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IN THIS ISSUE:

- **Education Has Improved**
- **Journey Toward Freedom**
- **Public Education
in England and Wales**
- **Books We Recommend—
For Parents**
- **Look Who Drives the Bus!**

HOME AND SCHOOL

VOL. VII, No. 5

MONTREAL, QUEBEC

FEBRUARY, 1955

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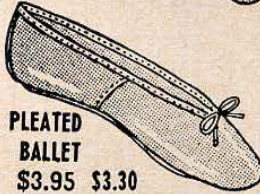
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REUBEN RESIN

POT

SHOTS

AS YOU probably failed to notice, my piece didn't appear in the December issue. Being a prez and having a monthly page to fill is fine, but the deadline'll get you if you don't watch out. And when it does, as it did me, you're like the little man upon the stair.

I know my readers were bitterly disappointed, because the editor himself, with diabolical glee, told me he received a flood of one letter from a hockey-minded correspondent who congratulated him on scoring a shut-out.

* * *

Hey, there, you with the hair on your chest and your male ego notions about it being sissy stuff to join Home and School, I've met many a hombre who is active in it. They all seem to be normally and belligerently masculine, except that they're willing to concede that they are not omniscient (wise guys to you, wise guy). What makes you think you're different, mister?

* * *

Calling all landless peasants! Here's your chance to become a property owner for a quarter. A twenty-five cent contribution to the National Headquarters Campaign Fund makes you a real estate tycoon. You become part owner of a beautiful \$40,000.00 mansion that you can nearly call your own. I'll admit there's a drawback. It's located in Toronto (ugh!). But if enough of us Quebecers contribute we'll have it moved, brick by brick, to our own fatherland. Think of the possibilities for just a quarter. Give until it hurts — Toronto (ugh!).

* * *

A constitution is a thing that if you have a good one, (1) keeps you from getting ulcers when you eat pickled snails floating in pink marshmallow ice cream just before going to bed, (2) helps you run your Association smoothly if, like fire, you make it work for you instead of letting it get the upper-hand. How's yours?

(continued on page 15)

proves

EDUCATION

HAS

IMPROVED

The following excerpts are from Dr. Phillips' article published in *The Educational Record of the Province of Quebec*.

IF ANYONE cares to make a careful study of the history of education in this country — of what was taught, how it was taught, by whom, to whom, and with what results — he will not escape the conclusion that by commonly accepted criteria education today is superior to education in the past whether the past be defined as twenty-five years ago, fifty years ago, seventy-five years ago, a hundred years ago, or any larger number of years ago that any critic has the temerity to suggest. By commonly accepted criteria I mean the educational touchstones and standards emphasized by those chiefly responsible for the improvement and efficiency of our public school systems since their inception. I include also as criteria the less tangible values frequently enunciated as being basic to our democratic society and the educational objectives which these values clearly imply. Such values include respect for the integrity of every individual, human relations in accordance with the Golden Rule, free access to truth and respect for truth, honesty and responsibility, and so on. Most of the educational corollaries are self-evident but they include the power to think, decide, and act independently and in cooperation with others, resourcefulness, tolerance, and other abilities and qualities which education must develop to make democratic values a reality.

Critics of the schools today always imply that education was better in some previous period. But they have not been clear about the identity of this period of superiority in the misty past. I have therefore a pertinent question to ask: When were those good old days? Were they before 1840 when Lord Durham wrote: "Even in the most thickly populated districts there are but few schools

and those of a very inferior character." Surely not, for the school buildings were utterly wretched and, as for the teachers, the following comment of the school visitor for Prince Edward Island is no more severe than scores of other such criticisms: "It too frequently happens that it is only persons of shipwrecked character and blasted prospects in life, after every resource has failed them, who take up the important office of school-master."

Maybe you think the good schools of old were to be found around 1860, when New Brunswick inspectors found that teachers were "generally illiterate females". Fifteen years later, in 1875, inspectors in Quebec said that only two out of five pupils could read with tolerable accuracy and fewer still with any fluency.

Possibly the 1880's were the years of educational excellence. But in 1884 the Bishop of Niagara said that the schools had deteriorated, not improved, for "the pupils in our common schools of those days (the 1850's) could spell, read, write, cipher and understand geography better than they do now." Of course, his Lordship was mistaken. Yet another bishop — the Roman Catholic archbishop of Kingston said only three years later: "Our public schools are destroyers of modesty, an abomination and a disgrace . . . I have heard boasts of the school system of the country, but I tell you such an ignorant system the world never saw before." That remark also was unfair, because the schools, teachers, and the behavior of pupils had all improved, although they were all poor by modern standards. The most common and best founded complaint against schools of the late nineteenth century was that they had pupils learn

to repeat and apply rules of grammar but failed utterly to enable most pupils to use the English language.

What about the early twentieth century? Since that is the time when most of our elderly critics were young, let us have a fair number of quotations. It was a period when the newspapers had plenty of letters about the bad manners of children, and regular reports of juvenile offenders convicted of theft and other crimes. Here are two typical headlines or leads from Toronto newspapers of 1904-5:

Riotous conduct of a band of pupils in a street car — whistling and violent horseplay. Young criminals sentenced — four boys had committed twenty-six burglaries.

Well at least, you may say, the schools gave a solid education in those days. But what is this? Trustee David at the opening of Winchester School in Toronto in 1901 declared: "There are too many fads in the Toronto schools. The people pay for education and they get fads in return." The same opinion was expressed by another critic in a newspaper of 1904: "The fault of our entire system here is the flashiness, show, glitter and pretense, cut out the frills." In the same year Dr. Mills of the Ontario Agricultural College in Guelph said: "What discouraged me most . . . was the handwriting . . . speech incorrect and composition incorrect, slipshod, and incoherent."

There were other faults. In 1906 a clergyman voiced a not uncommon complaint that the schools neglected the teaching of "obedience to parents, of respect to superiors . . . of religion and morals."

Things got no better during World War I. A column on education in *The Mail*, Toronto, made this comment in 1917: "Manners are bad. Children often shock visitors from abroad . . . lack of deference and respect for age." If some of our youngsters whose manners are criticized by people of forty or fifty today were to get hold of those old newspapers, the oldsters might have some embarrassing questions to answer.

Ah, well, perhaps the schools and the younger generation achieved perfection in the roaring twenties. Not according to a distinguished Canadian editor, B.K. Sandwell, who wrote in 1927: "There has never been a time when students have come from the schools to the universities with their characters so little developed as today." "There has never been a time . . ." That sums up the record: There has never been a time when some adult did not represent the days of his youth and education in the days of

his youth as better than in a later generation. There has also never been a time during the past century of fairly consistent educational progress in Canada when any such claim was not mere eyewash.

To demonstrate that the schools have improved greatly in recent years, let me call your attention to a few facts regarding public education in the twentieth century. In the aggregate, these facts constitute overwhelming evidence that young people today receive education and better education than young people of previous generations.

Evidence Education Has Improved

1. Pupils are staying in school longer. Between 1911 and 1941 the average length of school attendance in Canada increased from 8 to 10 years. A much larger proportion of pupils now reach higher grade levels.

