

**QUEBEC**

# **HOME AND SCHOOL**



*In this issue . . .*

- **REPORTS OF COMMITTEES**
- **TWIN CITIES OF THE NORTH**
- **REARING CHILDREN OF GOOD WILL**
- **CAREERS IN RETAILING**

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• **APRIL, 1957**

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# QUEBEC HOME AND SCHOOL

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Please address Magazine correspondence as follows:

On editorial  
matters to —

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

On advertising  
matters to —

*The Advertising Manager:*  
EDWARD GROSS,  
11 Windsor Avenue,  
Westmount, Que.  
HUnter 9-4959

On subscriptions,  
changes of address,  
etc. to —

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

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DOUGLAS WALKINGTON

## THE PRESIDENT REPORTS TO YOU

IN SOME ways it seems a very short time since the Editor first reminded me that one of the duties and privileges of the President of Quebec Federation is to provide a column for our Magazine. Yet in the next issue the picture of a new president will appear at the head of this page.

My two years in office have been busy ones but they have been very rewarding. I have seen Federation grow in number of Associations, in membership and, I believe, in maturity, too. It has been a joy to visit Associations and exchange ideas with members from all over the Province; to study at close range the many problems of education and to find that there are no easy solutions; to meet members of the Protestant Committee and of school boards, principals and teachers and get an idea of the sincere way in which they are tackling their difficult tasks.

As my term of office has progressed, I have come to realize the valuable part that Home and School can play in a community. We are encouraging and training parents to be better parents; we are working for the good of children and youth; we are bringing teachers and parents together in an understanding that the influence of both is important to the child; we are strengthening the opinion that education is a vital force and that more of our best men and women and more money well spent will be required if we are to live up to our responsibilities.

Home and School in Quebec, as elsewhere, is helping to bring better habits of reading, a  
*(continued on page 18)*

### OUR COVER

Oh, to be young and able to sing! Here are 180 such people — the Lachine High School Glee Club and the Lachine High School Singers — who, under the direction of F. L. McLearn, Director of Music for Lachine High, broadcast on Home and School On the Air last December. On the right of the picture is H. Don Allen, former producer of our radio program and next to him is Mr. McLearn.

# YOUR

## ANNUAL MEETING AND CONFERENCE

FRIDAY and SATURDAY, MAY 3 and 4

PHYSICAL SCIENCES CENTRE — MCGILL UNIVERSITY

**DID YOU KNOW** . . . that your suggestions and wishes as you expressed them in last year's Conference evaluation slips have helped immeasurably in guiding the Conference Committee in making plans for this year's gathering?

**DID YOU KNOW** . . . that because you asked, more time for workshops and demonstrations is being provided so that more delegates may participate — and in more than one this year . . . that because you wish it, President Walkington and his Executive hope to meet personally at the Friday night reception as many delegates as possible . . . that because you expressed a desire for time out for smoking recesses during the business sessions this has been arranged . . . that because you suggested it, coffee will be available during the two day's Conference?

**DID YOU KNOW** . . . that the closing dinner is being held this year in the Champlain Room of the Sheraton-Mount Royal Hotel and that our distinguished guest of honour at that dinner will be Mr. John Rowat, Chairman of the Protestant Committee on Education for Quebec and of the Protestant Central School Board of Greater Montreal?

**DID YOU KNOW** . . . that because there is an almost formidable amount of printed matter needing your attention at the Conference there will be a Conference Information Kit just for you?

**AND DO YOU KNOW** . . . your Executive and your Conference Committee feel that a great many Home and Schoolers would enjoy and derive benefit from the Conference if only they knew more about it in advance . . . and realized that as members they are most welcome, whether or not they are Representatives of their Associations?

**WON'T YOU TAKE THIS AS A VERY SPECIAL AND PERSONAL INVITATION TO ATTEND AND, IF YOU SO WISH, PARTICIPATE ACTIVELY IN ALL THAT GOES ON?**

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**AN ACTIVE GROUP: Pointe Claire H & S.A.** must be one of the most active groups in the Federation . . . Besides the December meeting which featured the children in a concert — a military whist the same month — the January meeting which had a film and a panel discussion as features — a dance in February — this Association produces one of the best bulletins these weary old eyes have ever seen . . . "The Cedar Post" contains news of the Association, record reviews, children's bookshelf, local history notes and other items of a community nature . . . One of the current projects is a "Keep Fit" class for mothers!

# YOUR STANDING COMMITTEES REPORT TO YOU

## Audio-Visual Aids

LAST YEAR I reported to you that the Quebec Home and School was presenting a brief to the Royal Commission on Broadcasting. Mr. Walkington's summary of the brief, which was read at the hearing of the Commission in September, has since been published in the Magazine. I hope those of you who take any interest in what your children see and hear on television and radio have, whether or not you agree with the argument, read it with care.

