preparing material and promoting projects designed to bring the good works of home and school before the public.

One of the Committee's major assignments is publicity for the annual provincial conference. Efforts are being made to describe the work of each committee of Federation in such a way that, gathered together, these descriptions outline the entire "case" for the home and school program in Quebec. It is hoped that this material will prove of value to regional councils and local associations in better acquainting home and school members and the public generally with the total program.

DONALD J. DUFF,
Chairman.

SCHOOL FINANCE COMMITTEE

IN COMMON with those of other provincial federations, your School Finance Committee has been watching the preparations for and the discussions at the Canadian Conference on Education.

In preparation for the Conference, the Research Division of the Canadian Teachers Foundation prepared a report entitled "Educational Finance in Canada 1946-1956". It was necessary to state, however, that there is a great deal of confusion about school finances due to the many and varied methods of reporting by school boards in all provinces. It is practically impossible to make accurate comparisons or in fact secure basic information in some cases. This confirms what past School Finance Committees have discovered with regard to the reports of school boards in the Protestant System of Quebec. A resolution was passed by the Conference urging all provincial government to inaugurate a uniform system of accounting and reporting of educational

statistics.

The rising cost of education across Canada is indicated by the fact that in 1946 2.25% of the Gross National Product was used for education, while in 1957 it was 3.2%. It is estimated that to give the same standard of education as at present, the percentage of Gross National Product required in 1965 will be 4%, but that if the standard is to be raised, it may go as high as 5 or 6%. There was some discussion as to whether property was taxed too highly in comparison with other possible sources of revenue for education. Opinions differed and it appeared that there are considerable variations between provinces in this regard.

It is of interest to note the pattern of school board income in the Province of Quebec. This is given as follows:

	Provincial Grants	Raised by School Boards
1946	\$14,800	\$32,200
1950	25,400	48,800
1953	33,500	70,600
1954	40,000	78,000
1955	43,600	87,000
1956	50,000	99,000

The figures used throughout the report for Quebec were totals for the province and did not differentiate between the two systems of education. Work will be needed before comparisons can be made between the Protestant System and other provinces. Preliminary study indicates however that a number of other provinces are spending more money per pupil and a higher percentage of their provincial income on education than is the case in Quebec.

It should be emphasized, however, that whatever the amount spent in the Protestant System of Education in our province, it produces results as good, if not better than those of any other public education system in Canada. Our authorities, including members of the Protestant committee, school boards and the teachers, will agree that considerable improvement in teachers' salaries, teacher training, buildings, special classes for handicapped children etc. could be made if the money were available. It is up to the public, and particularly home and school members, to indicate that they are prepared to supply more money for education, as long as there is assurance that this will help make the system even better than it is at present.

D. WALKINGTON,
Chairman.

TEACHER RECRUITMENT COMMITTEE

THIS COMMITTEE has as its members Messrs. Gene Morrison, J. Harper and Heber Matthews, the latter as a representative of the Provincial Association of Protestant Teachers. It has been kept small because of (1) our policy, adopted at our first meeting, which is set out below, and (2) the lack of interest shown by Associations in calling upon us for assistance.

Our aim is to publicize the teacher shortage situation — give Associations and individual members the facts on the situation and the remedial measures being generally urged — to assist high schools in bringing the facts about the teaching profession to their Grades X, XI and XII students.

Early in the Fall letters were sent to 48 carefully selected Associations seeking their participation in a survey the National Federation was conducting. Nine Associations reported in reply. Letters were also sent to 48 other carefully selected Associations asking for their participation in the studies recommended by the National Teacher Recruitment Committee. Seven associations have discussed the topics assigned them and have reported.

The Chairman conducted a brainstorming session at one Association's Executive Meeting in connection with the first mentioned survey and he also was the guest speaker at the luncheon of the South Shore Regional Council's one-day annual meeting. Articles were prepared for the "Monitor" and the "South Shore Echo". Other written material is in preparation.

The Committee hopes that its offer of program assistance may be taken up by more Associations this year since the offer was, perhaps, a trifle late for most Associations to consider last Fall. If more Associations follow the pattern of program adopted by the St. Lambert and the Three Rivers Associations they will find that they have both an appealing and constructive evening to offer their members.

The Committee will, this year, welcome volunteers interested in this very important phase of education—the recruitment and retention of high calibre teachers.

ALEX. R. HASLEY,
Chairman.

TRAFFIC SAFETY


A SMALL Traffic Safety Committee was formed, and it was decided to concentrate on promoting the Elmer the Safety Elephant Programme and the Bicycle Safe Riding Tests. Step-by-step procedures for these projects have been prepared by the West End Traffic Safety Council, which enable any Home & School Association to undertake them with little or no assistance from Quebec Federation. The Associations were notified of this in the Newsletter.

Requests for information on the Bicycle Safe Riding Tests have been received from Associations in Granby, Quebec, Drummondville and Malartic. In Montreal and district, it is expected that 20,000 children will enter the Bicycle Tests this spring. This figure includes pupils of Catholic schools and represents a potential tremendous increase over 1957.

Four elementary schools in Montreal instituted the Elmer programme this year, and five others are planning to undertake this project before summer vacation.

The Traffic Safety Committee is studying the problem of parent safety education. It is felt that the benefits of school safety instruction given children is completely nullified when parents continually break safety rules.

A. F. COUSINEAU,
Chairman.



**GRADUATION
GOWNS
For Rent**
WHITE and NAVY

ADD DIGNITY and
GRACE to SCHOOL
EXERCISES

WRITE
D. Milne

2011 Union Ave., Montreal — VI. 9-5515

Our Conference Dinner
Speaker will be

PROFESSOR C. E. HENDRY
of the
SCHOOL OF SOCIAL WORK
of the
UNIVERSITY OF TORONTO

SPECIAL COMMITTEE on Family Welfare Problems

THE NEEDS of neglected children are many, and the few avenues that this committee is working along this year are as follows:

1. *Assisting Magog Assoc.* to form a Community Committee to coordinate charitable endeavours, and hoping eventually to work toward some Social Welfare organization. Suggested referrals to Diocesan Social Service Committee, which in many outlying areas will accept Protestant cases if possible.
2. *Assisting South Shore Regional Council* to investigate possibility of preliminary work for a Welfare Agency with advice and guidance of Montreal Council of Social Agencies.
3. Distribution of booklet of all Health and Welfare Agencies available within 100 mile radius of Montreal.
4. Attendance at Youth Protection Committee of Montreal Council of Social Agencies.
5. *This committee suggests* that 1. Health Committee of our Federation investigate adequacy of school health services, especially with a view to strengthening the liaison between nurse, teacher and administrator.
2. The Federation to support the principle of employment of travelling social workers under Department of Social Welfare and Youth.
3. The Federation urge formation of special classes and remedial classes whenever and wherever possible and advisable ●

RUNA WOOLGAR

FOR YOUNG PEOPLE
THERE'S NOTHING
LIKE —

Youth Hostelling

"DEAR DAD: You haven't lived until you've seen the Rockies! This morning we left the Youth Hostel at 9 a.m. and hiked the four miles up to Lake Louise. It was all so wonderful, with the calm milky-green waters enclosed on two sides by towering peaks and at one end by the Victoria Glacier. We walked up a trail leading to the 'Big Bee-Hive' until we came to another lake where we ate our lunch. It was so exciting we forgot to get tired. Tomorrow we're bicycling sixteen miles through the Kicking Horse Canyon to the next Hostel in the Yoho National Park. Everything is so thrilling, I wish it wouldn't end. Love, Kathy."

