

# QUEBEC HOME AND SCHOOL

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THE QUEBEC FEDERATION OF  
HOME AND SCHOOL ASSOCIATIONS

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MARCH, 1954



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# QUEBEC HOME AND SCHOOL

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## TENTH ANNIVERSARY



REUBEN RESIN

Our Annual Conference will be held at the Windsor Hotel, Montreal, on April 30th and May 1st. This year it is something special. The Quebec Federation of Home and School Associations is celebrating the tenth anniversary of its founding. As a tribute to those forward looking home and schoolers who brought us into being as a province-wide organization it would be fitting that this be the best attended that we have ever had.

Those of you who are following the very fine articles on the history of Federation in our magazine by Alex. R. Hasley must be impressed by the manner in which these people overcame the difficulties involved in such an undertaking. What is particularly striking is the fact that Federation was not organized at the top and imposed on local associations. On the contrary, our founders were very active members of local associations who felt that an over-all central body—a body to which local associations could look for assistance and guidance was essential if Home and School was to progress in this province.

I believe the hopes of our founders are being fulfilled. The fact is, and rightly so, that the local associations are completely autonomous in every way. There are certain basic objects and policies laid down by our parent body, the Canadian Home and School and Parent-Teacher Federation, which not only local associations, but Provincial Federations as well, must accept and to which they must adhere. For example, to foster co-operation between parents and teachers in the training and guidance of children and youth, or; that Home and School shall be non-partisan, non-sectarian, non-racial and non-commercial. Without these, and the others, we might have a useful organization, but it wouldn't be Home and School. Apart from these fundamental guiding principles, local associations are free to choose their own programs, projects and activities without interference or dictation from Federation.

Each association should make every effort to have its full quota of representatives at the Conference. There is not an association

(continued on page 4)



**These Federation  
Committees can help you  
in planning your  
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**Ask them!**

**Art Classes:** Mrs. G. Lerner, 582  
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4645 Sherbrooke W., West-  
mount.

**Program Planning:** Mrs. J. A.  
Bilton, Beloeil Station. Mrs. P. J.  
Dow, 4594 Melrose Avenue,  
Montreal.

**Publications:** Mrs. H. E. Wright,  
4836 Madison Avenue, Mont-  
real.

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

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

**Teacher Shortage:** Edwin G.  
Drake, 1200 Crevier St., Saint-  
Laurent.

which could not but benefit from being re-  
presented, for Conference time is a time for  
stepping back and taking a good look at  
ourselves. It is a time for re-assessment and  
re-appraisal. It is a time for old and active  
associations not only to be of assistance to  
others, but to avail themselves of the oppor-  
tunity of seeing whether they are still head-  
ed in the right direction, and are not deviat-  
ing too much from strictly Home and School  
activity. As for the new ones, or those which,  
for one reason or another, are finding the  
path to fulfillment a little thorny, Confer-  
ence time means the exchange of ideas and  
experiences, and some hints on how to cope  
with their problems. For all of us, old and  
new, it is a time when we get together for  
discussion and decision on problems com-  
mon to all. It is a time for inspiration, and  
for re-dedication to Home and School ideals  
and ideas.

I would like to see as many of you as pos-  
sible at this, our Tenth Anniversary Confer-  
ence, to help us honour our founders, cele-  
brate ten years of progress, and give a rous-  
ing send off to the coming decade of Home  
and School activity. As the song goes, and  
as a matter of cold, hard fact, without you  
we're just nothing at all.

*Remember...*

**FEDERATION  
CONFERENCE**

**April 30 - May 1**

**PLAN  
NOW  
TO  
ATTEND**



## A-D-S Association Meeting Hears Panel Discussion

A recent meeting of the Asbestos-Douville-Shipton Association was devoted to a panel discussion on "Four Partners in Education". The Moderator was J. E. Morrison, a past president of the Association and Chairman of the School Board, panel members were Miss Sheila Barclay, 11th grade pupil and winner of the I.O.O.F. award of an all-expense trip to New York and tour of the United Nations Headquarters; Mrs. A. D. Tector, Past President of the Association; M. Dunsmore, Principal of Granby High School, Past Principal of the A.D.S. School and Past President of P.A.P.T.; and C. W. Dickson, Supervisor of Richmond Drummondville Arthabaska Central School Board.

Miss Barclay said, "In this partnership the pupils are on the receiving end and it is our job to make the most of what we are offered, we have everything to gain and nothing to lose by doing our best and making the most of our opportunities. Through tasks that are set for homework we acquire self reliance and self discipline, for after all the teacher can only give us the assignments and hope that we do them. If we don't understand, most teachers are only too willing to lend an ear to our difficulties. Studying, book learning and home work is only one phase of education . . . It is up to the pupil to take part in various extra curricular activities such as school sports, Student Council, School dramatics and Magazine Campaigns. We all understand that a student who is all work and no play is dull and it is knowing where to strike a happy medium that counts."

Mr. Dunsmore, representing the teacher partnership, said he was glad to note the title of the Panel "Four Partners in Education". Sometimes teachers have moments when they feel they are alone. Mr. Dunsmore stressed that given more understanding, consideration for emotional needs and co-operation, pupils would do a better job measuring up to requirements. He said the three R's were being replaced by three C's—viz: character, citizenship and culture in the educators' mind.