2. Pupils are attending school more regularly. Between 1904 and 1946 the average daily attendance of pupils in nine provinces improved from about 50 per cent to over 85 per cent.

3. School buildings and equipment are better. New schools are bright, colorful, and convenient. The better schools have audio-visual equipment and other facilities not found in schools a few decades ago.

4. School districts have recently been reorganized to make administration more efficient.

5. A more even distribution of educational costs has made it possible to give educational advantages to young people in the country who in the early part of this century received more than the barest type of schooling. The percentage of local school costs borne by provincial governments in Canada increased from 11 per cent to 35 per cent between 1936 and 1950.

6. The curriculum has been broadened and given vitality. Before 1900 it consisted of a few separate masses of concentrated detail called traditional subjects, whereas now a much greater variety of subjects and activities bring the pupil in touch with life with reference to both work and leisure.

7. The modern school treats the pupil as a living human being and not merely as a receptacle to be packed with facts. For example, through health instruction he is assisted to live in a more healthy way and not merely required to learn terminology of no functional value.

8. Education is adjusted in the modern school to the individual needs and abilities of pupils. For example the modern school offers

(continued on page 17)

JOURNEY TOWARD FREEDOM

Freedom is not a gift handed to the fortunate. It is a self-won prize for those who know how to seek and use it. Parents of teen-agers can be vigorous witnesses to this truth.

A SOUL-STIRRING word — freedom. It has been our battle cry for generations, and it remains a cornerstone in our concept of democracy, underlying the recognition of each person's essential worth and dignity upon which democracy is built. But an individual's freedom — to decide, to plan, to act — is achieved only through self-discipline and responsibility, and these cannot be acquired without freedom to make mistakes and grow through them.

Freedom, then, is a necessity for the full development of our children's powers, especially in the second decade of their lives. And most parents know this.

"Of course," they say, "we want our boys and girls to have the freedom they need to grow into responsible adults." Yet when there are risks involved, to life and limb or even to reputation and family honor, they are likely to become panicky and put on the brakes a bit too hard.

How natural this is to all of us! For more than ten years we have cherished and protected our precious boys and girls. Now as they enter the teens they become restless and unruly, even openly defiant at times, trying to wrest from us the complete freedom we feel sure they are not ready for. The result may be the cockiness and insolence, the clumsy and unseemly actions we parents find so hard to take. We can accept them in other people's children, as we accept the awkward, ungainly movements of a young colt just learning to use his legs. But when our own behave this way we feel differently. So we take too stringent measures, thus making the struggles worse.

Although we must set reasonable limits to the freedom of those not yet fully mature, we are likely to underestimate the adolescent's growing strength, his capacity to go it alone. We tend to see the signs of developing womanhood and manhood through a mist of appealing baby curves and childish graces, and it's hard not to give the habitual warning

along with an affectionate pat and endearing word. This is why it is easier to be objective about other people's adolescents. Those strong and tender ties, reaching back to babyhood, do not exist. We can readily see the humor in their antics, recognize their need to be free from "smother love". But with our own boys and girls it's somehow different.

INNER TURMOIL, OUTER REBELLION

And what of the boys and girls themselves? They too are having struggles in their journey toward freedom, inner struggles as well as outer ones. Their big developmental task during the early teens is to make strides toward true adulthood, toward accepting the full responsibility of freedom.

Such maturity, we know, is not easily reached or sustained. Throughout life for most of us, especially when the going is rough, a basic conflict goes on: whether to strive onward to higher levels of maturity and responsibility or sink back into a more childish state in which others will make decisions for us. Many illnesses, for instance, are now considered to represent a way of getting cared for as children are. Furthermore, the success of dictators, large or small, is based upon this same frailty.

It is in adolescence that this conflict between going forward and going back first becomes acute. Every normal boy and girl has the strong and wholesome urge to grow into full adulthood, with both its privileges and responsibilities. As one brave girl put it, "My mother ought to know I have a right to learn through my own mistakes, not hers." This urge is strong enough to make them fight for it with all the fervor our forefathers felt in their fight for freedom.

Nevertheless in the heart of each young adult there are also many misgivings. Will he be strong and wise enough to meet the tests? Can he really stand alone without his parents' help and guidance? When these questions get pressing he may become panicky and

feel that it is better to retreat to the safety of childhood and the protection of parents. But the maturing part of him fights against this feeling, and the inner conflict continues.

Outwardly this conflict is usually directed against the parents. Because they are the same parents who have cherished the child since babyhood, just seeing them sometimes makes him want to break down and cry when something has gone wrong, even though in front of everyone else he can keep a stiff upper lip. And such feelings are humiliating — especially for boys! Therefore it may sometimes seem easier to shut the parents out, so as to give the gathering strength within a chance to grow.

This deep struggle to be freed from emotional dependence on parents is greatest with the youngster who is basically sturdy yet has been protected too long. His drive toward independence is one of his best gifts, but it virtually forces him to break all bonds that tend to interfere, even at the cost of pain and suffering to everyone concerned.

What, then, can we do to help? First and most important, we can try to understand more fully what is going on in our teen-age boys and girls — and in ourselves. Attending study-discussion groups where parents share their feelings and problems will help give us a perspective and reassure us that our own experiences are really quite normal. This realization in itself has such a relaxing effect that our problems seem simpler.

YEARNINGS OF THE YOUNG

Another particularly helpful way of learning to understand these teen-age boys and girls is to get them to express their own feelings and discuss them in a group led by teachers or other adults. One means of securing good discussion material is to have each young person anonymously make out lists headed by phrases like "If my parents only would . . ." and "I like my parents because . . ."

This device was tried out successfully with more than a hundred junior high school students in Baltimore. When the youngsters' statements were analyzed, it quickly became evident that most of all they wanted more privacy and more freedom to be themselves. And certainly both privacy and freedom are essential to the adolescent's major task of becoming a sturdy, separate personality in his own right. Closely related to these two wishes were others showing a desire to be respected and trusted.

Here are some typical wishes completing the phrase "If my parents only would . . .":

Stop thinking that things are the same as they were in their childhood.

Stop being annoyed if some of our ideas and values are different from theirs.

Treat me as an adult and listen to me seriously.

Let me do my own thinking and decide for myself.

Stop calling me "dear"; "dope" would be better.

Stop "snooping" in my things.

Stop trying to know all my thoughts and feelings.

Let me go places without having to ask their permission.

Not get fumed up if I'm ten minutes late getting home.

Realize that if they've done a good job with me so far, I'll probably turn out all right.

Realize I may have reasons as good as theirs and be patient while I explain them.

Not blame me for what my brother does.

Give me as much attention as they do my sister.

Not betray what I tell them in confidence.

Realize that because I'm growing up, I need their help and love more than ever.

Encourage me by showing an interest in my studies.

Take me in on their affairs and the things that bother them.

Just relax and enjoy things with me instead of always watching to tell me how to change.

Accept the fact I've got to be myself, not like my brother or cousin.

Try to realize I'm old enough to take any responsibility.