"DEAR MOTHER: Just imagine coasting almost all the way from Franconia to Plymouth, New Hampshire — 21 miles of gorgeous scenery and nothing to do but look at it. It was my turn to help the leader cook supper at the Franconia Hostel last night and everyone enjoyed it. Afterwards we had a marshmallow toast and sang songs and the Houseparents showed us colour movies they had taken of that part of the country. Only ten days more, darn it. Love, Johnny."

These post cards from Lake Louise, Alberta, and Plymouth, N.H., prove that adventure

in Canada and the U.S. can still hold its own with journeys to the Moon and other outer-space lands of T.V. and the comic strips. This year several hundred young people, ranging in age from their early teens to 25 or 30, will again spend a part of their Summer holidays travelling with good companions the Hostelling way.

To see what lies over and beyond the next hill is a strong and compelling urge in all people, particularly young people, and Hostelling offers a wholesome, healthful outlet for this desire of youth to see and do and learn for itself in the out-of-doors. Hostelling offers fun, friendship, and a warm welcome to all who "travel under their own steam". Youth-loving "houseparents" wait at the open hostel door to greet the wayfarers and to introduce them to the fireside circle. A Hosteller's horizon spreads as wide as the world itself, and through his wanderings, he comes to understand a little more of his country and his world. Travelling thus, the horizons of his mind cannot help but expand too, for, by meeting people on a friendly human plane, sharing experiences and accepting responsibilities, he acquires a deeper perspective and a sounder sense of values.

A YOUTH Hostel is a simple, overnight accommodation, sometimes located in a school, camp, church, or community centre, but more often in connection with farm homes. In some instances, as in the Canadian Rockies, due to the interest of the National Parks Branch of the Canadian Government, a set of 10 Youth Hostels has been built especially for the purpose. In most areas, the houseparents who supervise the hostels, usually own the property. Youth Hostels provide separate sleeping quarters and washrooms for fellows and girls, a common kitchen where hostellers cook their own meals, and usually space for recreation. Bunks, blankets, mattresses, cooking utensils and cleaning equipment are provided. Hostel rates for one night's lodging vary according to the region, but do not exceed 50 cents for those under 21 and 75 cents for those 21 years and over. In these days of high living costs this is indeed a magnificent opportunity for young people!

During the Summer months CYH organizes conducted trips lasting from one week to a whole Summer and ranging from a tour of local Hostels in the Eastern Townships of Quebec, by foot or bicycle, to overseas trips to the British Isles and Europe. Cost can be kept very low. Because of the group arrangements, and the very nature of Hostelling, it is possible for CYH to offer these outstanding trips at costs far below what the individual can achieve, and at the same time provide the advantage of friendly and companionable group travel and good leadership. In fact one of the splendid features about this means of outdoor recreation is that it costs so little.

Yearly membership dues in the Association are \$2.00 for those under 18, \$3.50 from 18 to 20, and \$5.00 for all 21 and over. This membership entitles the use of not only our own Hostels but any of the more than 2,000 Youth Hostels in the 30 member countries of the International Youth Hostels Federation. The cost of food can usually be budgetted for about 50 cents a meal, or less when travelling in a group. At this rate a weekend trip need cost no more than \$2.00 plus train fare if desired, and a two week trip down through the White Mountains to Boston, Cape Cod and Nantucket, which is a favourite amongst Hostellers of this region, can be done for as little as \$55.00, including ferry trips and a one-way train fare home. For school and young people's groups, special group memberships are also available.

HOSTELS ARE planned so that they are located on secondary roads in scenic and

historic centres and are thereby accessible with a minimum of travel on busy main highways. On weekend cycling trips to Hostels around Montreal members are urged to take



a train part of the way out of the city—say for 30 or 40 miles—and begin pedalling in the more interesting and quieter parts of the countryside. This policy is usually followed on all CYH organized trips and results in not only a safer journey but a less rushed and tiring one as well. Hostellers usually attempt to cover from 20 to 50 miles in a day, depending on the planned destination and the feeling of the group.

During the Spring and Summer months activity is usually at its highest with groups of 4, 6, 8 or more Hostellers leaving the city every Saturday morning for a weekend trip to one or other of the more than 10 nearby Hostels in the Eastern Townships, Vermont border regions, or Ottawa Valley. These trips are open to anyone wishing to buy a Canadian Youth Hostel pass; in fact, new members are encouraged to join in on these groups which prove a wonderful introduction to the friendly ways of Hostelling. There are slow groups and fast ones so that a new member can get into a group of his or her own speed. No one is allowed to fall behind and, of course, the more experienced Hostellers are on hand to help with any bike repairs

should the necessity arise. Rain seldom causes much trouble, as Hostellers usually carry with them a light raincoat or plastic cape for these occasions. Walking and hiking, although active all year round, become particularly popular in the Fall months.

Youth Hostel rules and customs are simple and are based on common sense practices and thoughtful consideration for others. They have been developed by Hostellers themselves and have become traditional during the 20-odd years of Youth Hostel history in Canada.

Additional information on the Youth Hostel movement here may be obtained by writing, visiting, or phoning the Montreal office of the Canadian Youth Hostels Association at Room 344, of the Central Y.M.C.A., 1441 Drummond Street, (Telephone: PLateau 2041) Monday through Friday evenings.

To the many Kathys and Johnnys who love the out-of-doors, Youth Hostelling should continue to have special appeal and we look forward to a rapid expansion of this movement among Canadian Youth. ●



FOR YOUR CHILD...

Frontier Lodge

An Interdenominational Christian Camp

JUNIOR CAMP (AGE 7-10)

GIRLS' CAMP (AGE 11-16)

JUNIOR CAMP (BOYS & GIRLS 7-10)

BOYS CAMP (AGE 11-16)

YOUTH CAMP (AGE 16 and UP)

JULY 5 - JULY 12

JULY 12 - JULY 26

JULY 26 - AUG. 9

AUG. 9 - AUG. 23

AUG. 23 - SEPT. 1

• A non-profit Camp

• Member of Quebec
Camping Assoc'n.

\$17.00 per week
plus
\$3.00 registration fee
not refundable

Address Enquiries to:
REGISTRAR
575 VICTORIA STREET,
SHERBROOKE, QUE.
Tel. LO. 2-0026

Prof. John Stanley

spoke to an
Association

ON THE CARE & REARING OF SUPERIOR CITIZENS

Prof. Stanley, Chairman, Dept. of Zoology, McGill University, called his talk, "a plea on behalf of the egg-heads of Canada". We are glad Dunrae Gardens H & S Association are sharing Dr. Stanley with us.