Mrs. A. D. Tector said "As parents are responsible for the first six years of the child's development without many other influences to contend with, they should realize that not all needs were met when only physical health and comfort were considered. Emotionally the child had needs from time of conception, such as feeling of security and of being loved. Later on, pride was an im-

portant characteristic to develop. Pride in country, community, home, school and in himself."

As School Board representative and fourth partner, Mr. Dickson said he felt the aim of the majority of school board members was to develop men and women publicly useful and privately happy.

Mr. J. E. Morrison as Moderator "par excellence" kept the question period, which followed, interesting and lively.

Before the meeting Mr. and Mrs. S. W. Brigham entertained the members of the Panel and Programme Committee at dinner at the Iroquois Club—the guests of Canadian Johns-Manville Co.

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# THE CHILD AND BOOKS

by RITA SHEPPARD

(Chairman, Children's Leisure Reading Committee)

"Books are no substitute for living, but they can add immeasurably to its richness. When life is absorbing, books can enhance our sense of its significance. When life is difficult, they can give us momentary release from trouble or a new insight into our problems, or provide the rest and refreshment we need. Books have always been a source of information, comfort, and pleasure for the people who know how to use them." This is particularly true for a child.

In the last few years, writers, artists, and editors have joined forces to make juvenile books so varied in content and so beautiful to look at, that adults as well as children enjoy them. The annual output is tremendous, reaching in some years more than a thousand titles. These books, like those for adults, range from the unreliable and trashy to books of accuracy and permanent significance. Among them, are the treasures, a wealth of fine books, old and new.

## Standards Needed

If we are to find these treasures, the best books for children, of course we need standards for judging the books themselves. But two facts we need to keep constantly before us: a book is a good book for children only when they enjoy it; a book is a poor book for children even when adults rate it a classic if children are unable to read it or are bored by its content. In short, we must know the child for whom the books are intended — his interest and needs.

A child's needs are at first intensely and narrowly personal, but as he matures these needs broaden and become more generously socialized in proportion to the socialization of the child. As he struggles to satisfy his needs, he is forever seeking to maintain the precarious balance between personal happiness and social approval, and that is no easy task. Books can help him directly or indirectly.

They can help to meet the need for material, emotional and spiritual security and help to teach that while the need for security begins with ourselves, it soon extends to other people.

## The Need To Belong

Growing out of the need for security is the need to belong — to be part of a group. The child identifies himself with his home, his school, his team or gang, later with his city, his country, and perhaps in a few cases with a world group. By guiding his reading to those books which represent peoples of other countries or races or creeds fully and honestly, a child can begin to learn the meaning of friendly world neighbours.

Every human being wants to love and to be loved. Through books delightful pictures of family life and of friendship can be presented and the teen-ager can be introduced to romantic love, presented with sufficient emotional interest to command their respect.

As well as love, the need to achieve — to do or be something worthy — is a vital one. The sense of getting something done and also receiving a pleasing recognition for worthy deed is utterly satisfying to a young child and is all mixed up with his enjoyment of action for its own sake. As the child grows older, heroes and heroines who accept handicaps and defeat courageously and achieve in spite of them fill this need. Children need to learn that achievement is pleasant when it follows past success, but it is perhaps even more satisfying when it is reached after many defeats. Growing up means growing.

The need to know surely, accurately and precisely is one of the basic hungers which books can satisfy directly. This satisfaction supplies the fourth type of security — intellectual security. It is our duty to supply the child with books which meet their many interests, are clear and understandable, conveniently arranged, and, above all, scrupulously accurate in every detail.

---

A child knows whether or not an adult *really* loves him, just as a plant knows the difference between a bucket of water thrown over it and rain from heaven.

A girl is a creature who can go around for a week in a bathrobe, yet end up on Saturday with a tubful of laundry.



# **BUILDING AN ORGANIZATION**

*A Short History of the Home & School Movement  
in the Province of Quebec*

by ALEX. R. HASLEY

Based on research by Mrs. F. E. Brydon

## **II. Growing Pains - The Years of Expansion, 1945-49**

While operating in 1944 with a provisional committee, the infant Quebec Federation of Home & School Associations acted as host to the Canadian Federation of Home & School Associations — as the national body was then known. Canadian Federation's 8th Annual Meeting was held in Montreal August 21 - 25, 1944 and from all reports available, Quebec Federation was a perfect host, introducing a number of innovations which were quickly adopted as part of the pattern of subsequent annual conventions.

Confirmed in their respective positions by election in December, 1944, the former provisional committee continued through 1945 to work for the consolidation and expansion of the Federation. At the same time the officers sought to identify the newest Provincial body more closely with the national Home and School Movement by adopting the institution of Founders' Day. Plans were well laid for inauguration of the event the following year.

Appreciating the value of a news medium, no time was lost in establishing "The News Bulletin" which, while having a sporadic early existence, was soon meeting a real need. It was also recognized that the distance between the central, Provincial body and the individual associations was too great so that a tremendous amount of work went into the setting up of Regional Councils designed to bridge that gap.