The last two wishes — to be themselves and to take "any responsibility" — are particularly arresting. Boys and girls not only want the freedom given adults but feel ready to take the responsibility that makes real freedom possible.

If a youngster is surrounded by an atmosphere of reasonable freedom, based on respect and trust, even the stressful years of early adolescence may be happy ones. Witness the following completions chosen from those given by the same group of junior high school students to the phrase "I like my parents because . . .":

They give me sufficient allowance.

They try to see my point of view.

They don't boss me around too much.

They let me stay up later than they did in elementary school.

They treat me more as a pal and not as a little child.

When I do something wrong, they don't rub it in but let me decide how to make it right.

They let me buy my own clothes.

They let me do and go what and where I please within reason.

They don't "butt in" on my private affairs.

They are wonderful to my dog.

We have a lot of fun together.

PASSAGE FOR PARENTS

The journey toward freedom is one that parents and adolescents take hand in hand. As the absorbing demands of childhood are outgrown, we parents also gain new freedom. We are freed not only from minute-to-minute care but from anxiety as we come to see

(continued on page 18)

The Editor

takes a look at

PUBLIC EDUCATION IN ENGLAND AND WALES

IT IS usually considered a healthy sign when everyone bemoans the state of affairs in the here and now. As long as somebody is doing something about that same state, then it is healthy. But occasionally the bemoaning is accompanied by an exaggeratedly glowing account of the state of the same affairs somewhere else. In Canada, and particularly in the Province of Quebec it seems, we are inclined to think that when it comes to education we have only to turn our eyes to the "Old Country" to be met by a blinding light that will show us the way — the one and only true way — to an improved educational system.

LEAVING SCOTLAND out of consideration for the moment — after all, we did pay handsomely some years ago for a Scottish educator to tell us how it is done there — let us take a look at education in England and Wales. Their problems have been highlighted within the past few months by three as widely separated interests as an educator, a novelist, and the head of a learned society. The educator is A. G. Hughes, Chief Inspector of the London County Council, who wrote an excellent book, "Education and the Democratic Ideal"; the novelist is J. B. Priestley (in whose father's school the first school meals in England were served) who has written among other articles one entitled, "Where Education Fails: Today's Hard Facts"; the third mentioned is John F. Bunford, F.I.A., President of the Institute of Actuaries, whose presidential address to that body dealt with the serious problems facing the professions as a result of current education trends in England and Wales.

As it was

As Priestley says, one reason we are all so confused on this question of education is that we attach more than one meaning to the very term, *Education*. We wander back and forth between one meaning and another. Not everyone is as willing as Bunford to accept John Milton's definition, "I call therefore a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously, all the offices, both private and public of peace and war". But those who don't accept are certainly ignoring the ultimate aim of education as service to others.

Although compulsory education for all had been in force in England and Wales for many years prior to the Education Act of 1944 little was required beyond elementary instruction in the three R's up to certain specified ages.

This type of instruction, Hughes points out, was marked by authoritarianism backed by corporal punishment used as part of the daily classroom routine. It wasn't intended that education should appeal to the child; it was a *must* and that was that.

Of course, in those days, there were educators — as there are now — with a flaming passion in their hearts. "If Coketown cared nothing for the adventures of the mind," writes Priestley, "then so much the worse for Coketown. Because they themselves were fired by this passion, these educators, who were also self-educators, dangerously underestimated the influence of the environment on young people who had no such passion. They assumed that the school would be the master of the street outside, that the values taught in school would soon shape and color the life of the town. A great many educators still believe this: perhaps they have to or they could never keep going. Somehow, they admit, it has not worked yet, but give them another few years and it will. It is, in fact, always just about to work. If their former pupils disappointed them, this present generation will redeem all. Coketown and Brickville will be transformed at last."

And now

The Education Act of 1944 while placing the making of policy in the hands of the Ministry of Education puts full responsibility for implementing the Act on the shoulders of the local authorities. There are three stages known as primary education, secondary education, and further education and in three progressive stages the local authorities are exhorted to "contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout those stages shall be avail-

(continued on page 20)

BOOKS WE RECOMMEND

— For Parents —

Your Child's Reading Today by Josette Frank — Doubleday; 328 pages, \$4.50. This is a discussion of children's reading materials. The book is full of information by one of the foremost authorities on the subject. Books for nursery child age, children of 5-8, 8-12 and teen-agers are studied and there are many book lists which are invaluable. Every adult can profit by reading this book.

The Spur of Interest Series of Readers by A. E. Smith — Newnes Educational Publishing Co., Southampton St., London, England; 32 pages, 25¢ each. This is a group of little paperbound books that make useful supplementary readers for your Grade I child. Each book tells an interesting story to hold the child's attention.

From Head To Toe, Side By Side, and How We Grow by O'Keefe, Maxwell and White — Winston; 122, 154, 184 pages respectively, \$1.35, \$1.54 and \$1.64. Suited in the order given from the primary grades, these books really help children to learn lessons of health. Well written and attractively illustrated, these are excellent reading books for the young in addition to teaching much needed lessons of health.

The Story of Nursing by Bertha S. Dodge — Little, Brown; 243 pages, \$3.50, is the thing to give that hopeful teen-age girl who is thinking of becoming a nurse but it should be read by the parents of that young lady, too.

There's An Answer Somewhere by Canon Marcus Knight and the Rev. L. S. Hawkes — Longmans, Green; 134 pages, \$1.50 paperbound. The authors grapple with problems that had been presented by groups of young people such as, "What is God like?" "What did Jesus come to do?", "Why the church?", "Does prayer do anything?" The book is sincerely written and is bound to help many people to understand themselves, to have their faith increased, their problems explained at least in part, and to aid them to help their children with these same questions.

Curriculum Trends In Canadian Education by Harold L. Campbell — Gage; 107 pages, \$1.50 is timely for many parents who know all too little about today's curricula. It is enlightening to many as it traces the historical facts in connection with curriculum building and describes the forces that mold Canadian curricula.

(continued on page 22)

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Rough Notes

by Al. Rough

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

Of People & Things: Federation Vice-President **H. G. Napper** has sounded a clarion call in stating that all Federation Committees need members. He suggests that you select the Committee which interests you most and then get in touch with its Chairman. You will find the list of **Federation Committees** elsewhere in this issue . . . Federation Corresponding Secretary **Fred. W. Price** has announced Federation's strength as 132 Associations with a combined membership of 21,020 families — which is about 9% of the total membership of the Canadian Home and School & Parent-Teacher organization . . . Speaking of Federation, here's a salute to **Dr. E. C. Powell** and his Constitution Committee — they have done a tremendous job!

Doing Things: **Mrs. B. Pitt-Taylor**, who does an excellent publicity job for **Maison-neuve & John Jenkins H & S.A.**, reports that the school choir, under the direction of **Miss Verrinder**, put on an excellent performance at the December meeting . . . The **Children's Leisure Reading Committee** is also putting on a fine performance but word is that parents are needed as librarians. Get in touch with **Miss Rita Sheppard** at Verdun High School to find out what **you** can do to further the good work.