Many years ago, Oliver Goldsmith said:
*"Ill fares the land, to hastening ills a prey,
Where wealth accumulates, and men decay."*

THERE is beginning to be a faint suspicion, among the thinking men and women of Canada, that these words may apply to our country. If there is any such possibility, we should look into the matter. If there is any risk that the tide is beginning to flow over us, we should look to the only bulwark against it, namely the coming generation composed of those who are now our children. We may have generated the tide, but they, if properly trained, can withstand it.

The question arises then: are we doing all we can to produce a next generation, not of ordinary citizens such as ourselves, but of superior citizens, better than ourselves? Will this next generation consist of men and women better fitted to cope with an ever more complex civilization? Will they be people with a better scale of values, better balanced people, people with more ability to put first things first?

It would seem that our intentions are of the best, but we are not prepared to make the necessary sacrifices, and we are not prepared to divert the necessary money from more pleasant channels of expenditure. Too few citizens of Canada realize that educated people, particularly young people, are our greatest natural resource, far exceeding in value all the minerals and forests, and more valuable than all the oil which will ever be extracted from the soil of our country. If our country has a strong leavening of superior men and women, it can withstand any assault (and it will have to meet many in the future). If it does not have this leavening, it will go down. No doubt the Chaldeans thought their civilization impregnable, but who now remembers Ur of the Chaldeas, except a few archaeologists, referred to with mild contempt as "egg-heads"?

How are we going to produce these superior citizens, and how are we going to reduce the percentage of dullards and loafers in our civilization? How are we to reduce that very significant figure, the N.P.T. or "numbskulls per thousand" among the people of Canada? The writer has some ideas on the subject, and these are presented below.

The child begins, of course, as a single cell and, in the human race, passes a period of some 9 months during which time the fundamental machinery of the body is laid down. The muscles, the skeleton, the internal organs and other parts are built. In particular, the nervous system, and that incredible marvel of Nature, the brain, are produced in basic form.

The Mind a Blank Page

When the child is born, it may be a citizen in the legal sense, but it is not so in any practical sense. It is no more a citizen than a thousand pages of blank paper from a book. The mind of the new-born child is as yet quite blank, apart from a few basic instincts such as the fear of heights and loud noises. The book has yet to be written, and the same blank pages will serve as well for a low novel as for the plays of Shakespeare or the Theory of Relativity. The writers on these blank pages are the parents, the school, the church and the community; and whether the result be good or bad rests with them, and with no one else — a fact which is often conveniently forgotten. One can always blame unfavourable results upon the child, a manoeuvre equivalent to blaming the paper because the publisher does not like your book!

The child begins with certain basic potentialities, determined by its heredity. This heredity, a thing unchanging throughout life, determines the ceiling beyond which no effort and no force can drive the growing child. The environment, acting on this base, determines what shall be made of what is available. In point of fact though, the aver-

age citizen falls so far short of his basic potentialities that training and environment, in practice, often determine almost entirely what the child shall become. Nevertheless, heredity places an impassable barrier before those things which he cannot become, and this must always be borne in mind. The adage about silk purses and sow's ears holds quite well in the rearing of children.

It should be added here that, although the heredity of the child must, of necessity, come from the storehouse of the parents, it does not follow that stupid parents *must* have stupid children, or *vice versa*. On the contrary, each parent possesses a vast number of genes (the determiners of heredity). Only half of these from each parent can be passed to the child. Many of those in the parent do not express themselves in the parent's life and character because their effect is masked by other genes. If passed to the child, such hidden genes may come to full expression, hence the production of the genius from parents who are intellectual nonentities, and the birth of the numbskull from highly intelligent parents.

Assuming that the child is born, what then? At birth, as has been said, we have merely a bundle of potentialities, and these must be coaxed and nursed to fruition. They will not, in general, come into flowering by themselves. The child, uncared for, untrained and unloved, will no more turn itself into a superior citizen than a mass of inert clay will rear itself into a work of art. On the contrary, just as the clay is likely to shrink, if left alone, into an uninviting mass, so is the neglected child likely to become anything but a desirable citizen.

Environment Develops Potentialities

If however, the artist begins to work the clay, he can make what he will of it, dependent upon his skill and the quality of the clay. He cannot, however, make anything of it for which the type of clay is unsuited. Similarly, the child can be developed for good or ill, within the limits of the skill of parents and teachers, but one cannot expect to make a scientist out of a child whose mind is not fitted for such endeavours and, *per contra*, one cannot make a good labourer out of a child whose mind is best fitted for artistic work.

The child then, like an ever-renewing photographic plate, begins to absorb its environment, and is moulded and formed by the incessant stream of stimuli which beats upon it, the forces of love and kindness, the strains of unjust censure and neglect. What the

child becomes in the end is exactly and precisely the sum total of its potentialities as moulded by these stimuli, and nothing else. The finest child at birth may be a failure at maturity if the stimuli to which it has been subjected have not been such as to bring forth its latent powers. Another child, mediocre at birth, may become a useful citizen if what little it has been skillfully developed by careful rearing. Again, as has been said, the sources of these stimuli are the parents, the school, the church and the community.

A Fatal Error

There is some tendency today for parents to pass some or even all of their responsibility to the school or to the church. This is a fatal error from which it may later be impossible to recover. The parents come in contact with the child in its earliest years, the years in which the deepest roots of its character are formed. Indeed it is becoming increasingly clear that the early years, and even the early days and hours of life, are of fundamental importance for proper development. It seems that if the child is in any way neglected at first, some damage is done. It is for this reason that babies are not now so often isolated from the mother, in hospital. The mind seems to be almost unbelievably plastic and susceptible to influence in the first few hours and days of life. If it gets off to a good start it is then already some way on the proper path for the journey through life.

It is thus the responsibility of the parents to begin the history of moulding and development, so that when the child later comes under the influence of the school, it will be a child built on a firm and good foundation, and not an anti-social bundle of frustrations and wrong habits. Now rearing a child in this way is a full-time job. It is not one which can be done by tossing the child out on the street to play, and it cannot be done by keeping the child quiet with a diet of comic books. It is a job which requires the continual selection of the best stimuli for the child. It may be argued that comic books do no harm, but this is hard to believe. Is it credible that an organism so susceptible to influence as a young child can be quite unaffected by literature which deals almost exclusively with the

As the child grows and develops, it is soon found to be an animated question mark. It does not merely passively receive stimuli, but goes out to seek them, and in the beginning at least, it is quite unselective. It is willing to learn almost anything, and the parents must make the selection for it. However,

it soon becomes more selective. This may be due partly to a choice of the least boring or unpleasant of the available stimuli, but it is far more likely to be a first indication of the basic type of mind with which heredity has endowed it.