Also last spring I reported that the Canadian Home and School and Parent-Teacher Federation was, in cooperation with the CBC, conducting a Home Listening Survey on the second school television experiment. Of the 1500 forms sent out only 235 were returned, and these were from only four provinces. I am glad to say that Quebec was one of the four. However, of the 150 forms this committee sent out only 36 came back, and those came from only two schools. Because so few provinces participated and so few forms were returned the conclusions in the report on the survey were tentative, but it was felt that "school television is worthy of further study and experimentation". Implicit in those conclusions is the fact that the degree to which any Home and School committee can function effectively depends on the support of the general membership.

The two major problems at present facing this committee are those of finding people to serve on the committee and finding people who will work with the committee, whether by answering questionnaires or by instigating projects of their own in their own associations. At the regional conference last fall I learned that the Bedford School had conducted a panel discussion on TV, and had followed it up with a questionnaire to parents on watching habits and their effects. Partly because this was organized by the people on the spot 58% of the questionnaires were completed and returned. This committee can

take no credit: Bedford did not even know that there was an Audio-Visual Aids Committee. Their work and initiative, however, is the kind of active interest and support which we need, and we are delighted that a member of the Bedford group has since joined the committee.

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## "THE FAMILY CIRCLE"

**Commencing on April 7th, and running each Sunday through June 9th, the CBC will be presenting a series of television programmes about children and why they behave the way they do. The programmes will consist of a film followed by live discussion or comment. Each programme will last half an hour and will be carried by CBMT at 3 p.m. on the dates shown, (the same time as Citizen's Forum in winter).**

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At the annual conference this year we hope to have a panel discussion on what audio-visual aids and, in particular, television are teaching our children. Most of us are by now aware of the number of hours children spend watching television and the dangers of particular programmes for individual children. These are problems which will continue to concern us both collectively and individually, but which each family will have to solve in relation to its own children. Nevertheless, we have a collective responsibility to examine the pattern of ideas and culture which is being instilled in our children by a teacher potentially as influential as a Victorian father. I hope that those of you who are concerned with this problem will come and argue and ask questions, and that some of you may decide to work on or with this committee.

**Frances K. Mallory,**  
Chairman.

## CHILDREN'S READING

AT THE time Young Canada's Book Week a newsletter from the Canadian Library Association was sent to all Home & School Associa-

tions throughout the Province. This gave suggestions on how to promote publicity for Book Week, types of programs that could be used, etc.

Some lists of children's books have been sent out to Local Associations who asked for them. One Book Fair was opened. Here I would like to suggest that this Committee could be called on by local Associations more often for help in preparing book lists, helping Home and Schools organize school libraries if necessary.

The big project of the year was a display of new books for children at the Annual Conference. The books were graded, and book lists were prepared to go with the display. A separate group of inexpensive books was shown as well.

**Elizabeth Bunting,**  
Chairman.

### **CITIZENSHIP**

THIS COMMITTEE has been set up towards the end of last year and on account of the short time elapsed since, this first report can only refer to limited activities. The Committee has two principal purposes: 1. To promote the high ideals of good citizenship, in accordance with our aims and 2. to assist in the integration of immigrants. It is to be realized by parents and teachers alike that training to become a good citizen has to start at a very early stage of education. Home and School can play a prominent part in linking closely school and community, in improving human relations by stressing racial and religious tolerance and by doing away with prejudice and suspicion. Therefore member Associations should, from time to time, devote a meeting to a program pertaining to citizenship matters. This Committee is suggesting a variety of programs which will be found in the new program manual.

The Citizenship Committee is working together with other organizations which have similar aims, such as the Montreal Citizenship Council and the Council of Christians and Jews. It is referred in this connection, to the recent Institute arranged by the latter organization, on "Rearing Children of Good Will", which institute was co-sponsored by our Federation. An excellent report on this institute by our First Vice-President, Mrs. R. Woolgar, will be found in this issue.

The steady influx of immigrants presents problems to a number of Associations. It can not be considered satisfactory if immigrant members are paying their fees without taking part in association activities. Everything has

to be tried to make them understand the importance of Home and School and its work, even more so, as many immigrants come from countries where institutions of this kind do not exist.

Repeated requests to associations to present their problems to this Committee met with disturbing lack of response, so far. Meanwhile, as a first step to facilitate overcoming of language problems, this Committee is trying to have our aims translated into some of the principal languages of immigrants involved. It is hoped that a workshop of this Committee can be arranged at the Conference where all matters of interest will be discussed by members of associations concerned.

**W. Asherman,**  
Chairman.

### **EDUCATION**

THE EDUCATION Committee has started a study of the problem involved in the education of the children of the members of the Armed Forces who are transferred from one Province to another.