In May of 1945 the first annual meeting was held and progress in many different directions was reported. The officers elected the previous December were re-elected and asked to carry on the splendid work they were doing. In July Gordon Patterson, the President, resigned as his firm was transfer-

ring him out of the Province. A. M. Patience, Vice-President in charge of Administration, was appointed to succeed him.

Activities within the various associations were varied. To mention but a few, Chambly-Richelieu Association was serving a hot lunch each school day, Kensington Association organized a skate swap shop, Bancroft Association worked for the inclusion of movies in the school curriculum and Willingdon introduced the idea of requesting school boards to grant a holiday or long week-end between the Christmas and Easter vacations.

It was in 1946, too, that Federation set up a Committee "to study the Outremont Jewish school issue". A Quebec Manual — covering a typical constitution for a local association, lists of publications available, speakers' lists, etc. — was prepared and distributed. The Montreal Protestant Central School Board was approached to secure its co-operation in the establishment of evening classes for adults in arts and crafts. Other matters on which various committees were working included the admission of children to theatres for selected showings, school finance, establishment of consultants in home economics for schools throughout the Province, provision of vocational guidance facilities in schools, better lunchroom facilities in schools, provision of hot lunches in the winter months, improved medical and nursing facilities, establishment of supervisors for physical education and school recreation, and many more.

Child Study Groups were organized in a number of Associations with leaders being trained and invaluable assistance being given by the Mental Hygiene Institute.

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## BUILDING, cont'd

At the 1946 Annual Meeting K.G. Fensom was elected President and immediately introduced the thought of holding an annual convention as a means of bringing associations together for the exchange of ideas and the improvement of relations between Federation and the local groups.

The Parent-Education Committee, not so far mentioned, produced a list of books recommended for Parents' Bookshelves and this aspect of the work received some emphasis in many associations.

A Committee to study the question of teachers' salaries was set up and some thought was given to seeking representation on the Protestant Committee of Public Instruction of the Province. A Curriculum Committee was also functioning and studies were going ahead on other matters of vital concern to Home and School members.

A survey showed that there were 44 Home and School associations affiliated with the Federation and 29, mostly off the Island of Montreal, were not affiliated by the end of 1946.

Space limitations prevent repeated references to continuing studies carried out by Federation. Efforts are made here only to mention the subjects of study and action as they first appear to assume importance.

### Active Group

Thus, from the beginning of Federation the Community Standards Committee was a most active group. Many of the items already mentioned were first handled by that Committee. In 1947 some of the matters concerning this Committee were the distribution of immoral publications, promotion of "the lighted schoolhouse movement", civic actions directly affecting school children, securing of better conditions for delinquent youth, and development of community councils.

Another Committee coming more into the limelight was that on Radio. This group was studying the use of radio in school curricula, the best equipment for such purposes, current educational broadcasting in the United States and elsewhere, and so on. Parent Education was still another committee actively at work organizing leadership training classes, discussion groups, etc.

A. W. Smith was elected President at the annual meeting in May of 1947 but again July proved to be a disruptive one as it was that month Mr. Smith's company chose to transfer him to the United States. Appointed his successor was J. A. B. McLeish, the Treasurer.

Although the annual convention idea had been under study and tentatively planned for November it could not be carried out. However, a committee continued the study aiming at introducing the annual event the following Spring.

It was late in 1947 that the Radio Committee undertook in addition to its research activities to produce, through the kindness of, and in co-operation with, Station CFCF the first of the "Home & School On The Air" programs, now in their 7th year. The basic plan was that the broadcasts should carry news of local associations, of Quebec Federation and of the Canadian Federation. Early in 1948 William "Bill" Petty of CFCF joined that Committee and since, as is well known, has been primarily responsible for program direction, its continual improvement and wide acceptance.

### Regional Councils

The idea of Regional Councils, slow at first to "catch on" — although the West End (of Montreal) organized in June, 1947, and the Chateauguay Valley in November, 1947 — gained impetus under the direction of Organizing Vice-President Dr. E. C. Powell. March 1948, saw the North End Regional Council formed; in April The District of Bedford, the Central Suburban, and Lake Shore councils were established; the South Shore Regional Council came into being in June. Not all of these survived but the "connecting link" at least was forged for the time being.

On April 30, 1948 at 2.15 p.m. Federation's First Provincial Conference opened. It continued that evening and throughout the next day, May 1st, and was voted an unqualified success. J. A. B. McLeish continued as President.

The year 1948 saw most of the activities of Federation continued and many of them expanded. The interests of the local associations were many and varied. Dancing classes, skating classes, children's art centres, social evenings for graduating classes, evening groups in many subjects, speech and dramatic coaching — all these and numberless others became public property as the associations shared their ideas with each other.

It was in October, 1948, that the first copy of QUEBEC HOME & SCHOOL appeared to inaugurate a policy of publishing regularly a magazine which should be supported in part by the advertising it carried.