The Right Stimuli Important

This is a critical moment. Here is a young and plastic mind with certain built-in characteristics, reaching out for the types of stimuli which will satisfy its needs. If these are provided, that mind will grow and thrive like a well-watered plant. If they are withheld, or not provided, that mind will shrink and wither. The wise parents at this stage begin to meet the child's interests, but are at the same time careful to avoid "taking over the situation". Nothing is more frustrating to the enquiring child, who likes for example, to make things, than to have Daddy show how it ought to be done, and then do it. This leaves the child intellectually and emotionally hanging in mid-air. One must, of course, protect the child from the abrasion of too much failure, but children should, in general, struggle a little with things. This is like exercise for the muscles, and some of the faults of the children of today may spring from the fact that some of them do not have to struggle. The writer has always been grateful to his father for the skill with which his early scientific leanings were met. An environment was created in which the mind could develop. Help was given where needed, and early struggles were met with skill and sympathy.

This matter of obvious parental responsibility raises the awkward question as to what action should be taken when this responsibility has clearly not been met. Our attitude in this matter is slowly changing for the better. We are beginning to see that, when Johnny sticks up a filling station, this is not an incident isolated in time and space, but rather the end result of a long series of events. We are beginning to see that Johnny's parents began imperceptibly to draw the pistol from its holster as soon as Johnny gave his first cry and we are beginning to see that, while we must do something about Johnny, we must do something about Johnny's parents too. The situation is delicate, because if we punish Johnny's parents, we must do it in such a way that his environment is not made worse than it was before.

The obvious answer is that these things should be prevented, rather than punished

when they occur. If they *do* occur in spite of all that can be done, at the very least things must be made so unpleasant for Johnny that he will think twice, and more than twice, before he makes a fool of himself the second time. It may be old-fashioned, but the application of a thin switch to the gluteal muscles produces a long-remembered effect, and it is to be doubted if it results in any very real psychic trauma. The writer was caned so often that he has lost count of the occasions, but he bears no resentment against the numerous cane swingers, and he still remembers that "nice boys don't throw stones."

"Selected" Parents?

One of the troubles is that just anybody can have children. It seems to be a matter of no importance whether or not they can or will take care to rear their children properly. The readers of this discussion will perhaps not live to see the day, but a day may yet come in which only those who can and will do the job well will be permitted to bring new lives into the world. When that day comes, the sales of "leather jackets" will fall.

At long last, the child, an animated bump of curiosity, goes first to school. This is another critical stage of life. If the teachers are skilled and inspiring, the bump of curiosity does not become flattened, and the child does well in school. This is particularly so if the parents have taken care to build into the child good habits of work and attention. Learning, if done under favourable circumstances, is good fun. Done under a cloud of boredom, it is worse than wearisome.

This points to the absolute necessity of skilled and inspired teachers, and these are not available unless the teaching profession is made attractive. The world being what it is, this means that teachers must be well-paid, and must be given an honoured place in the community.

Teaching Quality Must Improve

In recent years the position of the teacher at all levels has improved notably in Canada, but it is still very far from what it should be. This is amply proved by the regrettably high percentage of unqualified and even downright poor teachers in our school system. As in other fields, we have got that for which we paid. If we set up a reward system in which those who are not successful elsewhere can always go into teaching, we deserve what we get in education, and that is what we are getting, now. If we were prepared to pay teachers even something less than the

amounts for which some unskilled workmen go on strike, many of our educational problems would disappear like mist before the morning sun. After all, everything we have, distinguishing us from the Cave Man, has come to us by the exercise of mind and intellect, and it is the teachers who develop mind and intellect. To that extent they are the basic foundation of our society, and we reward them very poorly indeed. Were mind and intellect to disappear, the bitter winds of barbarism would sweep our civilization away like chaff, and the lights would not be long in winking out.

In spite of all that can be done, and much is done, we still have those irritating individuals, the so-called "loafers" in our schools, and there is much talk as to what we should do with them. Before we do anything about them, we should enquire as to why we have them. They are almost certainly not a natural phenomenon, like blondes and brunettes. It seems rather that the very school system, designed to avoid them, actually generates them. There are a number of loafers in the elementary schools. These are weeded out, and a new crop appears in the High School. This in turn is filtered out, and a third crop comes into being in the University, and this in spite of all the selective influences which have been at work. An occasional specimen is even found in the Graduate Schools!

Weed Out the Loafers

Loafers would appear to be of various sorts. A few simply lack energy from one cause or another, and the usual medical examinations should pick them out. Proper treatment often produces striking results. A few have defects of sight and hearing which interfere with communication, and these again can be helped. But we still have a large residue, of various sorts, among them those who won't work, and those who can't. It may be regrettable, but there are some young people who simply do not like intellectual endeavour. They are not stupid, but they do not take pleasure in learning things, or in thinking about things. It is a mistake to think that everyone ought to be exposed to learning for a fixed period, whether they like it or not. The plain fact is that some do *not* want to learn, and if attempts are made to force them to do so, they take refuge in their only means of defence, and cease effort. By a curious twist of the mind, these young people, seeking ego-support, often put much energy into sports and other activities. The writer would be the last to decry sports, but the N.P.T. is higher among sports addicts than among bookworms.

Those who can't work are really somewhat to be pitied. They have reached their intellectual ceiling, and they prove the recent statement that, just because Junior is charming, it does not say he is an Einstein. When young people reach their intellectual ceiling, the material presented becomes too difficult for comprehension, and the repeated failures lead to so great a deflation of ego that they just give up. It does more harm than good to keep such people in school.

There are a few students (so-called) who loaf because they have never learned good work habits. The ability to study is not a native ability. It has to be learned. Without good study habits, the best mind is seriously handicapped, and the average mind is completely stultified. We see this very clearly in the Universities. We see it there because this is the first level in the academic system at which the student is more or less self-propelled. Prior to the University, the student is pushed (or dragged), whichever you prefer, by his teachers. At the University, the student must start his own engines. If these won't run, no progress is made.

Care For The Geniuses

Lastly, there are what might be called the "frustrated geniuses", a somewhat pathetic group. These are the bright students who are compelled to sit, hour after hour, and day after day, listening to stuff which they feel is beneath them. Week after week they sit with their intellectual engines idling, and never get a chance for a fast run. It is not surprising that many of them, to prevent intellectual overheating, shut the engines off. It does seem an astonishing thing that special classes are provided for retarded children, and not-so-bright children, neither of whom will repay the effort in any worthwhile contribution to Humanity, while the bright children, who are the hope of the future, are allowed only too often to rust in boredom.

There is much talk about the effect of special classes for the bright, upon the non-bright, and we deplore discrimination. We do not stop to think of the effect upon the bright children of our failure to give them their chance. Nor do we worry as we should about the effect upon our civilization of this tragic loss of intellect. Judging by recent events, we are going to need all the bright minds we can get, and it would seem that we should give thought to their production.

One must be reasonable, but, within reason, superior children should be advanced as rapidly as possible, in the educational system. The writer would like to see this country screen its entire school population every year.

When as a result of such screening superior minds are found, they should then be relieved of all expenses in the matter of education, as far as they want to go, and as long as they show progress. We are quite prepared in this country to spend millions on endeavours which can, at best, be described as fatuous, but a few millions spent on producing superior minds seem to be a radical and unacceptable idea, though it must be admitted that the tide is beginning to turn a little, in this regard.