This 'n That: **Arvida H. & S.A.** has arranged for the re-broadcast of "Home and School On the Air" from both Chicoutimi and the Jonquiere radio stations . . . **Don Allen** who did such a good job on last month's article about our radio program will be contributing other articles from time to time, our Editor reports with great glee . . . Any one else willing to work on assignment of subjects should get in touch with our Editor who promises professional editing and assistance — practically a course in non-fiction writing for free! . . . Federation Vice-President **Doug Walkington** is representing Federation on the Quebec Committee of Education Week, being celebrated this year March 6th - 12th . . . Another Federation Vice-President, **Mrs. Isobel Shuster**, is our representative on the Program Committee for the Canadian Federation's annual meeting in June.

Views and Opinions: It is **Farnham H. & S.A.**'s opinion that, "Few parents have any knowledge of the very efficient work of the Protestant Committee of the Department of Education of Quebec. It seems to us that Home and School could do much to repair the deficiency." Hope our Editor is listening in because this sounds like a subject we could all read about with profit . . . **A reader**, who asked us to withhold her name, expressed this opinion, "I love 'Rough Notes' but how about saying something of the people who prepare the programs, who serve the refreshments and do the behind-the-scenes work of most Associations?" Dear lady, we'd like nothing better than to be able to do that — but nobody gives us this very important information. Perhaps last month's appeal by the Editor on the inside back cover of the Magazine for a reporter in every Association will bring us all the facts. Sure hope so!

More News: **Westward H. & S.A.** put on a very interesting program the end of November when "Homework" was discussed by a panel of six comprised of two parents - **Mrs. A. R. Colman** and **M. Dines** - two teachers - **Miss R. Matthews** and **A. Ramsey** - and two pupils - the **Misses Rosalind Ross and Marjory Hill**. The panelists did an excellent job. Incidentally, the pupils of the School were invited to attend with their parents and a great many did . . . **Alan Turner**, Publicity Chairman for **Lake of Two Mountains H. & S.A.** had an excellent thought in one of his newspaper releases when he said, "While social functions . . . form the lighter side of the Home and School programme, they make an important contribution by giving members an opportunity to know each other and become friends. For it is on this bond of neighbourly friendliness that the community spirit grows and it is on community spirit that the whole programme of community work depends."

(continued on page 12)

QUEBEC FEDERATION'S EXECUTIVE

wishes everyone to
know about this letter

September 22, 1954.

To the Members of the Protestant Committee
of the Quebec Council of Education:

The Quebec Federation of Home and School Associations has requested the Protestant Committee to authorize appointment of a Federation representative to membership — in the same way that membership is accorded the Provincial Association of Protestant Teachers.

We feel that our request has not received favourable consideration by the Committee due to lack of information on our aims and activities. The following statement and enclosed material are an attempt to supply you with this information. May we request your serious consideration of it?

The Quebec Federation of Home and School Associations is an organization of teachers and parents formed to achieve the following purposes (as stated in our Constitution):

1. To promote, encourage and assist Home and School organization and activity in the schools throughout the Province which follow the course of study authorized by the Protestant Committee of the Council of Education.
2. To provide facilities for bringing together the member Home and School Associations for discussion of matters of general interest, and to stimulate co-operative effort without infringement on the autonomy of local Home and School Associations.
3. To assist in forming public opinion favourable to reform and advancement of the Education of the Child.
4. To develop between educators and the general public such united effort as shall secure for every child the highest advantage in physical, mental, moral and spiritual education.
5. To raise the standard of home life and national life.
6. To maintain a non-partisan, non-racial, non-commercial, non-sectarian organization.

A brief account of Home and School's history in Quebec is given in the February, March and April, 1954, numbers of our Magazine, which you will find enclosed. From this account, you will see that we have had some success in working toward the above objectives.

We have benefited from close relationship with the Department of Education and with the Provincial Association of Protestant Teachers and the Quebec Association of Protestant School Boards. In fact, liaison representatives have been appointed by the two latter organizations to attend our Board of Directors' meetings and effect full co-operation.

On several occasions, school board authorities have requested our assistance in forming a Home and School Association in a school district.

We have not found it necessary to become an incorporated body because our financial transactions are small in number and amount. Our officers and members work on a voluntary basis. For this reason we have no business telephone listing. However, it has come to our attention that some members of the Protestant Committee have regarded our non-incorporation as a criticism of the Federation. We have, therefore, recently applied for incorporation.

Our present membership numbers 132 Home and School Associations, of which we append a list. These Associations have an active membership of over 19,000 parents and teachers.

Representation of our Federation on the Protestant Committee would be of mutual benefit, in pursuance of our common aim of better education for our children. The Home and School organization can serve as a "public relations" medium for the work of the Department. This is sorely needed, as all too often educational and financial policies formulated for our schools are not generally known or are misunderstood by the taxpaying public. We are of the opinion that the Government, the Department of Education and the Protestant Committee are all doing an excellent job to ensure the progress of education in Quebec, and that greater appreciation and understanding would result if more were known about their efforts.

(continued on next page)

LETTER (cont'd)

For example, new methods of teaching first-grade children to read were initiated a few years ago. Little or no attempt was made to explain the changes to the parents, and criticism became rife until the Home and School Associations took the matter in hand and arranged for clear explanations of the changes to the parents by school authorities.

This is just one of many avenues of co-operation which would be used effectively if our Federation were given a place in the Committee. Others will doubtless occur to you as you read through the enclosed material.

We trust that you will reconsider our request carefully, and that you will write us if you would like to have further details concerning our program.

R. RESIN,
President.

Encls: _____

ROUGH NOTES (cont'd)

Of Coming Events: Friday, April 29th is the date of the **Music Festival** for High Schools of Greater Montreal. Next year it is hoped this event may be made Province-wide . . . **Billets for out-of-town representatives** to the Annual Meeting & Conference will be provided by the Montreal Associations by which means it is hoped to draw more off-the-Island groups to the gathering. Local Association Secretaries are asked to get in touch with Federation's Corresponding Secretary on this subject . . .

The Magazine Situation: Magazine Committee Chairman, **Lawrence G. Gage**, and his Committee are studying the future of this, our own magazine. A bigger advertising revenue is needed but particularly a bigger subscription list is essential. Are you helping to get advertising for the Magazine? Ask your Association President about the order slips. Are you still trying to get subscriptions? They certainly are needed! Whether or not **Quebec Home and School** will enter its 8th year of publication next year is pretty well going to be determined in the next three or four months. If you want the Magazine continued will you - **as an individual** - do three things: Try to get some ads - try to get some subscriptions - and in any event write the Editor just a note or postcard saying you want the Magazine to continue?

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Clyde Hostetter

says

LOOK WHO DRIVES THE BUS!

HOW can you find the safest school bus drivers for your children?

Astonishingly, North Carolina has discovered they can be recruited from the ranks of high school teen-agers themselves. And the Tarheel State has had enough experience to prove it.

Today, the 6,300 bus drivers in the state who are of high school age have run up the second best school safety record in the U.S. — better than that of their 700 adult counterparts!