The Committee has also arranged for a panel discussion at the May Conference. The subject of discussion will be "CHILDREN WHO NEED SPECIAL HELP". The panel will have as its members:

Dr. Laurence P. Patterson, Principal, The School for Crippled Children, Montreal;

Dr. Alastair MacLeod, Mental Hygiene Institute, Montreal;

Mr. B. H. Brown, Chief School Social Worker, Protestant School Board of Greater Montreal.

A representative from the Association for the Help of Retarded Children (Quebec) Inc.

**C. H. Savage,**  
Chairman.

### **PARENT EDUCATION**

THE YEAR 1956-57 has been a very busy one for your Parent Education Committee, and one which has seen several changes in personnel. Five new people have joined the Committee and several offices have changed hands. Mrs. R. D. H. Heard, with her new responsibilities as National Parent Education Committee Chairman, handed over the chairmanship of this Committee to the undersigned in November.

Mrs. R. Callan became executive secretary on the retirement of Mrs. G. B. Clarke who has done a magnificent job of organizing Home and School activities in the field of parent education since this position was created. For many of us, something will be missing from the 1957 Conference without Mrs. Clarke constantly in attendance at the pamphlet dis-

play, ever ready with friendly and helpful advice, but we all wish her a very happy holiday in England.

Mrs. D. C. Bewes will be handling publicity for this Committee and Home and School members are asked to watch for her announcements and articles in the "Newsletter" and Magazine.

With the growth and development of parent education work in this Province, fostered in large part by Quebec Federation, the leaders' workshop, previously a sub-committee, expanded and became a separate entity this year called the Parent Education Leaders Association. The leaders' bookshelf is now housed at the Mental Hygiene Institute in the Marion Crowe Parent Education Memorial Library, in which room hangs a Renoir print of a family group, the gift of the Parent Education Committee. With this new library readily available to leaders, and with P.E.L.A. working towards improved standards for leaders, Home and School Associations can expect a continuing high level of discussion leadership in both study groups and one night stands. There are about twenty trained leaders available, all of whom give their time and effort willingly, but local Associations are expected to provide, or pay for, transport for leaders attending meetings.

Mrs. H. R. C. Avison, our liaison Officer with the Adult Education service at Macdonald College, and the first chairman of P.E.L.A., will work with other members of the Committee and leaders to supply pamphlets and some books at the 1957 Conference, so please vote your Representatives some money with which to purchase a selection for use in your own Association.

One of the aims of the Parent Education Committee is to work towards the bettering of family relationships, and to this end our executive secretary, in a twelve month period, April, 1956 - March, 1957, organized 12 study groups (others were organized in the nursery school field, etc., by Mrs. R. O. Calder of the Mental Hygiene Institute) and 73 one night stands (films, plays, skits, etc.). Several out of town Associations have been visited and advice given and material sent to many more.

With the increased public awareness of the value of good mental health and sound family relationships, the work of this Committee continues to grow. The Committee is currently composed of 15 members, but even with a large and active committee, we are still aware of areas where we should like to see parent education work initiated or

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expanded as personnel becomes available for the job. If this aspect of Home and School work appeals to you, any member of the Parent Education Committee would be happy to discuss with you, at the Conference, ways in which your services could be utilized.

**Jean Gordon,**  
Chairman.

#### PROGRAMME

THE COMMITTEE was glad to be of service to those who requested help with their programme planning, and hope that whatever ideas they had to offer were of some value. At present, a revision of the Programme Manual is being undertaken. We are trying to include more practical information for out of town associations. The manual will be available at the conference so please pick up your copy. Last year's proven programmes will still be of value, so don't throw those away! Programme chairmen, please remember to pass along your material to your successor and brief him or her. This is so important. Mrs. T. K. Stephens, co-chairman, regretted having to resign for reasons of health, in January.

**Dorothy Jobin,**  
Co-Chairman.

#### TEACHER RECRUITMENT

EARLY THIS season Quebec Federation was invited to appoint a representative to a sub-committee of the Protestant Committee charged with studying the teacher shortage prob-

lem and recommending action to the Protestant Committee. In view of the importance of this, it was decided that I should attend at least the preliminary meetings.

The Director of Protestant Education, members of the Protestant Committee and representatives of the School Trustees, P.A.P.T., and Home & School are on the committee. Much interesting information was brought forward, including the fact that only about 12% of high school graduates enter one of the schools for teachers, against higher percentages in most, if not all, the other provinces. We learned that the need for teachers grows at the rate of about 300 a year, and to this number must be added replacements for those who drop out each year; that the number of persons qualifying for Quebec certificates is growing but not as fast as the need. To lessen the deficiency, certificates have been granted to teachers from other parts of Canada and from overseas, but it has still been necessary to use over 100 persons without the necessary qualifications to receive a certificate, if schools are not to be closed for lack of staff.