*(continued on page 18)*





## Technical Education in the Province of Quebec

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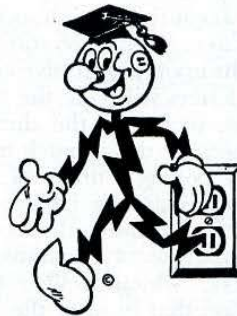
All these schools come under the authority of the

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# SO LITTLE FOR THE MIND

Dr. Hilda Neatby's book, "*So Little for the Mind*" has become one of the most controversial Canadian books of recent years. If it were to achieve nothing else it would be entitled to our appreciation for the renewed interest it has aroused in Canadian school affairs. Because of the reaction which this work has evoked we reproduce here two opinions, one by a teacher and one by a parent. Dr. Paton's review was published in slightly more extended form in the PAPT Magazine for March.

## A Teacher's View

by J. M. PATON

Hilda Neatby's *So Little for the Mind* (Clarke Irwin, Toronto, 1953) is rapidly becoming the most discussed non-fiction book published recently in Canada. That is not surprising, since it more than lives up to the promise of its sub-title "an indictment of Canadian education", and most people like controversy, especially when the subject is one on which everybody is an authority of sorts.

It is devoutly to be hoped, however, that those who are waxing ecstatic over the book's onslaught upon progressive education in large capital letters will take the trouble to read it carefully, including the thirty-four pages of notes; because this is much more than a lively brochure poking a finger of ridicule at a few stock figures among educators and psychiatrists. It is a full-length book with a pretentious apparatus of annotated quotations and references, which deliberately creates the impression that most of the ills of our society may justly be laid at the door of a group of educational experts in nine provinces (Newfoundland and Catholic Quebec are excluded from the survey) who have embraced the materialistic philosophy of John Dewey and have at the same time succeeded in bamboozling or in silencing the teachers by methods not unlike the totalitarian techniques of Hitler and Stalin.

Dr. Neatby may have intended all this in a spirit of good clean debating fun. Indeed, she may now be preparing her line of defence in expectation of a heavy attack from the negative side. Somehow I hardly think so. While the style of the book is never heavy,

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## A Parent Speaks

by MARGARET E. DOW

The first impression one receives on reading, "*So Little For The Mind*", is that here is a book written almost at the white heat of anger. One responds to it as one does to a particularly apt and timely letter to the editor of a newspaper on some burning question. Interest and sympathy are quickly aroused. While these are aroused the book's better qualities come through—the firm, incisive style, the honest indignation, the biting criticism of some admittedly weak areas in Canadian education today. Dr. Neatby crystallizes some of our own vague suspicions that all is not quite what it should be. When she fulminates against dozens of optional courses in the high school; when she questions the cultural background of our educators; when she scathingly comments on the synthetic approach to literature and reading or the generally patronizing attitude of teachers to parents when she questions the educational qualifications of the high school graduate or chides the purveyors of professional jargon; let's admit she isn't turning over entirely virgin soil in our minds. Most of us have thoughts about these things too and we're immediately interested. Unfortunately, that is just about all the book does for us—arouses our interest and leaves us "so little for the mind".

Why, a month after reading this book does it leave such a bad taste in the mouth? Why is one left with the impression of a clever but shrewish mind whenever one thinks of it? Perhaps, like the letter to the editor which isn't followed up, the initial interest has died down. The surface facility of expression which characterized the book

(continued on page 11)



its intent is deadly serious. Miss Neatby obviously hopes that better days will soon dawn for liberal education and the humanities. That being so, it seems to me a great pity that she has aroused unnecessary antagonism to her views by adopting that irritating air of superiority so often assumed by the arts faculty toward their colleagues in the "training" faculties, in this case the colleges of education.

### Some Shafts Strike Home

A pity, yes; for this might have been a book to remember with gratitude, as one which admonished with candour, which attacked without rancour, which criticized with humility, and left the reader with sure grounds of hope for a better day. Seldom are these elements of a good indictment found in this book. They do occur, however; and before proceeding to document my own criticisms, I shall mention some of Dr. Neatby's shafts which I feel have fairly hit the target.

There are, for instance, her numerous illustrations from provincial courses of study of professional jargon and windy nonsense, especially those passages dealing with the enterprise method and so-called "democratic procedures". Plagiarism in departmental circulars, the clutter of "busy work" in some normal school programmes, unsatisfactory objective-type questions, trivialities in certain oral composition and literature courses, quite rightly elicit the author's scorn. I also agree with much that she says in ridicule of the lengths to which some educators have gone in requiring that the interest of the learner be aroused before teaching can begin, with the result that teachers have frequently felt constrained to invent a whole battery of devices by which to persuade the pupil to "identify himself" with the aim of every lesson.

Miss Neatby has more important criticisms than these. Her insistence on facts and on memorized propositions as furnishing the raw material of thought, should be carefully considered in the light of the prevailing notion that pupils must always "understand" what they are required to "learn". Her chief indictment of today's schooling — that it is anti-intellectual, that it leaves too little for the mind to work on — should not be ignored merely because she has, in my view, placed the wrong prisoner in the dock. Less urgent but not unimportant (to employ the author's

*(continued on page 12)*

can no longer be remembered. Only the tone of that expression remains; little is left on which to reflect.