It isn't easy for most schools to find the right adults to drive their buses. Some school boards try to use school janitors, putting them behind the wheel just when they should be firing the furnace or emptying wastebaskets. Others persuade ministers or housewives to take the driver's seat as a public service. At best, a school bus driver is likely to be a public-spirited citizen who is doing the job as a favor. At worst, he may be an aging man with faulty vision and slowing reflexes — or even a ne'er-do-well who can't hold a full-time job.

North Carolina began solving this problem five years ago by supplying two basic ideas: (1) Teen-age drivers can be just as dependable as adults, and (2) the pay looks a lot bigger to a high school student than to a grownup.

Both theories have long since been proved. Today, for \$20 a month, the state's high school bus drivers:

- • Daily drive routes as long as 20 miles.
- • Inspect their buses daily, report on repairs needed and sweep out after their run is over.
- • Keep a record of passengers, mileage and operating expense.
- • Compile an annual report, showing the travel cost per pupil.

School and Highway Patrol officials who run the program have made the job the coveted goal of high school youngsters. It isn't hard to see why after talking with young drivers like 19-year-old Marjorie Ward of Clarendon, N.C.

"I was thrilled when I qualified," Marjorie told me. To do so, she had to hold a regular driver's license, pass detailed written tests showing she knew every phase of traffic

regulations, get a doctor's okay on her physical condition, and demonstrate to a Highway Patrol inspector that she could operate a bus safely in traffic.

Marjorie served a year's apprenticeship as a stand-by driver. Then, at 16, she got her first chance to pilot the big bus on her own.

"I was scared to death at first," she confided. "The kids on the bus were helpful, though. After the first couple of minutes everything was okay."

Rigid rules make the student driver's job easier. Bus speeds are limited to 30 miles an hour. Traffic in both directions is required by law to stop when the bus pulls up to take on or discharge passengers.

"There isn't much trouble," said Marjorie, a 4-H leader in the county. "Your stand-by driver, who always rides with you, keeps the kids in line most of the time. If a few start acting up you can pull off the road and stop until they behave. Public opinion usually takes care of them in short order."

One student driver, faced with a busload of scrimmaging youngsters, drove them back to the principal's office!

Few drivers have such trouble, because their classmates feel they're on the same team. When one teen-ager left frost on his windshield and bumped into a parked truck — thereby spoiling the school's perfect safety record — his fellow students wouldn't speak to him for a week. School authorities replaced him immediately.

After three years of bus driving, Marjorie is meticulous about observing traffic rules. Taking her in my car to have her photographed, I could feel her disapproval every time I stopped too suddenly or gave a sloppy signal.

Conscientious drivers like Marjorie are not only keeping the state's bus-riding students safe from harm — they are doing it at about one-third the previous cost. Just as important, they're building a solid backlog of North Carolina citizens who know how to drive safely.

That's a welcome sign these days, when all too many students finish their years of school only to die in the tangled wreckage of a car.

Reprinted from
TOWN JOURNAL

Presidential definitions of

THE OBJECTS OF HOME AND SCHOOL

At the 1954 Annual Conference of the Canadian Home and School and Parent-Teacher Federation Inc., the Presidents of 9 Provincial Federations each defined one of the Objects. One or more of these brief articles will be reproduced in each issue of this magazine.

Object 3 — by L. A. Duplisea, President, New Brunswick Federation

"To promote and secure adequate legislation for the care and protection of children and youth."

IT IS OBVIOUS from the way of life today, with everyone racing to and fro, and with money fast becoming the god of so many, (who have no compunction as to how they make it) that something must be done to prevent the exploitation of children by the immoral and degrading literature which is on the market today, in the guise of "Comic Books" and pulp magazines. This is a challenge to "Home and School" and is being met quite ably by the National Federation, in its fact findings submitted to the Committee set up under the chairmanship of Mr. Fulton.

The health of children, pre-school, during school and after, is also a concern of ours and our National Health Committee is, as the result of research and study, continually

making recommendations for the improvement of conditions for a more healthy atmosphere for our children

These are two of the ways by which Home and School are trying to protect their children, but there are many others. To work towards this object, to which we are committed, and which is so worthy of our full attention, we should be at all times, on the alert for situations which are detrimental to the welfare of our children and endeavour to have them corrected by means of resolutions to the Provincial Federations. They will either take up the matter with the proper authorities, or pass it along to the National Federation if it concerns the Dominion as a whole.

Connaught Learns Child Care

CONNAUGHT Home and School Association offered the second of a series of lectures on child care at the November general meeting. The guest speaker was **Dr. Lionel Boyer**, a local dentist, who has endeared himself to many of the children of the district.

Dr. Boyer illustrated his lecture with a moving picture, which not only showed the proper method of cleaning and caring for teeth, but the proper foods and the function of each tooth.

Dr. Boyer spoke at length on the use of fluoride in drinking water and quoted figures on the decrease of tooth decay in cities where this practice is already in use.

Moyra Saunders

The reason a dog is a good friend: his tail wags not his tongue.

Sales resistance is the triumph of mind over paffer.

EDUCATION WEEK

will be observed across Canada

MARCH 6 - 12

"Education - Everybody's Business"

Are you participating in your community's plans to emphasize the rôle of our schools?

POT SHOTS (cont'd)

My experience tells me that discipline is something a child likes to hear his parents and teachers tell him about—with illustrations. The personal kind, that is.

* * *

I like the idea of parent-teacher conferences. You get to know your child so much better. But how about parent-child conferences about teachers or, better still, teacher-child conferences about you-know-whom? (That's more than grammar, father, dear,—and don't wince).

* * *

Our parents with the radio's
Effect on children were disgusted,
We're parents now, and video's
What makes our seraphs mal-adjusted.
I wonder what, when they are we,
Will in their bonnets be a bee.

* * *

I think our editor is doing a good job — do you? Why don't you drop me a line and let me know what you think of our magazine? Get it off your mind — we can take it. The writer of the best letter will receive a free, all-expense round trip, there and back, non-stop, to Tottering-on-the-Brink.

* * *

Speaking of magazine subscriptions, (weren't we?) as you know, a Dinzwiggle is a president of an Association which didn't turn in a hundred per cent subscription list. Since this is the season for awards, there will be a special ceremony on the 30th of February, next, at which all Dinzwiggles will be awarded a crest depicting a president's gavel on a field of invisible magazines. This will take place at the stroke of 3 A.M. in the specially fitted shower room of a tar and feather factory.

Dress: Barely informal.

* * *

Oh, Oh, here comes that deadline again, See you next month, by the grace of our demon editor, Get-It-In-On-Time-Or-Else Hasley, bless his little chunk of granite that he calls a heart.

MAGAZINE DEADLINE

THANKS for the cue, Mr. President! Like the mailman, nothing keeps editors from their deadlines — neither rain nor snow, sleet nor — well, even on occasion, wonderful contributors like presidents.

APRIL issue deadline — **MARCH** 5th!

"PARENTS ARE PEOPLE, TOO"

MRS. G. B. CLARKE, Executive Secretary, Parent Education Committee, issues a hearty invitation to parents and teachers to hear **Dr. Ernest Osborne**, Professor at Teachers' College, Columbia University speak at the annual meeting of the Mental Hygiene Institute at 8.00 on Wednesday evening, March 16th, at Moyses Hall.