It is important for Home & School members to note that whereas formerly the bulk of the candidates for teacher training came not from the cities, but rather from the small centres, the reverse is now the case. In an endeavour to remedy this, Mrs. McCabe, assistant supervisor of English, and president of P.A.P.T., has held many group and individual discussions with high school seniors in schools off the Island of Montreal. It is believed that this will have beneficial results. Parents can help, however, by encouraging, or at least not discouraging, sons and daughters who show promise as future teachers. The ever-growing flood of children entering our schools will be handicapped if insufficient qualified men and women are not available to teach them.

The questions of salaries, merit bonuses, qualifications, recruiting from industry and universities of financial assistance to those in training, and many other aspects of the problems are under discussion. Encouragement to the formation of future Teachers Clubs has been considered.

What can Home & School do? Parent members can encourage members of their own families to go in for a teaching career, and in order to do so intelligently should study the practical advantages of the profession. Teacher members can give encouragement by their attitudes, actions and words. Associations can help by making friends of the teachers, giving bursaries and, possibly cooperating with the high school staff in supporting Future Teacher Clubs. They can encourage school boards to make salary scales as attractive as finances will allow.

**Douglas Walkington**

### TRAFFIC SAFETY

A VERY active year has been experienced since the spring conference. Thanks to co-operation from Johnson & Johnson, we have had the use of a film entitled "Play It Safe" which we showed at this conference last year. This film has had twenty-six showings to date. We have five additional showings definitely booked and have four large groups for which the planning is nearing completion.

The following is a list of schools visited at least once:—

Granby	St. Laurent
Cowansville	High School
McKayville	St. Laurent Catholic School
Rosemere	Russell School
Herbert Symmonds	Central Park
Elmgrove	Riverview — Verdun
Parkdale	Groups Proposed
Rotary Club —	Dorval
St. Laurent	Pointe Claire
Cartierville	West Hill High
Lady of Fatima	Town of Mount Royal
Ahuntsic	Dunrae Gardens

HIGHLIGHTS Enthusiasm — Mayor Horace Boivin of Granby wearing "Elmers" head — An ardent chief of police insisting that the parents co-operate and make sure their children follow the rules of the road — Back the attack on accidents — The concensus is that parents must support and subscribe to school safety programs — Parents must talk safety, act safely and their youngsters will live longer — Education never is complete — Do your part.

**Ross M. Davidson**



## SUTTON

### CELEBRATED 30 YEARS

IT WAS with unexpected pleasure that we discovered a congratulatory message to Sutton Home and School Association in the December issue of our Magazine upon the occasion of the 30th anniversary of our Association. We wish to express our appreciation for this kind gesture.

We thought you might be interested in some of the particulars of our celebration.

We invited all of the Past Presidents and asked our first president, Mrs. Frank Jenne of Newport, Vt., to be our guest speaker. She spoke on "The Early Days in the Home and School Association". We were all quite amazed at the terrific amount of work that went into the making of our organization. The ladies held bridge parties in their homes, food sales, and worked in many other ways to raise money. These funds were used to provide glasses, shoes, stockings, etc, for the underprivileged children to enable them to attend school. Being in a locality where there is no social worker to look after such cases it was up to the Association to undertake this work.

The Association sponsored one of the very first hot lunch programs in the Province. The members took turns cooking a hot dinner in their homes, this being called for by the pupils in time for it to be served in the school at noon.

Mrs. Jenne, who is on the Vermont Board of Education, stressed in her talk the importance of good influences in the home. She feels that culture begins with the parents, by providing good books, good music, and a good example. While extra-curricular activities are necessary, it is Mrs. Jenne's opinion that they should not be carried out to the extent of detracting from the children's school work.

We honoured sixteen of our Past Presidents on this our 30th Anniversary by introducing them individually to the members. Several of our Past Presidents were unable to attend as they have moved to other localities. Mrs A. A. Thompson was also honoured on this occasion because although not a past president she served for many years as Secretary of the Association. We remembered our two Past Presidents who are deceased by observing two minutes of silence.

Everyone enjoyed the social hour which followed and it has become a memorable occasion to all of us.

**Jean A. McCaw**



## TWO VIEWS OF THE FUTURE

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HEAD OFFICE — MONTREAL

## H. DON ALLEN

visits Noranda  
and Rouyn and  
reports on

# TWIN CITIES OF THE NORTH

Photos by the author

WHEN YOU find a million-dollar recreation centre three hundred miles from where you thought civilization stopped, you take on new perspective in your views of education in Quebec. At least, I did. The truly remarkable communities that face each other across Lake Osisko, in the heart of Northwestern Quebec, half way between Montreal and James Bay, can boast more than their share of pedagogical surprises against a vivid backdrop of wild pioneer tales. Modern maps carry their place names, Rouyn and Noranda — to the prospector of another generation, words synonymous with new promise of untold wealth. Now rough mining towns grown to polished twin-cities, education-conscious Rouyn and Noranda represent the new frontier to Quebec Home and School.