Questions begin to occur to one. Where is the documentation? How many schools did Dr. Neatby visit? How many teachers, principals, administrators, parents did she honestly question? What reference material did she use? Is the book true of all educational systems in all Canadian provinces?

Let's examine the documentation. The source of most of Dr. Neatby's information seems to be:

- (1) Manuals and teacher instructor material mainly from the western provinces, Ontario, and the Maritimes; practically nothing from Quebec. All excerpts are out of context; very little concrete information is given.
- (2) Books and magazine articles previously published, written in the same vein as her own work. Mortimer Smith's book, "And Madly Teach" (one of her references) suffered from exactly the same malady as the book we're reviewing, sweeping generalization, very little fact. Dr. Richard Livingston's, "Education For a World Adrift", an entirely different book, one written soberly and quietly in a philosophical vein, might have been quoted effectively — but it wasn't.
- (3) Letters and Comments from Dr. Neatby's friends and acquaintances — these constitute the greatest source of her criticism. Again taken out of context, they seem exactly the kinds of letter one would write to someone who thought like Dr. Neatby if one wanted to impress her. Most of the letters and comments are personal opinions and of no scientific value.

When we come to the facts about Canadian schools today, we run into the same angry denunciation of curriculum and philosophy of the education which recognizes the responsibility to all children. That there are weaknesses in this philosophy and its practice, none would deny. That is why we reach eagerly for such books! One looks in vain for facts based on quiet research, unassailable statistics, full documentation. One searches hopelessly for suggestions of the solu-

*(continued on page 17)*



## A TEACHER, *cont'd*

favourite device of the double-negative when anxious to have it both ways), would be an inquiry into the validity of the assertion that brilliant students are not welcome in education faculties, and that most of our career educators come not from the top but from the second or third ten per cent of university graduates.

### Misleading Documentation

This is not an opinion capable of easy proof, and the book offers none. It does, however, attempt to establish another opinion — that the majority of Canadian education experts have come under American, and in particular, Dewey influence. As happens too often in this book, the documentation is completely misleading. The author merely takes a small and unrepresentative sampling of educators and notes the source of their degrees. When she finds the total of American degrees higher than the Canadian and British combined, she feels that her conclusion is justified.

For example, Miss Neatby frequently refers to our "largest college of education" as a stronghold of Deweyism where many of the "experts" she dislikes received their pedagogical training. I can personally testify from an experience extending over ten years and ending about six years ago that American textbooks and Teachers' College philosophies were not at that time given the slightest priority. Indeed it was largely the other way. The only textbooks I recall buying in educational philosophy and psychology were published in England, and while the courses required wide reading and some acquaintance with most schools of educational thought, the bias was most certainly toward a critical and somewhat sceptical evaluation of the views of Dewey, Kilpatrick, et al.

### Some Threats to Culture

On the other hand, this book is on much stronger ground when it seriously questions the modern over-emphasis on social adjustment, on individual satisfaction, on the complete avoidance of frustration, and on every kind of manipulation to eliminate pupil experience with failure. While more aware of the practical difficulties than Dr. Neatby seems to be, teachers should give serious thought to her insistence that we teach "a firm and fixed moral law, rendered flexible only through the operation of grace and a total renunciation of self"; in short, that we substitute Christian morality for amoral pragmatism in our educational philosophy


*(continued on page 13)*

## HEADS COMMITTEE



**E. G. BANNING**

An instructive program for the 1954 Federation Conference is being drawn up by a committee headed by Mr. Banning. A member of the Greenfield Park Association Mr. Banning is a former Vice-President of Federation and was the first President of the South Shore Regional Council.





## A TEACHER, cont'd

and practice. Some of the difficulties, as the historian Dr. Neatby must appreciate, are inherent in modern society: the decline of religion (or rather of organized religion), the growth of materialism, and the worship of Success as an end in itself. Had Miss Neatby directed her main attack on everyone responsible for these cultural evils, including, surely, some of her university colleagues in arts faculties and history departments, her book might have been more warmly received by school people, because it would have had the great virtue of a humble striving after truth.

It is difficult to understand why the author devoted so much time and space to a one-sided attack on a small group of educators whose influence for evil she has ludicrously exaggerated, when her conclusion is an excellent plea for a truly Canadian philosophy of education and for a national inquiry into the whole question of education and its relation to the past and the future of our society (p. 334). At this point she does admit that the ills of modern society are at the root of what she finds wrong with our schools, but the reader by then suspects she has tongue in cheek, so obvious has it been for over three hundred pages that the bad things are in the elementary and secondary grades (not in the education which goes on outside the school and in the university), and that the arch-enemy is Deweyism and a handful of its devotees in Canada.

By this time the reader may have guessed the reason for the quotation marks in the title of this article. Miss Neatby does indeed "punch the pedagogues" with a skill worthy of the holder of a Ph.D. But she is also guilty of unfair manipulation of arguments and references which amounts to a kind of doctoring of the evidence.

### Specific Defects

To save the reader's time and to conserve space, I shall now tabulate a number of specific weaknesses in order to illustrate the criticisms I have already made. The list is not exhaustive, and the order of the paragraphs is without significance.