Many Home and School members will remember hearing Dr. Osborne when he was our guest speaker at the dinner meeting of the 1950 Conference. The topic of his choice, "Parents Are People, Too", should be of interest to both parents and teachers.

On this occasion **Dr. Baruch Silverman** will present Certificates to a number of Parent Education leaders who have successfully completed the two-year Leadership Training course given by the Mental Hygiene Institute, and have led at least two child study groups under the sponsorship of our Parent Education Committee.

GREENFIELD PARK SEES PLAYLET

A VERY enjoyable meeting was held on January 18th and approximately sixty members were entertained with a one-act play—"Sorry, Wrong Number" by the St. Lambert Thespian Players. A monologue was presented by Mrs. Pounds of the Thespian group accompanied on the piano by Mrs. Helen Irving.

ALEX. RICHARDSON

de BELLE & WHITE

ARCHITECTS

•

5925 MONKLAND AVE. MONTREAL

"QUARTERS FOR HEADQUARTERS"

THE CAMPAIGN to raise Quebec Federation's \$5,000 pledge for the National Headquarters is under way, according to a report by **Mrs. Isobel Shuster** to the Directors' meeting in January.

As Chairman of the Campaign Mrs. Shuster informed the Board of Directors that the following six Associations had paid their full pledge of 25¢ per member:

Sarah Maxwell
Maple Hill
Farnham
Howick
Maniwaki
Rosemere

The congratulations and thanks of the Board to these Associations were duly recorded.

In addition to these Associations' payments in full, Algonquin and St. Johns have made part payment. Contributions have also been received from some individuals.

Mrs. Shuster earnestly urges all Associations to complete their pledges as quickly as possible, suggesting, however, that if for any reason there will be a slight delay in so doing they send in any token payments they can.

A quarter is a little thing these days but when 22,000 of them are added together they represent Federation's pledge of \$5,000. Let's complete the job as quickly as possible!

TEACHERS AND STUDENTS

MILK FOR HEALTH

all drink milk

B. AUGER

MAIL BAG

Dear Sir:

Your November issue contained a half-page called "Mail Bag" which suggests you will welcome letters.

It seems to me that our Magazine would be much improved by the addition of a page or even a column in which home-and-schoolers could ask questions and receive answers. I would like to know about the curriculum of our elementary classes. There is much, I'm sure, that the ordinary member would like to know and perhaps Federation can furnish the answers.

"Interested Parent".

Editor's Note: "Interested" sounds like the kind of member who should be on one of Federation's many Committees — perhaps the School Education Committee. Questions, of course, can be directed to any of Federation's Committees (see list in this number) and those of general interest can be answered through these columns or your Editor will be glad to pass such questions along to the proper Committee if sent to him. Incidentally, there will be a most interesting article on curriculum in a forthcoming issue.

EDUCATION (cont'd)

optional subjects and educational and vocational guidance.

9. Methods in the modern school are designed for the development of the individual — to enable him through practice to do things for himself and to acquire desirable attitudes and interests. Repeated experiments and surveys have demonstrated the superiority of modern methods for these important purposes.

10. In spite of the much broader knowledge which the modern pupil acquires in school and out, and in spite of his much wider interests and activities, repeated tests have shown no significant difference in the attainment of pupils now and earlier in the present century in the narrow field of skill and knowledge to which the older schools devoted their entire time.

11. The above statement does not mean, of course, that pupils today have a knowledge of subjects which are no longer taught, or which they have not studied. But no subject has been dropped from the curriculum unless long experience has shown that its value was in effect so little that its retention could not be justified. One reason for the superiority of modern education is that a tremendous amount of thought and work precedes any decision regarding content and method, whereas fifty years ago much educational practice was based on the prejudice, ignorance or mere whim of the educator.

12. As in other professions, the findings of research are often discouraging and disconcerting. But if honesty is right and deception wrong, modern education is superior because of greater willingness to do what is effective and to discard what is illusionary in spite of attacks from critics who have pet ideas and subjects which they wished education to cherish.

13. Although our beliefs cannot be proved, many of us who have been engaged for a considerable length of time in education — and probably a considerable majority of those who have any close contact with young people today — believe that recent graduates of the schools are more honest, resourceful and considerate than previous generations.

14. Teachers in most schools today are much better qualified. The typical teacher in an elementary school at the beginning of the century was a young woman with only a year or two of high school education and a few months' professional training at most. The typical teacher in an elementary school a few years ago had a full high school education, a year of professional training

before beginning to teach, and subsequent in-service teacher education received at summer school and in other ways. Many teachers today have qualifications far above the average — special training in particular fields, university degrees, and post-graduate degrees. Unfortunately it is also true that during the past ten years of teacher shortage a large number of persons have been permitted to teach although their qualifications were inferior or virtually non-existent. To the extent that the quality of teaching personnel in the last ten years has declined in some Provinces, the charges against modern education are true since all real advances in education are predicated on the superior ability of teachers. To maintain the higher standards in education that were reached within the last twenty years, and to maintain the rate of advance which has been made during the past century, it is essential that means be found to raise the status of teaching as a professional career and gradually to eliminate recourse to the temporary services of those unable or unwilling to undergo adequate preparation for difficult and important work.

... To prove that the claims of critics are unfounded I have given evidence to show that there never was a time when schools were better, and that education has improved greatly during the present century. Incidentally, I have quoted gems of educational criticism from the past to show that people of a certain frame of mind in every period say the same things about education regardless of conditions in the schools at the time.

The conclusion appears inevitable that critics of the schools today are motivated by values different from those of most professional educators at the elementary and secondary levels. One suspects that those who objected a century ago, half a century ago and now to the so-called fads and frills believe that the barest minimum of education is good enough for most people. One suspects also that those who want to reinstate or make obligatory subjects which were never of value to more than a very few are more anxious to strengthen the influence of some type of aristocracy, with which they identify themselves, than to strengthen the power of all people to govern themselves.

I suggest that those whose real grudge is against the values of modern democratic society should say what they mean and stop trying to make scapegoats of the schools. Is modern education to be blamed for its effectiveness in carrying out the aims of the public it serves?

JOURNEY (cont'd)

more and more how well our trust is justified. And for us also there comes greater freedom to be persons — not just as mothers and fathers but in new and significant ways.

The attitudes that help create this new parental freedom were expressed by the mother of a fifteen-year-old son. When asked "Aren't you worried now that your boy has reached adolescence?" she replied, "No. Peter himself is doing so well with it that I don't have to worry at all!"

True, she herself had laid the groundwork for this happy circumstance. From his early childhood on, she had encouraged her son to take as much responsibility as he was capable of taking. And she too kept on growing, as a person and a citizen, all through Peter's growing years. Thus she never depended upon him unduly to make her feel important. It is the feeling of losing that sense of significance — along with losing the precious closeness of the little child to its mother — that makes it doubly difficult for many mothers to release their adolescents.