Fly over Northwestern Quebec, as Mrs. Allen and I were privileged to earlier this winter, and you marvel that there is a Noranda; that relentless twentieth-century pioneers could trace down the illusive clues and pinpoint wealth beneath bleak miles of snow-mantled hills and spruced-fringed lakes. Yet the neat, man-made geometry of streets that contrast with open country in the Valley of Gold, Val d'Or, and the toy-like lines about the mine shaft of Malartic, set the pattern for the nucleus of well-ordered prosperous living that embraces 30,000 within view of the giant twin stacks of Noranda Mines, Limited by Lake Osisko's shore. Noranda is a mining settlement, carefully zoned and prophetically planned, so that unprecedented growth has culminated in a beautiful, highly effective community. Yet pioneer traditions, like the pioneers themselves, are uncommonly hardy, and our visit to the district not only permitted us to broadcast with some of the most fascinating of mine-town "old-timers" but gave us more than the occasional sidelong glimpse of past flavour that no new life could force to pass away.

### Pioneer Colour Remains

The old fellow who came upon us while we relaxed over milkshakes in a Noranda restaurant after a long evening of broadcasting, might have been a mining pioneer — certainly he represented a way of life likely soon to die out. Spotting us as outsiders, he ambled over and asked, "You want to see something good?" Before we could size up the situation, he shouted out something undecipherable, and two waitresses ushered a huge black dog into the room. "Mother was a St. Bernard, father a collie", confided the old fellow. "Sixteen years old", he added, as the immense beast culminated a routine of paw-presenting and parlour tricks by blending with the man's singing in doleful canine howls. Noranda, which puts two-tone cuspidors in its best hotel rooms and sets out an array of buttons, needles and pins for bachelor guests, boasts an old guard of such hardy individualists. They, like the 25-cycle current that flickers through its circuits, serve to remind that Noranda's colourful past is not so far behind.

That vivid past I was delighted to have described before Home and School microphones by people whose names already are deeply etched in local history, including men like Frédéric Hébert, thirty years a Noranda resident and now its Mayor, and Nelson Pinder,

de BELLE & WHITE

ARCHITECTS

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who arrived in the district in 1924, already reputed as a veteran realty man, who sold the first lots in Rouyn and who remains a prosperous civic leader today. Noranda's history might conveniently date from 1920, when a relentless prospector named Edmund Horne drove the first stakes into a claim at Lake Osisko, soon to be the Horne Mine, later to be renamed the Noranda Mine and to gain world-wide repute. Noranda was incorporated as a town in 1926. Mayor Hébert, who arrived on the scene, as a notary, in December of that year recalls the period as "a very happy time" when existence was on the pioneer level and a great deal of work was to be done. Rouyn of the corresponding period Mr. Pinder recalls with a twinkle in his eye: "Nothing but a bunch of blind pigs", he phrased it on our broadcast rehearsal. He reminisced on the air about the time he had startled a civic group by announcing, "you gentlemen in front of me are mostly bootleggers"; yet, such, he assures me, was the state of affairs in wide-open pioneer days.



*DOWNTOWN NORANDA reflects the prosperity of the region, with well-stocked shops, new cars, good streets, and all the conveniences of larger urban centres. Note how the twin stacks of the smelters dominate the northern sky. Noranda is a well-ordered, planned community with a fine showing of well-built homes and a minimum of the rough shacks of mining-town fame.*



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sano**



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## "Old Days" Recalled

Noranda is derived from the words "Northern Canada" and, indeed, the Rouyn-Noranda district was the North on a thirty-year-old map of Quebec. Yet, after the initial months of truly pioneer living, the vast wealth flowing out from the district enabled the communities to establish "the comforts of home". Noranda quickly evolved from the man's world of the mining frontier to a good place for family life. Mrs. E. Henderson was among the first women to set up housekeeping in the area. She recalls that food supplies were readily available and with several families "all friends together" everyone had "a wonderful time". The mark of the pioneer community in her recollections took the form of wooden sidewalks raised three feet from the ground and roads that were of red clay.

Mayor Hébert remembers Noranda's first school house, a black tar shack previously used for a lumber camp, where both English and French classes met in 1927 and which doubled, on the Sabbath, as a church. Noranda "soon graduated to better things", His Worship observes. Two schools of four classrooms were erected in 1928.

Miss Ada M. Kerr, who still teaches in the area, opened a classroom in the clubroom of Rouyn's Anglican Church, the first place of education on Lake Osisko's South Shore, Mr. Pinder recalls. Soon, a two-room school in Rouyn was built, on a bank loan, with no assessment roll yet drawn up. Mr. Pinder chuckles when asked if Rouyn had trouble getting teachers. "I wrote them and told them teachers were like the Mounted Police if they came up here: they usually got their men!" Mr. Pinder admits having been somewhat prophetic. "If you want to be perfectly honest, you can count quite a number of them who are living now, and very, very prosperous, at Noranda", he points out.