Contempt For Egg-heads

Lastly, it should be pointed out that superior minds do not flourish in an unfavourable environment. The modern Western Democracy is, to an uncomfortable extent, anti-egg-head. Our N.P.T. is high, and we are curiously proud of it. The intellectual, the egg-head, or long-hair, is regarded with a mixture of amusement, with mild contempt, leavened with slightly grudging respect. He is not likely to be at all well paid, no tax concessions are made to him, (Construction workers may now deduct living expenses away from home, for income tax purposes, but Ph.D.'s may not). Almost all of the amusement world, and most of the books written, do not appeal to him, and the books he does want are too expensive for him to buy. Intellectuals with clever minds have given us all we have. Without them, we would still be living in caves. It seems doubtful if we have rewarded them adequately, though they would be the last to ask for reward.

There does seem to be some hope, to the music of Sputnik's 'beep beep', that intellectualism may become more acceptable, but the progress is discouragingly slow. It will be a long time before crowds of enthusiasts hire special trains to go and hear a symphony concert, as they have been known to do in

order to hear presentations which can only be described as reaching the nadir of shoddiness and vulgarity. If such special trains ever run for symphonies, we shall live then in a better civilization than we now have, and the N.P.T. will be significantly lower. Some look forward to this; some do not. ●

—Theatrical Headquarters—

FOR THOSE WHO DANCE



LEOTARDS \$3.25

Unusual Costume
**FABRICS
TRIMS
ACCESSORIES**



TAP SHOES



**PINK SATIN
TOE SHOES \$6.95**



**PLEATED
BALLET
\$3.30**

JOHNNY BROWN

Note Our New Address

2019 MANSFIELD ST.

Half Block North of Simpson's above Burnside
BE 3221 **BE 7964**

QUALITY DAIRY PRODUCTS

HEAD OFFICE:

4141 St. Andre St.

LA. 3-3121



N.D.G. BRANCH:

920 Decarie Blvd.

DE. 3561

LETTERS

Dear Sir:

Thanks to Mr. Gregory and Mr. Allen for their contributions in February's *Quebec Home and School*.

"Who cares about education?" I do. With due respect for progress, here are a few more questions.

What's wrong with extra work handed out in a subject poorly done? Or left undone?

Does the school check on *whether* it's poorly done, if at all?

Why are pupils excused from classes to participate in extra activities? Can these practices or rehearsals not take place after school? The school day is already a whole period shorter than the one remembered a generation ago.

Must the elementary school report "protect" the child from everything short of failure? G-Good (Average) is so comfortable for the child that it provides little incentive to work harder in the hope of improving from G (bordering on F) to G (bordering on VG).

If a child knew he ranked 15th in his class, might he not become interested in advancing to 10th . . . or 5th . . . ?

How many children at age 13 are ready to choose a career and study like university students? Do they not still need *disciplined* work training during the high school years?

What subject is "useless"? The more doors opened, even if only a crack to permit an enticing glimpse, the more interested the pupil will become all through life. Will not such interest contribute to a more constructive, worthwhile member of society?

ONE CONCERNED PARENT

Dear Sir:

Didn't you go just a bit over-board for the distaff side in your February issue, viz., "What of a Girl's Future?" and "All About Girls"?

PERPLEXED

May we did, but then, shucks, we had had some complaints that we never mentioned girls — only boys, their careers and characteristics! — Ed.

Dear Sir:

I want to applaud H. Don Allen's article in the February issue! And I want to record my agreement with the teacher he quoted who said, "We must have a child coming to a school building with the attitude, 'This is a place of work'. Give us that, and most problems vanish."

How many of us parents send our children off to school with the admonition to "work hard"? Don't we, rather, say something about having "a good day" or even "have fun, school days are the best ones in your life"? Do we stress the value of work or do we encourage the "getting by" habit?

For my money, here's certainly one area in which we parents and teachers *must* get together and agree on some basic ideas and values!

A FATHER

Dear Sir:

Mr. Leo Gregory said some rather rough things in his article, "Who Really Cares About Education?" but I liked him for it. Some of them needed saying and I compliment you, sir, upon having the temerity to publish the article.

The crux of the thing, of course, is in the last paragraph of the article: our leadership is apathetic. Too many are acting like tired old men and women — which no doubt many of them are. We need vigor, zeal, enthusiasm in our teachers' associations, our governments, our universities — and, yes, our home and school associations. Perhaps we need some fresh, young blood! Maybe we need leaders who will be rash enough to speak out instead of worrying about trampling on somebody's toes.

YOUNG MOTHER

Dear Sir:

Your article on bowling for the family was wonderful, but where in the Province of Quebec (outside of private clubs) can one take one's family if any of the members are under the age of sixteen and bowl? We have a law in this Province that rates an exercise like bowling with sitting on the end of one's spine in a movie watching a film even adults should shun. Why can't Quebec Federation work to have this law amended to permit such children into bowling alleys when accompanied by their parents or parent?

BOWLER

(continued from page 5)

School administrators seek young people who have had experience in student activities, and who have interest in young people and ability to direct their in-class and out-of-class activities effectively. They rate the ability to get along well with others very high. They also consider interest in other people, emotional stability, fairness, a high sense of values, a pleasing voice, industry, carefulness, cheerfulness, a sense of humour, openmindedness, and tact as important traits in teachers.

INSERVICE EDUCATION

POSSIBLY MORE than members of any other profession, teachers continue their schooling after they begin to work. Teachers who wish to raise the level of their certificates or to renew them, who wish to secure salary increase or other promotion, or who wish to keep abreast of the constant changes in education take additional college courses. These are frequently available in extension summer sessions, and other programs.

THE EMPLOYMENT SITUATION

THERE IS a critical shortage of elementary school teachers, and of high-school and college teachers. Almost any high-school senior now planning to enter a teacher education program can be assured of employment as a teacher by the time he can become well qualified for such a position, especially if he chooses his area of specialization carefully with the advice of college placement officers.

Elementary school enrolments continue to rise; high-school enrolments are beginning to rise, and college enrolments will almost double in the next 12 years. The number now preparing for public school teaching is not much more than half the new teachers who will be needed each year for the next ten years. Colleges face an equally serious shortage. Despite all the emphasis being placed on engineering, there is no other profession of which it may safely be said today, "There will be openings for you five, six, yes, even ten, years from now" as it can be said of teaching.

ADVANCEMENT IN TEACHING

TEACHERS MAY advance in salary according to a salary schedule in their districts, or by moving from a low paying to a higher paying community, usually one with larger population. However, sometimes increased living costs in the better-paying district may

be equal to or greater than increased salary payments received.

A small number of teachers secure employment as supervisors, principals, assistant superintendents, superintendents of schools, or other administrative officers. Or they may move into college teaching.

Most supervisory and administrative positions require substantial amounts of successful classroom teaching experience, and college credit for at least a year of formal professional education beyond the first college degree. College teaching does not require elementary or high-school teaching as a prerequisite, but frequently high-school teachers move into college positions after obtaining one or more years of graduate preparation.

"WILL I ENJOY TEACHING?"