1. Much of the evidence in the book is unreliable: to wit, the opinions of a few disgruntled education students, the writer of "an unpublished master's thesis", one or two letters to the editor, and isolated excerpts from provincial courses of study. Surely an historian of Dr. Neatby's standing should have been able to devise a satisfactory method of obtaining representative opinions of Canadian parents and teachers (students also) concerning teaching methods and classroom procedures.

(continued on page 14)

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## A TEACHER, cont'd

2. As if to anticipate charges of citing unreliable authorities, Miss Neatby resorts to the questionable device of the double negative with such ambiguous phrases as "not without truth" and "not untypical". For instance, in order to substantiate her opinion that teachers' magazines in Canada are of poor quality and rely too much on material from the United States, she selects only one of the dozen or so printed and describes it as "not untypical" of all, although it soon becomes clear that her selection is deliberate.

### No Critical Teachers?

3. Throughout the book there is the strange assumption that the absence or the paucity of published criticism, by teachers, of educational trends constitutes unmistakable evidence of their conversion to Deweyism or their submission to "the experts". In the first place, I would suggest that Miss Neatby's reading has not been wide enough. She has missed not a few articles that are "not untypical" of teacher opinion generally. In the second place, she has overlooked the possibility that teachers would hesitate to publish the specific kind of criticism which appears in this book for reasons that other professions will appreciate, and which may possibly account for Dr. Neatby's failure to include her arts faculty colleagues in her indictment.

4. Many pages of this book exude the odour of intellectual snobbery, perhaps better described more kindly as an ivory tower myopia. Mediocre academic achievement, narrow specialization, anti-cultural and illiberal tastes, and the like, are cited as characteristics of the staff, the students, and the graduates of colleges of education, with never a hint that other university faculties and departments, including history, might occasionally harbour a few specimens.

### An Annoying Brevity

5. Another irritating feature of the method of argument is the insistence, sometimes by implication, that "our side" (Miss Neatby's) is so right that no substantiation of an opinion is required. The Canadian reader is expected, for example, merely to accept the view that British and European schools are superior to his in all essential respects. That there is widespread dissatisfaction in England with the examination system for admission to grammar schools, and that the composite school organization which Dr. Neatby despises is growing in favour there, is apparently unknown to her.

6. Other weaknesses are the result of ignorance of the Canadian school system. These

would be readily overlooked by any reasonable critic but for the author's *ex cathedra* manner in criticizing others. She concludes, for instance, that normal school courses on teaching method preclude any solid teaching of the content of the subject. She thinks that the composite school and the typical vocational school (as in Ontario) are trade schools which provide little or no academic instruction. She assumes that the modern emphasis on pupil taste and interest in the teaching of literature is but another weak concession to the soft pedagogy of the day; whereas a better case could be made out for the claim that it arose from the shortcomings of traditional content and methods, particularly as regards the ninety per cent of pupils who will never attend a university.

### The Author's "Solution"

So much for details. The crowning evidence that this book is not the unanswerable indictment of education in Canada that some people have apparently been waiting for, lies in the chief solution offered by Dr. Neatby for what many regard as the dilemma of education everywhere in the English-speaking world today. *How can we educate boys and girls so that all of them may have the opportunity to be the intelligent "rulers" who, according to Robert Maynard Hutchins (one of the author's favourite authorities) are essential to a democracy?* I doubt very much if the former President and Chancellor of the University of Chicago, now Associate Director of the Ford Foundation, will like his disciple's answer, because it means a return to the exclusive aristocratic schools of the nineteenth century.

Her answer, however, does have the virtue of simplicity. First of all, the schools should restore the rigorous entrance examination to high school and thus eliminate about forty per cent of the academic misfits at one stroke. Thereafter, a series of strict academic tests, plus permission to potential drop-outs to leave school whenever they are so inclined, will ensure that the upper grades of the secondary school contain only the top five to ten per cent who are of university calibre. These students will, presumably, be able to "read, write, and think", and the troubles of college professors will be over.

What is to happen to the other ninety per cent? In two places, pages 223 and 307

**A. LESLIE PERRY**

ARCHITECT

MONTREAL



to be exact, Dr. Neatby does not appear to care. Let them go, she says. They were allowed to go in the good old days, so why worry about them now? In another place, page 231, she is not quite so ruthless and suggests that some "other type of institution" may have to be provided. It must not be called a secondary school, however, and the reader is left to draw his own conclusions as to whether employers are to provide part-time education or the state to establish evening classes. Whether all these young people are to find employment, what the reaction of labour will be to the glutting of the market with unskilled hands, what parents and taxpayers will think of a provision of secondary schools and colleges only for an academic élite, Dr. Neatby does not say.

**Something to be Thankful For**

The dust-jacket blurb on this book would have been well advised to call it the most controversial rather than the most important book on Canadian education that has yet been written. As such it will be widely read and quoted, and it will be enjoyed, too, because the style is eminently readable and almost unflinching lucid. Insofar as the book directs attention to weaknesses, however exaggerated, in our educational theory and practice, its effect upon teachers and teaching will be, I think, efficacious. It does seem too bad, however, that Dr. Neatby did not pursue more completely her main thesis, "so little for the mind", and that instead she devoted most of her time and her unquestioned ability to the preparation of an indictment that is buttressed with so many references of doubtful validity.