## Fine Education Facilities

Noranda was planned initially for a population of 2,500. In 1929, discovery of the fabulous "H" orebody drastically altered the picture, promising new wealth in copper and gold, and incredible new growth to the community. Today, Noranda's population exceeds 10,000, Rouyn's edges close to 17,000. Six thousand children attend the fine schools of the district. Mr. Charles Hughes, Building Supervisor for Noranda Mines, told me something of the utterly overwhelming part the Mines have played in providing sound educational and recreational facilities. Mr. Hughes commented that Noranda Mines, Limited had always been highly interested in employee benefits. Others pointed out to me how that

interest had taken such diverse forms as the buying up of school bonds, the making of engineering facilities available to the city and its schools, and large gifts earmarked for better community life. Pride of the whole district is the recreation centre with which I was so immensely impressed. Mr. Hughes told me how the Noranda Recreation Centre had been presented to the City of Noranda by Noranda Mines in memory of the men who had given their lives during the War.

## Recreation Centre Unique

The Recreation Centre, which I can well believe cost a million, I was taken to with justifiable civic pride by Jack Thornham, a school board member and enthusiastic Home and Schooler. At the Centre I discovered that the poised purposefulness which seemed to characterize the youth of the district was being channeled into a dozen or more wholesome activities, from eager participation in indoor curling to a vigorous programme of gymnastics for pre-teens. I met Em Orlick, the Centre's Manager, and a man held in high esteem by hundreds of ex-McGillians who remember him as athletics director of post-war Dawson College. But it was Dave Baillie, twice Olympic contender in weight lifting and recently back from Melbourne, who briefed me on the routine of the Centre and who joined me before Home and School microphones. Dave told me that the Recreation Centre set out to make available facilities and leadership for Rouyn and Noranda, and provided the high school programme in physical education. I asked him, objectively, how the Centre measured up to similar projects in other cities. He told me that he doubted there was anything better in Canada, or as good. Others said North America.

The Arena seats 2,100, and alternates ice surface in winter months with a summer covering well suited to roller skating or dances. I read by the marquee that Red Wings were playing the Maple Leaves that afternoon, and learned of the busy agenda of local boys' teams. Dave checked off the list of facilities, from rifle range, to club rooms, to the rings for boxing and wrestling. The curling which I'd been watching I was told was popular with young and old. The busy gym programme scheduled after-school activities for all ages, as well as filling all the High School's curricular needs. Terry Orlick, Em's son, spoke up for Home and School radio and named the hockey, basketball, badminton and gymnastics that fitted into his personal schedule, and plugged with somewhat less enthusiasm the tap dancing, toe dancing, acrobatic dancing and figure skating that he figured were

more the fare for girls than young men of 12 — but served to stress the well-rounded program which the Centre makes available to all.

### Wide Open Spaces

Len Sullivan, Home and School president in Rouyn, figures that children in Rouyn and Noranda are doubly fortunate in having the Recreation Centre and in being in such close touch with nature. "As soon as you step out the door, you're in contact with the wide open spaces", he remarks, citing the wooded hills and the abundance of clear, fresh lakes within a few minutes' drive of the Twin Cities. Right within the communities are a large outdoor swimming pool, playing fields for soccer, and fine facilities for such outdoor sports as tennis and golf.

With education close at hand, Noranda has 337 pupils attending a Protestant high school, fed by two elementary schools, and Rouyn has an intermediate school, offering Grade Eight. Protestant children of both communities have the Noranda school available to them, to continue their education through Grade Twelve, which has been offered since 1945. Technical schools and business college are accessible in the region, and other children leave on matriculating to enter university at Kingston, Toronto or Montreal.

### Home and School Active

Home and School activity in Rouyn-Noranda dates from the Spring of 1944, I am told, and the movement has found its respected place amid the incredible total of 78 service organ-

*(continued on page 18)*

## CAMP WAKONDA

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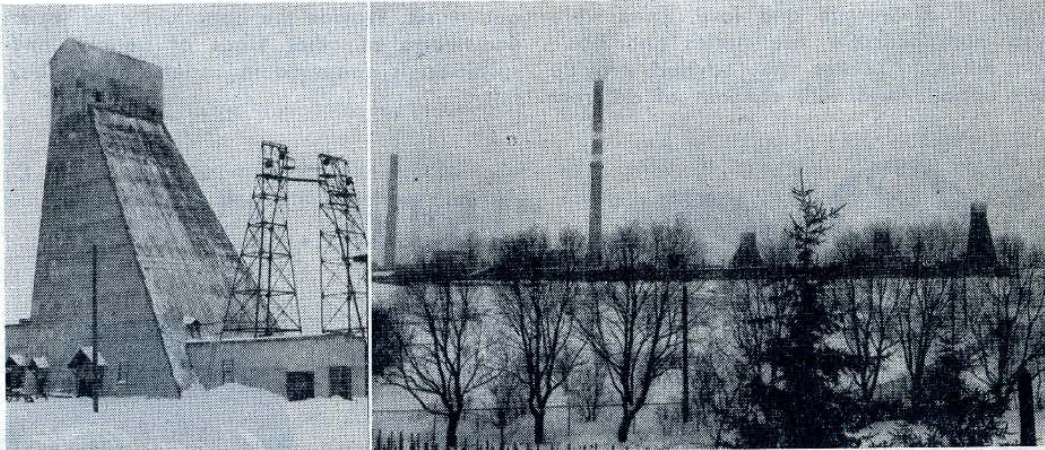
## GRADUATION GOWNS FOR RENT