WHAT ATTRACTS one person in teaching may be unattractive to another, but there are certain likes and abilities which most teachers must have to be happy in their work. The person who does not have these will probably find teaching unsatisfactory. These likes and abilities are:

- (1) Enjoyment in being with people and in doing things for them.
- (2) Tolerance and patience with others, especially with those who are slow in understanding one's ideas and in following them, and with people whose ideas diverge from one's own.
- (3) Skill in working co-operatively with others and in getting others to work co-operatively with him.
- (4) Enthusiasm in guiding young folks to explore new fields and to unlock the doors to knowledge.
- (5) Physical health and energy so that the demands of young people can be met without producing continuous fatigue.
- (6) Ability to take suggestions from others and to follow and use them wisely.
- (7) Facility in comprehending a large unit of work or thought, and in planning (co-operatively if possible) methods of helping young people to undertake it.
- (9) Interest in discovering and trying out new ways of doing things with learners.
- (10) Ability and willingness to determine how well students are progressing.
- (11) Understanding that the important thing in teaching is what each student is doing rather than what the teacher is doing.
- (12) Realization that knowledge is important to people only as it makes a difference in their lives.

An excellent way for a student to discover some of the satisfactions and annoyances he may find in teaching is to work as a leader with groups of boys and girls. Teaching a Sunday school class, counseling in a summer camp, supervising playground activities, and assisting a classroom teacher in his work should aid him in deciding whether he wants to prepare for teaching. The judgments of

teachers, friends, and relatives should also assist him in determining his vocational choice.

In general, the phases of teaching which are attractive to most people are job security, the chance to work with young people and to help them to grow, the respect shown teachers, and the warm appreciation of some students and of their parents for the assistance given them. Teachers appreciate the relatively short hours on the job, the summer vacations that are much longer than those common in other major vocations, and the stimulation of dealing with knowledge, ideas, books, and other opportunities for self-improvement.

Although teachers as a group impose long hours of work upon themselves in order to accomplish their aims, the specific hours when they are tied down are fewer than in most other vocations. Teaching usually offers clean, comfortable, and attractive working conditions friendly co-workers; and participation in a co-operative social undertaking

for improving the Nation. Many teachers prize the chance to manage their own classrooms and to experiment with different methods of helping boys and girls to learn.

In the main, teaching will be attractive to a person who likes people and likes to do things for them; who is comfortable in dealing with people in a co-operative relationship; who finds pleasure in sharing new experiences with boys and girls; who can get people to work with him enthusiastically; who enjoys planning his work thoroughly step by step; and who likes books and reading.

For many, teaching is an attractive life of warm and deep satisfaction. For others it could be dismal drudgery. In considering fitness for teaching, liking for it, and chances of success and happiness in it, a young person should get all possible help from school and college counsellors, friends, relatives, experiences in helping children and youth, and written information available. Then he should make his decision in terms of his own life values. ●

"Preparing For Teaching" is an interesting booklet obtainable from The Department of Education, Quebec, P.Q., as is "Preparation For Teaching" obtainable from The School For Teachers, Macdonald College, Ste. Anne de Bellevue, P.Q. Both booklets give full particulars regarding requirements, fees, etc.



experience

In life insurance, there is no substitute for **experience**. Behind each Sun Life policy written today is the vast knowledge resulting from 87 years of experience in providing security for millions of men and women in all walks of life, and in many countries throughout the world.

SUN LIFE ASSURANCE COMPANY OF CANADA

Three billion dollars paid out in benefits since 1871 — Head Office: Montreal

Rough Notes

by

AL. ROUGH

DID YOU KNOW? Immediate Past President **Doug Walkington** was Chairman of Education Week for the Province of Quebec . . . **Fred Price** is Treasurer of the National body . . . National's Honorary President and one of the founders of the H & S movement in Canada, **Mrs. R. S. McLaughlin**, died recently . . . Our weekly radio program (only one of its kind in the world!) is now on *five* Stations — CFCF, CKRN, CKVD, CKTS and CKRS . . . and . . . Workshops were conducted in Quebec City and NDG in January and February by President **Runa Woolgar**, Vice-President **Isobel Shuster**, and others?

-WE'VE BEEN READING: We read the following recently about a new film — "The Teacher" is an Encyclopedia Britannica film, a story of a young lady who since childhood wanted to be a teacher. After several ant decision of her life — to continue teaching or not. The offer of more profitable employment, however, is eventually turned down. Why? See the film and arrange to have it shown to parents, teen-agers, and to all interested in education.

FROM THE OUTSIDE: The **Manitoba Federation** recently suggested some programs to its high school member Associations such as speakers on various vocations — a discussion type meeting on "How to Guide Teen-Agers to Gain Independence" wherein questions of hours for home-coming, allowances, clothes allowances, privacy of correspondence, etc., would be covered — and questions from teen-agers to their parents (but under the cloak of anonymity) be solicited from the student body for handling by a panel of experts (parents or otherwise!) . . . **Manitoba**, by the way, is exploring the possibility of having a full-time Executive Director . . . **Ontario**, in the fourth year of a Leadership Training program is looking forward to its three-day Summer Camp session which has already become a tradition — and why not, when you consider there were 215 in attendance last year! Perhaps Quebec's "Workshops" will develop into something as good one of these days. ●

EDITORS TAKE HEART: The editors of all publications such as this and Association newsletters, and so on can take heart from a very unusual error in a metropolitan daily where the death notice of the newspaper's *own publisher* appeared in the *births* column. So, all readers are asked to forgive the minor errors we part-time editors commit from time to time!

WELCOME: We want to do some belated welcoming of the new Associations. We now have 169 Associations in the Federation — and the problem, as **President Woolgar** has said Somewhere is to keep up with all the new schools that are a-building. But a pleasant problem it is! So, welcome to the following who have been granted full affiliation: **New Carlisle** (New Carlisle, P.Q.), **Northmount High** (Montreal), **Mountrose** (Montreal), **Boucherville** (Boucherville) and **Gardenvue** (St. Laurent) . . . And to these which have received provisional affiliation, welcome and good luck: **Ste. Adele** (Ste. Adele), **Lachute & District** (Lachute), **Northview** (Pte. Claire), **Westbrook** (St. Laurent), **Murdochville** (Murdochville), **Westminster** (Montreal), **Morison** (Cartierville), **Compton - Waterville** (Waterville, P.Q.)

HELP WANTED —

HELP RECEIVED

by

Mrs. R. S. McINTOSH,

President,

Bedford Home and School Association

Every Thursday afternoon throughout the school year, four or five members of our Home and School Library committee meet in the library of the High School. There they find one large table loaded with books, carefully piled according to childrens' names, so they may be easily sorted. After spending a hectic hour returning the file cards to these books and putting them back on the proper shelves, catalogued as to subject matter, these volunteer librarians are ready for business—and a rushing business it is! Every fifteen minutes a class from one of the school rooms descends upon them to select new books to take home for the week. Advice is given when requested, but we find that most children who read have very definite tastes and ideas about exactly what they want, and often show surprisingly good judgment in this respect. By the end of the afternoon, some two hundred and ten or more of our school enrolment of two hundred and fifty have chosen their books, and the bell rings for dismissal as the last class leaves the library.