I hope that the readers of this magazine will study Dr. Neatby's book for themselves, and that they will give special attention to her criticism of teachers' magazines, because this journal would like nothing better than a flood of original manuscripts from P.A.P.T. members on the many important issues raised in *So Little for the Mind*.

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Closing meeting of Outremont Home and School Association will be held on Wednesday, April 28th at Strathcona Academy in the form of a membership dance.

There will be music, refreshments, door prizes, reports and presentations to the school.

The direction in which education starts a man will determine his future life.—PLATO



## THESE ARE THE BOOKS

We are always interested in the very finest literature for our children because it is a firm foundation of education. In this respect the books which have won the Newbery and Caldecott Medals are among the finest in the world of literature. These two awards were established by Frederic Melcher, editor of Publishers' Weekly, the oldest and leading book-trade magazine, for distinction in the field of children's books. The Newbery Medal, first given in 1922, is awarded annually for the book, published in the United States, which is voted "the most distinguished Literature" for children. The Caldecott Medal, begun in 1938, is given for the best picture book of the year. The awards are determined by a committee of children's librarians from the American Library Association, teachers and children cast their votes too, for these coveted awards.

### Newbery Medal Books

- 1922—Hendrik Van Loon, *The Story of Mankind*: Liveright.  
1923—Hugh Lofting, *The Voyage of Doctor Dolittle*: Stokes.  
1924—Charles Boardman Hawes, *The Dark Frigate*: Little Brown.  
1925—Charles J. Finger, *Tales From Silver Lands*: Doubleday.  
1926—Arthur Chrisman, *Shen of the Sea*: Dutton.  
1927—Will James, *Smoky*: Scribner's.  
1928—Dhan Gopal Mukerji, *Gay-Neck*: Dutton.  
1929—Eric P. Kelly, *The Trumpeter of Krakow*: Macmillan.  
1930—Rachel Field, *Hitty, Her First Hundred Years*: Macmillan.  
1931—Elizabeth Coatsworth, *The Cat Who Went To Heaven*: Macmillan.  
1932—Laura Adams Armer, *Waterless Mountain*: Longmans Green.  
1933—Elizabeth Foreman Lewis, *Young Fu fo the Upper Yangtze*: Winston.  
1934—Cornelia Meigs, *Invincible Louisa*: Little Brown.  
1935—Monica Shannon, *Dobry*: Viking.  
1936—Carol Rylie Brink, *Caddie Woodlawn*: Macmillan.  
1937—Ruth Sawyer, *Roller skates*: Viking.  
1938—Kate Seredy, *The White Stag*: Viking.  
1939—Elizabeth Enright, *Thimble Summer*: Rinehart.  
1940—James Daugherty, *Daniel Boone*: Viking.  
1941—Armstrong Sperry, *Call It Courage*: Macmillan.

(continued on page 17)

## SCHOOLS TO GET TV ON TRIAL BASIS

Educational telecasts to Canadian schools will be undertaken next fall on an experimental basis. The telecasts will be viewed in classrooms as part of the regular classroom routine and will reach schools in areas served at the time of the experiment by CBC television stations II will be available to all privately-owned TV stations.

Announcement of the project was made in Toronto by A. D. Dunton, chairman of the CBC Board of Governors, at the annual meeting of the National Advisory Council on School Broadcasting.

The programs to be included in the experiment have been planned by a committee of the Council under the chairmanship of George Croskery, secretary of the Canadian Teachers' Federation. Announcement of the experiment culminates two years of investigation on the part of the committee.

The experiment will get underway in November and the results of telecasts such as dramas based on Canadian historical events will be studied through reports of teachers to determine their value to the schools.

Another announcement relating television to the school curriculum concerns after-school telecasts and will mark the first time anywhere that such a plan has been tried. Under the plan, television programs related to radio school broadcasts will be put on the air after school hours. Students will view such telecasts in their homes, with the telecast acting as a visual supplement to radio school broadcasts now heard regularly in most English-speaking schools throughout Canada.

The after-school telecasts will get underway in March. The programs will cover school topics likely to benefit from television presentation and will be carried by all television stations in Canada.

These telecasts will be launched on March 19 with a program dealing with prospecting and will be aired in the late afternoon of the same day as a National School Radio Broadcast on the same subject.

### F. David Mathias ARCHITECT

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## THESE ARE, cont'd

- 1942—Walter Edmonds, *The Matchlock Gun*: Dodd Mead.  
1943—Elizabeth Janet Gray, *Adam of the Road*: Viking.  
1944—Esther Forbes, *Johnny Tremain*: Houghton Mifflin.  
1945—Robert Lawson, *Rabbit Hill*: Viking.  
1946—Lois Lenski, *Strawberry Girl*: Lippincott.  
1947—Carolyn Sherwin Bailey, *Miss Hickory*: Viking.