WHITE and NAVY  
ADD DIGNITY and  
GRACE TO SCHOOL  
EXERCISES

write

*D. Milne*

2011 Union Ave., Montreal — MA. 5515



NORANDA LANDMARKS point up the vital significance of copper and gold mining to the past, present and future of the region. Today, shafts reach down 4,500 feet into rich ore and 2,000 of the 25,000 population of the district find work in Noranda mining operations. Situated roughly half way between Montreal and James Bay, the valuable mining property has been productive for three decades and has built up about it active, prosperous community life with sound educational facilities and an enthusiastic nucleus of Home and School.

## "REARING CHILDREN OF GOOD WILL"

*An institute sponsored by the Council of Christians and Jews, with the co-operation of Quebec Federation of Home and School Associations, January 30, 1957, and held in the Y.W.C.A.*

SEVENTY PEOPLE of vastly differing backgrounds and opinions gathered on Jan. 30. to discuss the problems facing parents and community organizations in rearing children of good will.

This included about 18 Home and Schoolers. Dr. Douglas Wilson outlined the scope of the problem in introducing the panel of young men, one from Westmount High, one from Montreal Boys High and one from St. Viateur. Talk about fresh viewpoints! I think the audience felt a little shamefaced when the need for parental example and definite moral guidance was emphasised; and amused with the frank acknowledgment of teenage self centredness. It was a grand jumping off point for the small group discussion which took place round the preschool, school age, and adolescent areas.

The preschool age group report later in the afternoon really got down to essentials in their emphasis for building confidence and self-respect into young children, through encouraging successful achievements in an atmosphere of warmth and love. They were even more concrete; use stories and music from different cultures, they advised; provide play opportunities with children of different

backgrounds, visit new and unfamiliar places. You can see that this type of approach taken by a parent of good will, can develop an attitude of comfortable self acceptance of oneself, so that there is no need to tear down others in order to boost ones own status, and too, will develop an attitude to the unknown, be it people, places or ideas that is one of adventure and discovery rather than one of fear or disgust.

The School age groups . . . there were two, took a quite different tack. A team approach was necessary, they felt, all community organizations helping to reinforce or even, to change the continuing home pattern. They wanted some training in human relationships introduced into teacher training. Here too, they stressed the need to plan enriched activities, to encourage children to join groups of all kinds, Scouts and Guides, being specially mentioned. The exchange of teachers, and the exchange visits of classes was a new idea, and visits to institutions of other cultures was advised, along with continued use of stories and music. Provide the opportunity for wider knowledge of other kinds of people, and suspicion is swamped in understanding they felt.



### "Hello...Coke!"



The adolescent groups came with most concrete suggestions after some very enlightening discussion. Again the importance of teacher attitudes was brought out. Teacher exchange was made more specific in the proposal that French speaking teachers teach the younger grades of English speaking children, in French . . . for all subjects. And vice versa. Text books, they suspected, contained material of possibly a biased nature and recommended that a committee be set up by the Council of Christians and Jews to review such material. Home and School was urged to use more programs on topics similar to that of this Institute, along with other organizations.

The interest shown by a great number of organizations was truly astounding. University of Montreal, Social Work Dept. of McGill, Montreal Council of Women, Y.W.C.A. National Congress of Jews, many churches Parent Education Dept. of Mental Hygiene Inst., Protestant School Board and Home and School were all represented. New Canadians, old Canadians, of every type took part.

A meeting that engendered such a warmth of feeling, and friendliness cannot be left without constructive follow up. What came out of this day that has meaning for Home and School?

1. The Citizenship Committee under Mr. Asherman, will prepare programs for general meetings for your use. Films, panels, discussion etc, Meaty, controversial discussions that bypass the cliches and trite phrases.
2. The Parent Education Committee will use the excellent little booklet "Rearing Children of Good Will", obtainable from the Council of Christians and Jews for 25¢ in their work.
3. Home and School Assns. can consider the possibility of sponsoring class visits to

classes in schools of a different background, and to institutions of a differing culture.