We're proud of the fact that our children really do read! When we began this project, over seven years ago, we concentrated on books for the very small ones. As the library has grown, these tots, who started taking library books in Grade I, have grown along with it and our demand now for teen-age literature is almost as great as that for nursery stories.

We were fortunate in having a grant of \$400 from the Provincial Department with which to buy our original collection of books. Since then we have been raising funds by various methods — our members have donated by means of "dime boxes" (a dime a week buys a book a year), by individual subscriptions, by canvassing local manufacturing plants, and by gifts of books themselves. These latter donations are always received

with the understanding that they will be carefully censored and not made use of unless they are worthwhile and will appeal to the modern young reader. One of our first jobs was to censor and discard all the shabby, out-dated volumes which had lain untouched on the shelves for generations of "school library". Nothing discourages a child more than to have to plod through piles of books mother liked to read in order to find one of the gayly illustrated ones with the larger print, more vivid style of to-day.

We are fortunate in having several members in our association who are familiar with the best in current literature for children, and our books have been chosen with the greatest care from Provincial Book Lists, Home and School Reading Lists and suggestions made by librarians in various childrens' libraries elsewhere. We feel we now have a most satisfactory selection and add to it discreetly at every opportunity.

We have been pushed around a bit as the school has grown. We had the sad experience of decorating and equipping two different library rooms, only to have them taken over as classrooms, and finally we spent two very busy years in one corner of the basement kitchen! However, with the recent enlargement to our school, we now have a very pleasant spot with many shelves and plenty of room for browsing by those selecting books.

The children may keep a book for two weeks but have the privilege of returning it in one week if it has been read. Overdue books are paid for by means of a cent a day fine. We have very few, so the revenue from this source barely keeps us in mending materials.

We feel most strongly that the secret of our library's success is the fact that the actual operation of it has not been left to an already overworked staff of teachers. No teacher in any school has enough spare time to concentrate on running the library, and it must function smoothly and during school hours if it is to appeal to the young reader. Our teachers have been perfectly wonderful in co-operating in every way, especially in giving their classes time to select their books. We have earnestly tried not to interfere with school routine — too many of us are former teachers not to be aware of that hazard—and we do hope that in our library work we are fulfilling the true function of Home and School — to help the children and the staff in every way we can. ●

From THE TEACHERS' MAGAZINE

WHAT DO YOU KNOW ABOUT DENTAL HEALTH?

TOOTH DECAY and the common cold are disease conditions older than civilization. Today, as they have over the generations, the two compete for top trouble-spot as detractors from human good health. Further, despite the greatest of medical and dental advances, both are likely to be with us a long time. Yet, there the comparison ends. For the worst of colds eventually "gets better," as the body marshalls its forces, immunity rises, and disease organisms finally are beaten down.

A diseased tooth only gets worse.

Once a pinpoint of decay (perhaps all but invisible) has worked through the thin, tough covering of enamel, destruction accelerates. The body has no power at its disposal to prevent complete destruction of the tooth.

The careless, sugary starchy diet of the average Canadian invites such a condition in a matter of months.

Yet three-fourths of Canadian families were found not to have been to a dentist in a survey covering a recent year.

And the average fourteen-year-old youngster has had seven of his permanent teeth decayed, a total of thirteen cavities: at age fifteen, he has lost two of his permanent teeth.

The problem, essentially, is neglect. As a teacher I am confronted by it in my day-to-day work. Teeth need attending to. The nurse sends memos. Parents are advised. And the situation persists.

CLASSES GIVEN

Recently I was privileged to attend a series of classes for teachers, given by Dr. C. Aberdeen E. McCabe, representing the Dental Hygiene League of the Province of Quebec. Such classes have been given in several centres, providing city and rural teachers both with a background of scientific fact for instructional purposes and with the kind of dental-health attitudes which carry over without even being formally "taught". My scien-

tific facts I draw from these lectures. Any opinion I interject is based upon teaching experiences, but at no point deviates from accepted medical and dental thought.

Tooth decay, recognized as "one of the most serious of existing health problems", is a disease. It is a disease which no known "wonder drug" can cure. It is so universal that experts estimate that ninety per cent of children between the ages of six and fourteen already have decayed teeth. The only cure is closely analogous to the work of a tree surgeon: the damaged portions must be thoroughly removed and the area permanently sealed off.

No "miracle ingredient" known at present can stop the ravages of decay, once it has begun.

THE ROLE OF "SWEETS"

Decay is just what the old school health books explained. It is the result of acid action on the teeth. The acid is produced by bacteria found in the mouth. The bacteria thrive on residue sugars that remain in the mouth after we eat.

This, of course, is the explanation which dentists have offered for decades. And latest research, while indicating that the decay picture is somewhat more complicated than first suspected, only demonstrates that these basic facts are essentially true.

Your chocolate bar, your candy cane, soft drinks, chewing gum, rich deserts, starchy foods (which saliva converts to sugars) remain as traces in the mouth, bacteria multiply, acids are produced and (within minutes) serious damage is being done.

It is significant to note that none of the items contributing most fully to mouth sugar is necessary in a well-balanced diet. Good food intake, as outlined in Canada's Food Rules, leaves no need for supplementary "sweets". This fact in itself points up a first step toward decay reduction: minimize intake of "luxury foods". Researchers have been amazed by the manner in which austere

sugar rations during war years served to reduce dental decay.

RINSING AND BRUSHING

Decay will be lessened if we restrict our intake of "sweets"; needless to say, the "all day sucker" is no friend of dental health. The toothbrush was devised to remove residual sugars, dissolved food and retained particles which would favour bacterial growth. Even a good rinsing of the mouth, immediately after taking a snack, does much to reduce decay. A prompt brushing, skillfully done (see your dentist) removes most traces of left-over food. Tooth pastes and powders are no cure-alls: they are designed to assist you in cleaning the surfaces of teeth. The tooth brush, properly used, is the important factor. Table salt, bicarbonate of soda, precipitated chalk, or blends of these ingredients, are cleansing agents that have stood the test of time.

FLUORIDATION

We minimize decay if we guard against unneeded exposure to sugars and promptly rinse our mouth after eating, or brush our teeth. Is there more we can do? Very little, as adults, but a great deal during those periods when new teeth are being formed. Good general nutrition is of dental significance from six months before birth at least on through the fourteenth year. Particularly important are the specific ingredients that go into the making of strong teeth. A milk-conscious generation has grown to know the need of calcium. Fluorine, a more obscure element, turns up in cereals, fruit, vegetables and other food items, in varying proportions depending upon soil and water conditions where they were grown. Fluorine is essential to the formation of strong enamel, the all-important outer protective layer of the teeth. Fluoridation, the addition of minute traces of fluorine salts to drinking water, has been thoroughly tested in American and Canadian communities. At recommended concentrations, it shows no undesirable side effects, while cutting down dental decay by as much as 69%. The members of the community who benefit most are those whose teeth are still forming, but the programme is a long-range one, and the good effects on the new generation can extend to all.