### Caldecott Medal Books

- 1938—Dorothy Lathrop, *Animals of the Bible*: Stokes.  
1939—Thomas Handforth, *Mei Li*: Doubleday.  
1940—Ingri and Edgar D'Aulaire, *Abraham Lincoln*: Doubleday.  
1941—Robert Lawson, *They were strong and good*: Viking.  
1942—Robert McCloskey, *Make Way For The Ducklings*: Viking.  
1943—Virginia Burton, *The Little House*: Houghton Mifflin.  
1944—Louis Slobodkin, illus.; *Thurber, James, Many Moons*: Harcourt Brace.  
1945—Elizabeth Orton Jones, Rachel Field, *Prayer For A Child*: Macmillan.  
1946—Maud and Miska Petersham, *The Rooster Crows*: Macmillan.  
1947—Leonard Weisgard, Golden MacDonald, *The Little Island*: Doubleday.

## A PARENT, cont'd

tion to the predicament in which modern education finds itself—that of teaching as many students as possible without sacrificing principles or pupils. Dr. Neatby gives us neither fact nor solution, no practical one at any rate.

Few references, if any, are made to the schools Dr. Neatby might have visited in search of substantiation of her allegations. Did she question school administrators, principals, teachers, parents across Canada to obtain a representative poll of opinion. If she did the book doesn't mention it.

To a parent this type of book just isn't good enough. At the best the book arouses suspicion in a vague way. Our suspicions have already been aroused. It hints darkly of a "nigger in the woodpile", but which nigger and which woodpile? Many administrators and teachers (except, of course, those in exemplary Quebec) must feel hurt and annoyed with "So Little For The Mind". Will one of them answer in print? Will Dr. Neatby substantiate her criticism and offer a solution in a better, quieter more scholarly book. A lot of Canadian parents and teachers are waiting for one or both.

Whenever her son gets into a boyish scrape, a certain mother consoles her family with, "It's never the nicked cup that gets broken."

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## "YOUR CHILD IN SCHOOL"

by

DR. S. R. LAYCOCK

A series of radio talks in the "School for Parents" series on the CBC has recently been published in booklet form by the University of Saskatchewan Book Store in Saskatoon.

This booklet makes very interesting reading for parents. Packed into only twenty-nine pages is a great deal of information, good sense, suggestions, and ideas for remedial teaching. Each chapter is followed up with several well thought-out questions for discussion.

Following is a list of the nine chapters with a sample discussion question.

1. Parents and Teachers run a three-legged race.  
Q.—After reading about this boy, can you list other practices of parents which way make a child feel insecure and inadequate?
2. Helping your child to get the most out of school.  
Q.—Does your school arrange for pre-school children to visit the school in May or June?
3. Your child learns to read.  
Q.—What can parents do to help a child to get ready for reading?
4. Your child learns to write and speak.  
Q.—To-day's teachers are inclined to let pupils write about the things that they are just bursting to write about instead of setting a composition topic for the whole class. Good or bad?
5. Your child learns social studies.  
Q.—What do we want our children to learn in history and geography?
6. Your child learns arithmetic.  
Q.—Should drill precede or follow understanding?
7. Your child learns science.  
Q.—When can children start to do experiments to find out answers? Must they wait until high school?
8. Your child learns art.  
Q.—What was wrong with the older teaching of art which directed all the children of a class to draw the same thing?
9. Guiding the child who is different.  
Q.—What, (if any) provision is made in your community for the training and educating of handicapped children?  
— R. M.

## Maisonneuve and John Jenkins

One of the most successful events of the year is our Annual Military Whist. This year was no exception. On Friday evening February 5, more than two hundred people attended this function after which refreshments were served. Well over one hundred door prizes were distributed, together with several special prizes which had been drawn for. As this is one of our main sources of income we greatly appreciate the wonderful support we have been given each and every year by parents and their friends. We are also deeply indebted to the merchants of Montreal East who have been extremely generous in donating gifts and in advertising the event.

Reminder to our members: please note the coming meeting. The date April 20; time 8 p.m.; and the place, Rosemount High School. This meeting should be a particularly interesting one, not only to the parents of the older children who will soon be entering High School but to anyone who is really interested in seeing one of our most modern schools and of obtaining first-hand knowledge of modern teaching methods.

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### BUILDING, cont'd

Early in 1949 one of the many things concerning Federation was school construction in Montreal and another was the question of "free" education. Fees and textbooks were subjects which were debated and discussed on all levels — in local associations, by Regional Councils, and by Federation.

As a result of the work of the Committee on Sex Education a resolution adopted by the annual meeting advocating the introduction of sex education was forwarded to the proper authorities.

The 2nd Provincial Conference was held April 29th and 30th at which time the annual meeting elected Dr. E. C. Powell to the presidency.

It was towards the end of 1949 that Dr. Powell told a meeting of Representatives, "So far this (Federation) year the policy appears to be orientating itself around consolidation, following a two year period of very rapid growth." Membership at this point was 90 associations representing about 12,000 families.

*(This is the second of a series of three articles. The third will appear in our next issue and be entitled, "Early Maturity — The Crowded Years, 1950-53.")*





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WHAT HOLDS THE STARS IN PLACE?

HOW DOES THE SUN MAKE ITS LIGHT?

WHAT IS ATOMIC POWER?

WHERE AM I IN MY SLEEP?

WHY IS ICE SLIPPERY?

WHY CAN'T I SEE IN THE DARK?



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