Even though it is often hard for us to find new outlets in our middle years, it can be done, and done eloquently, as many women have demonstrated. And continuing our own vigorous growth toward greater freedom and maturity is the surest way to remove impediments that might block our children's road to theirs.

It is when the going seems hardest that we need most of all to take a searching look into our own hearts and ask ourselves such questions as these:

Do my own unmet needs make me too dependent emotionally on my son (or daughter)?

Do I depend upon him too exclusively for love and for responses?

Do I depend too greatly upon his appreciation to gain the sense of significance everyone needs?

Does my lack of achievement in other areas make me want to keep control of him in subtle ways so as to maintain my sense of adequacy?

Do I have an uncomfortable sense of being "unemployed" which leaves me at loose ends?

Even the best adjusted of us needs this kind of self-probing from time to time to keep a sure footing in our own journey toward freedom, toward continually higher levels of maturity. Realizing more and more fully that we cannot free others until we ourselves are free, let us join hands with our boys and girls in our mutual journey toward greater freedom and deeper love.

Reprinted from

NATIONAL PARENT-TEACHER

February, 1955

Council of Representatives

Three Representatives from every member Association are invited to attend the next Council meeting on Saturday, **March 19**, at 2 o'clock in The High School of Montreal, 3449 University St., Montreal.

• Katharine Whiteside Taylor — author of that reassuring book for the mothers and fathers of teen-agers, *Do Adolescents Need Parents?* — is supervisor of parent education for the Baltimore Public Schools. During her rich and productive career in child guidance and parent education she has given courses at several universities and worked on family life programs in many school systems. Her latest book, *Parent Cooperative Nursery Schools*, has just been published by Teachers College, Columbia University.

References

Books:

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Landis, Paul H. *Adolescence and Youth*. New York: McGraw-Hill, 1945. Chapter 5.

Levy, John, and Munroe, Ruth. *The Happy Family*. New York: Knopf, 1938. Chapters 1 and 8.

Taylor, Katharine Whiteside. *Do Adolescents Need Parents?* New York: Appleton-Century-Crofts, 1938.

Zachry, Caroline B. *Emotion and Conduct in Adolescence*. New York: Appleton-Century-Crofts, 1940. Chapters 8 and 9.

Pamphlets:

Duvall, Evelyn Millis, *Keeping Up with Teenagers*. Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York, 25 cents.

Foster, Constance. *Developing Responsibility in Children*. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 40 cents.

Montagu, Ashley. *Helping Children Develop Moral Values*. Science Research Associates. Address above. 40 cents.

MAPLE HILL VISITS LIBRARY

I THOUGHT readers of the magazine would be interested to hear of a book display now being viewed in Montreal. The one of which I write may be unknown to most parents but there is no doubt it has served teachers and children of our schools faithfully and well for many months without public praise. Last week a group of eight members of Maple Hill Home and School Association were fortunate enough through an appointment made by **W. L. Roberts** our school Principal, to journey to Fairmount School — up many flights of stairs — to arrive in a wonderland of children's reading books — books of all kinds for all ages. We all rather breathlessly agreed this was well worth the mountaineering trip to see such an array. We were graciously entertained by **Miss M. Dumaresq** of the School Board's Library and we began to comprehend in a small measure the tremendous amount of work this Committee had done to have such results — the reading of every book that is sent directly from the Publishers, the consideration and sorting of those deemed suitable for our children to read, to acquire the best of information in a very attractive manner — the final selection so well listed and catalogued — and then the display. This is all done to bring before the principals and teachers of the Montreal Protestant Schools the best selection of books for their school and classroom libraries.

As we moved from one shelf to another I thought that had this been as in the clothing trade it would have been comparable to the best fashion show to be seen. The books making perfect models as they stood for inspection, some wrapped in their elegantly shaded covers, and others tailored in plain neat bindings — they indeed held the attention of any reader. There were picture-books for the very young, story-books from kindergarten level to Grade 7, non-fiction, encyclopedias, bible stories, history, physics, astronomy, botany, zoology, handicraft and many many more to choose from, all beautifully illustrated and clearly marked with the price, suitable grade, and age classification.

I think as we examined this wonderful display we all realized how much this would help us when choosing reading books for our own kiddies at Christmas time, for it had been selected by the best Committee possible — people who have a knowledge far exceeding any average parent, who work with and for children, to better their education and who



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have made a study of this subject, the outcome of which is a collection of the best and most attractive reading material we had ever seen.

The time just seemed to fly as we turned pages and admired beautiful drawings and I am sure we all felt reluctant to leave, but when we did we went with the knowledge that our children's school reading was in the most capable hands, so we say "Three cheers for the School Board's Library at Fairmount School. May your fine work become well known and appreciated by all parents and may we look forward to another invitation to visit with you soon."

M. KING

PUBLIC EDUCATION (cont'd)

able to meet the needs of the population of their area."

The Act further provides for —

- (a) a greater emphasis on the position of religious instruction as a basic element of education;
- (b) facilities for observing and maintaining the physical health and well-being of children at school;
- (c) the raising of the school-leaving age to 15 and later to 16;
- (d) and the introduction of a system of compulsory part-time further education in working hours for young people up to the age of 18, and of facilities for adult education.

Bunford sums it up like this, "Running through the whole Act is the general principle that the education of a child or young person shall be suitable to his age, ability and aptitude, and that it is to prepare the child for his eventual responsibilities to the community. Furthermore . . . the human touch requiring that, within reason, pupils are to be educated in accordance with the wishes of their parents."

Although the Education Act itself doesn't require a division of secondary education, practice has set up three types: the grammar school which is intended to provide for children more gifted academically and more capable of abstract reasoning; the technical school for those whose interests lie mainly in applied science and art; and the so-called 'modern school' for those who deal more easily with facts than with ideas, and learn more rapidly when they apply their experience to practical problems. The third provides something not unlike what we call a 'commerce course'.

The pro's and con's

Just as here, there are those who consider the division most unreal and unwise. How, they ask, can you separate at age 11 those children more likely to profit by one particular type of school? They argue that there isn't 'parity of esteem' (a most contentious point in England and Wales) between the types of school. They also raise the cry of 'segregation' (in an altogether different sense to that in the United States) since, they claim, the very conception of a school as a community condemns the segregation into three types.

Those who argue thus support what is called a comprehensive school where, within the same school, children may branch, after a year or so, into syllabuses similar to those of the grammar, technical and modern schools. They feel that the children would have a greater sense of community life and thus be

better prepared for playing their part in a democratic state. It is, they say, essential that disappointment to parent and child over failure to enter a grammar school be avoided.

Others of course, immediately raise the question of whether feelings of bitterness and jealousy won't arise just as readily over the selection of the branch of education within the comprehensive school? They also point out that special problems of size and standardization come up from which the smaller units could expect to be free. These opponents of the comprehensive school term the search for 'parity of esteem' as nothing less than the bringing down of the more brilliant few to the level of the mediocre many, to use Bunford's phrasing, and they point out how disastrous this could be for the country when it needs leaders in all activities.