As a substitute for community-wide water fluoridation, dentists may employ "topical applications" of fluorides to the surfaces of children's teeth but, points out Dr. McCabe,

this is much less effective, more time consuming and more expensive than fluoridation.

Sound tooth structure, low mouth sugar, frequent rinsings and brushings—these minimize instances of dental caries, but some decay nevertheless persists. Except for those truly rare individuals whose mouth chemistry inhibits the growth of decay-producing bacteria, and who never experience decay, most of us accept our certain minimum of fillings as, like death and taxes, inevitable. In the light of present knowledge, this would seem about true. The most constructive approach is to tackle the problem in its infancy. A minute cavity, visible only to the dentist, likely is readily repaired. Six months later the story might be different indeed! Dental posters reading "Birthday once a year—Dentist twice a year" give the youngster the right attitude: facing up to such facts is, dentally, getting off on the right foot.

START EARLY

The first of the foundation (or "baby") teeth erupt at some time around the sixth month; it varies with the individual child. By the second birthday, a youngster may expect his initial full complement of twenty primary teeth. He should have his own toothbrush (Incredibly, the "family" toothbrush has not died out!) and be ready for his first visit to the dentist. This get-acquainted visit is all-important to his future attitudes, and statistics emphasize that it should not be delayed: at two years, one child in three has dental caries, by 30 months, it is one child in two, at three years, 60%, four years, 70%. Early treatment is essential if the primary teeth are to serve their functions and to have the mouth ready to receive the first permanent teeth.

EXTRACTIONS TRAGIC

A fact that cannot be overemphasized is that the permanent teeth, which first appear at six years, are intended to last for life. With care, they can and will. Neglected, they will decay to the point of causing pain and infection. Their removal gives rise to a vicious circle of complications which only adds renewed emphasis to the adage that prevention is better than "cure".

In truth, an extraction, Dr. McCabe points out, is in no sense a permanent cure. It relieves pain. But it can result in a slow tipping and drifting of adjacent teeth. This, with the gap left by the extraction, produces problems with chewing, and can alter facial

expressions and speech. Further, such irregularities increase the likelihood of tartar accumulation and decay; later in life, of pyorrhea and other gum conditions.

OUNCE OF PREVENTION

Teeth which do not come together properly cannot perform their three-fold functions of cutting, crushing and grinding. The technical term for such a condition is malocclusion, and its causes may date from infancy. That prolonged pressure can alter bodily proportions is well documented in photographs of abnormalities produced by primitive tribes. Such casual practices as thumb sucking, long repeated, can have similar effects. Upper front teeth are pressed outward, lower teeth inward, and facial appearance is distorted and teeth prevented from functioning as they should. Finger sucking and mouth breathing also produce their characteristic pressures, often, with undesirable permanent effects.

Irregular teeth mar appearance, amass disproportionate amounts of tartar and are particularly prone to decay. The gums around them are especially likely to become inflamed. Further, irregular teeth cannot adequately perform their chewing functions. In children and adolescents, the dentist may recommend early correction of such irregularities. This, normally, is the work of a specialist, an orthodontist, who employs the same dental principle involved in thumb-sucking: he applies continued gentle pressure to restore the set of teeth to their proper form.

A few years of dental neglect can bring on a lifetime of regret. Children must be shown good dental habits, by example, in the home, from infancy. Careless attitudes cannot be allowed to creep in. A teachers' manual on dental hygiene observes:

"The cost of twice-yearly dental attention needed to keep the teeth healthy (averages) no more than the cost of a newspaper, and less than the cost of haircuts . . .

"Major dental bills are the price of neglect!"

True, but the point every parent must remember is that the dollars-and-cents cost of long-overdue dental work is only a small part of the price that goes on being paid. ●



milk
is
good
for
you



drink more
MILK
for health

Two Falacies on Milk

Louise Lambert, B.S., M.S.,
MILK FOR HEALTH INC.

BECAUSE MILK has been such a basic food for the last 5,000 years or so, there are more fallacies and old wives' tales about milk than any other food products.

Among the prevalent fallacies, the most damaging are probably that milk is fattening and that milk is constipating.

How did milk ever get tagged with the adjective fattening? As someone said before: All the desirable things are either immoral, illegal or fattening. Maybe that is the explanation. This term fattening is very misleading. As a matter of fact, no food can be labelled fattening even though the diet as a whole may deserve this qualification. Being fattening is not a special quality pertaining to certain foods and not to others. Individual foods may produce more calories than others, may contain more nutrients than others but no food in particular may be blamed if a person is overweight. Even the most compact, calorie loaded food will not fatten anyone if the diet as a whole contains no more calories than are needed.

The total amount of calories a person consumes will make him gain, lose or maintain his own weight. It is immaterial where these calories come from: milk, meat or potatoes.

When it comes to cutting down calories, the food that should be sacrificed are those

that give many calories and relatively few nutrient. In a healthful reducing diet one will always find milk, fruits, green vegetables, meat, eggs *but no* pies, cakes, cookies, candies, liquors, beer and soft drinks and *very little* spaghetti, noodles, potatoes, bread, cereals, etc. If a food is a good source of protein, vitamins and minerals such as calcium and iron, its calories are a burden. The calories which do not escort important nutrients are often called "empty calories" or "lone-wolf calories." They should be avoided like enemies when a fine figure is at stake.

The other fallacy is that milk is constipating. Milk being a food—and nothing else but a food—cannot leave a great deal of residue. Since man was not made to live exclusively on milk or on any given food but on a variety of foods, there will be enough bulk in a well-balanced diet to compensate for the lack of residue from milk and cheese. Again, the fault is not with milk and the dairy products but with the diet as a whole. Anyone who suffers from constipation should check the total content of his diet particularly the three items: whole grain cereals, fruits and leafy green vegetables. Canada's Food Rules which should safely guide our eating habits recommend in fact every day: milk, fruits, vegetables, cereals and bread, meat or alternates such as fish, cheese, eggs, dry peas and beans. ●

DEPOSIT YOUR SAVINGS WITH

THE MONTREAL

CITY & DISTRICT

SAVINGS BANK

ALL OUR BRANCHES ARE OPEN EVERY EVENING

MONDAY THROUGH FRIDAY

FROM 7 TO 8 O'CLOCK

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

Annual Conference
May 2 and 3, 1958

at the
PHYSICAL SCIENCES CENTRE
McGill University
3450 University Street,
Montreal

May 2nd: Afternoon —
Annual Meeting
Evening —
President's Reception

May 3rd: Morning —
Workshops
Afternoon —
Varied Program
Elections
Evening —
Conference Dinner

Our Conference Dinner Speaker will be —

Professor C. E. HENDRY

of the School of Social Work
University of Toronto

Place —
Queen Elizabeth Hotel
Time —
7.00 p.m.

**This Annual Conference is something nobody who
has ever attended wants to miss — ever!**

Continental

CASUALTY COMPANY

• • •

Specialists in
Student and Athletic Group
Coverages

• • •

Basil Stark,
3508 Walkley Ave.,
Montreal, Que.

Special Risks Division
1510 DRUMMOND STREET • VI. 9-5306
MONTREAL, P.Q.