Priestley's complaint is this: "Here let me say that in my view there are many other forms of Education quite apart from reading books, sitting in classrooms, passing examinations. A youth who has really learnt a good craft has been educated. You rarely meet a downright silly fellow who is a master of a craft. There is indeed much to be said for the old apprenticeship system, in which a lad came in for some thorough teaching. It is better to be busy in the workshop than idle and yawning in a classroom. Yet it is the very enthusiasts for Education who will not recognize these facts. Often their passion for 'equality of opportunity' blinds them to the essential difference between human types. So — a final irony — we lack good craftsmen because we have so many failed scholars."

The dangers of specialization

President Bunford in his address put his finger on something which is the concern of many others — the dangers of specialization. He said, "One result of our system of school and university education seems unfortunately



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

Ask them!

Art Classes: Mrs. G. Lerner, 582
Cote St. Antoine Road, West-
mount.

Children's Leisure Reading:
Miss Rita Sheppard, Verdun
High School, Argyle Avenue,
Verdun.

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

**Parent Education and Mental
Health:** Mrs. R. D. H. Heard,
5781 Somerled Avenue, Mont-
real.

Program Planning: Mrs. P. J.
Dow, 4594 Melrose Ave., Mont-
real: Mrs. D. McIntosh, Bedford.

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.

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

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

to be an early emphasis on specialization. Competition is such that for a boy who hopes to go to a university the choice between arts and science begins about the age of 15 or 16, and it is extremely difficult, having chosen one, to abandon it for the other. This militates against the broadly-based education which actuaries, among other professions, recognize to be desirable. For this feature the schools broadly blame the universities and the universities the schools. It looks like the problem of the chicken and the egg again."

Reporting for the years 1947-51, the University Grants Committee had this to say:

"In general, the teachers with whom we have discussed these matters have expressed themselves as well satisfied with the student material entering the universities, notwithstanding the inevitable effect of the war on their earlier education. . . . The complaint is sometimes made that his general education has suffered from early specialization, that he is unduly preoccupied with considerations of success or failure in examinations and that he shows little interest in subjects which fall outside the set curricula to which he is committed. On the other hand, it is fair to say that the response to special steps to stimulate wider interests, for example by arranging lectures unrelated to the curricula, has been most encouraging."

The thought is expressed in this same report that there are fewer outstanding good or outstanding weak students today while the proportion of good second-class students is higher.

Teacher Shortage

Due to the movements in the birth-rate, the improvements in child mortality, and the shortage of teachers, the biggest practical problem remaining to be solved in England and Wales is the size of classes. It is reported that 70% of the classes in the primary schools have over 30 children and about 50% have



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over 35. In secondary schools the percentages are lower, being 50% and 20%, respectively but even these are high. The most acute shortage of teachers is among teachers of mathematics and science, due in some degree to the increasing demands of industry for research workers. Male teachers of these subjects are in shortest supply as about 50% of the women scientists, it is said, go into teaching whereas only 15% of the men graduates eventually teach in schools.

The situation would be worsened if the school leaving age, now 15, were raised to 16. It was hoped to achieve this in the 1950's but it appears to be some time off yet, probably not until the peak in school population in 1959 is reached although the 1960's are expected to have school populations much similar to today's.

And so!

What is so different, even from this sketchy picture, between Education in England and Wales and here?

One last quotation from Priestley:

"What we really need is some fresh clear light on the whole subject (of Education). This is certainly true in England, and I am willing to offer tempting odds that most of it is true in Canada too. On both sides of the Atlantic, we must stop our parrot cries, and begin thinking again."

'Twould be less pain to write a letter
If postage stamps were flavoured better.

Supplementary books parents can use to help their children are always in demand. **Seeing Numbers** and **Finding Numbers** — Merton and Brueckner; Winston; 129 pages each, \$0.64 each, are two such books. The first covers Grade I and the second, Grade II.

A Book of Handy Words by James Hemming — Longmans, Green; 49 pages, 65¢, teaches children to make, read and write words. The play element enters in greatly and the numerous illustrations help to explain the games as well as interest the child in the assignments. Groups of words, with appropriate illustrations, explain things that can be done with the hands and the mouth. The home, the family, one's moods, clothing, etc., are other groups of words learned together. Word building is also featured in this workbook.

The **Mental Health Institute** calls the following pamphlets "reading-to-the-point for parents". These may be secured by sending your order and personal cheque, money order or cash to — **Information Centre, Adult Education Service, Macdonald College, Que.:**

- Discipline Through Affection, 15¢
- Helping Children Understand Sex, 50¢
- Your Child and Radio, T.V., Comics and Movies, 50¢
- Helping Children to Develop Responsibility, 50¢
- Children in the Family — Rivals and Friends, 60¢
- Your Children's Manners, 50¢
- Keeping up with Teenagers, 25¢
- When Children Start Dating, 50¢

A. R. H.

WELCOME . . .

A warm welcome is extended to the following newly-affiliated. Home and School Associations. This brings our membership to 137 Associations throughout the Province.

	President	Federation Organizer
Lawrence (Sherbrooke)	Mr. D. L. Davis	Mrs. G. Smith
Low South	Mrs. L. Fitzpatrick	Mrs. D. Geggie
Morin Heights	Mrs. Jean Seale	Mrs. G. C. Liersch
Ste. Foy	Mr. M. N. Graham	Mrs. E. M. Little
Courtland Park (Dorval)	Mr. L. G. Jordan	Dr. E. C. Powell
Peace Centennial (Montreal)	Mr. D. A. Evans	Mrs. K. Bedoukian

YOU'RE INVITED

to attend the

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS Annual Provincial Conference — 1955 MCGILL UNIVERSITY, MONTREAL

PROGRAM

- Friday, May 6 — 1 p.m. Registration
Council of Representatives.
8 p.m. President's Reception.
- Saturday, May 7 — 9 a.m. Workshop Meetings (open to all members).
2 p.m. Council of Representatives.
"Our Association's best program of the year."
7 p.m. Conference Dinner: Ritz-Carlton Hotel.

Details of the Conference program will appear in the next number of QUEBEC HOME AND SCHOOL.

Registration and attendance at all events of the Conference are open to all Home and School members:

- (a) REPRESENTATIVES—three from each Association, with the right to vote. *Must carry Association credentials*, to be presented on registering.
- (b) OTHER DELEGATES—any number from each Association.

Conference Fee: \$5.00 for Representatives } All-inclusive—Registration
\$4.00 for other delegates } Reception, Dinner, etc.

Home and School members who are unable to attend the evening events are welcome to attend the other sessions as guests of the Federation.

All delegates must complete the form below, detach it and send it to their Association Secretary, from whom they will receive the Dinner-Reception ticket.

Billeting arrangements can be made through your secretary.

REGISTRATION FORM

Name..... Address.....
(PRINT)

Please register me as a—Representative (or) Other delegate (underline which) attending 1955 Conference from..... Association.

I attach cheque/money order for \$..... as my Conference Fee (made payable to Quebec Federation of Home and School Assns.)

I have obtained a Dinner-Reception ticket from the Association Secretary.

Signed.....

IMPORTANT: This form must be in the hands of the Federation Secretary **by April 16th.**



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