4. We can definitely help parents reassess their own feelings and their children's developing attitudes through Child Study Groups, under the Parent Education Committee. Group analysis and discussion is so much more constructive than any other method in reinforcing attitudes.
5. Home and School can look at its own community with an appraising eye to assess its intercultural relations on child and adult level. Nursery schools, playgrounds, recreational groups, community planning groups; how many, and how effective? What place is there for the new Canadian, or for idealistic youth?

Mr. Radelet of the National Council of Christians and Jews of U.S.A. remarked during a luncheon address, "A necessary ingredient in society is present when those who have not been injured become as indignant as those who have". Are Home and Schoolers indignant enough to get active?

**MANIWAKI OBSERVES  
ST. VALENTINE'S DAY**

THE MANIWAKI Association's Valentine Party was held in the form of a buffet supper, followed by entertainment and square dancing. The proceeds will go to helping to pay for the new stage curtains recently purchased for the School. The object of our social evening was to promote new members for our Association, so we are hoping to see a good turnout at our March meeting.

A treat of ice cream was given to the school children on St. Valentine's day. Our Association has also sponsored free milk throughout the term for the children unable to buy it.

We are still trying to trade our set of books of a three-act comedy, "Cracked Nuts", for another play somewhat similar.

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Any Home and School Associations desiring information about the special student accident insurance plan being offered through the Quebec Federation of Home and School Associations should write to Mr. J. W. Chivers, Chairman, Insurance Committee of the Quebec Federation of Home and School Associations, Suite 202, 1478 St. Catherine Street West, Montreal, P.Q.

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**MA. 5306**

## WHY YOUNG PEOPLE SHOULD CONSIDER A CAREER IN RETAILING

WHAT DOES retailing have to offer? What are the prospects for a high school graduate in the field today? How does it compare with other lines of work?

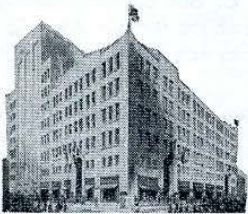
These are questions that a lot of parents and high school students are asking themselves these days. Let us consider the answers.

What does retailing have to offer? Many parents feel that they do not want their children to sell merchandise behind a counter, they say the hours are long and the pay is poor. This is no longer true, most retail employees now work 37½ to 40 hours per week and are paid in line with other types of work. What other industry can offer opportunities to high school graduates like these? Within five years a buyer's job earning up to \$10,000 a year, from floor walker to General Manager in 10 years. These have happened and will continue to happen in the retail business.

What are the prospects? The retail trade is bursting with opportunities, for young people who are ambitious. Opportunities in merchandising, advertising, personnel, display, credit, traffic and receiving, buying and many others. Seniority and age have very little to do with advancement. It depends on the individual — his ability to make sensible decisions, willingness to do a complete job, personality, and readiness to study the whole business of retailing. Thus the formula reads, Personal Qualifications + training + work = advancement.

Personal Qualifications include a good average school record, an interest in people, in helping them find and purchase the merchandise they want and need, good grooming, and a pleasant and courteous manner.

Training. There are several ways of being trained for advancement in the retail business.



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UNTIL 9

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Montreal's most beautiful department store has a wide selection of smart and sturdy clothing for children of all ages . . . including a complete range of uniforms to meet all school requirements. Visit Simpson's Children's Wear Department, Second Floor.

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Most large stores have a training program for employees who are interested and ambitious. This program is usually given to those already employed in the store and consists of on-the-job training as well as series of lectures. In Montreal we also have a School of Retailing at Sir George William College. This school is operated with the co-operation of seven of Montreal's leading stores. The students attend lectures at the school on Mondays, Wednesdays and Fridays and work in the stores on Tuesdays, Thursdays and Saturdays. They are paid for their work in the stores and earn about \$800. during the school year. This has proved very helpful to those students who cannot afford to go to college.

The subjects in this course include, Principles of Retailing, Product Knowledge, Salesmanship, Public Speaking, Business Arithmetic, French Conversation, Economics and Business Letter Writing and Reports. Lecturers are drawn from executives and management of the co-operating stores, manufacturers, and Sir George Williams' teaching staff, thus giving the students the benefit of many years experience in the retail business. Tours of factories and plants are also arranged each week, giving the students an opportunity of seeing how many everyday products are manufactured.

Upon graduation from the School of Retailing, students have the opportunity of accepting jobs with any store of their choice, they are considered promotable material and are very carefully watched to fill management vacancies as they occur.

Work. All large retail concerns have many employee benefits, including paid holidays, pension plans, sick pay benefits, discount on the purchase of merchandise, medical care and so on.

Retailing is essential to our Canadian economy, it is the second largest industry in the country. The Gordon report estimates that there will be a 25% increase in retailing in the next 20 years, therefore this would appear to be a good prospect for the young man and woman entering the business world.

Young people in the last year of high school have a difficult time deciding what line of business to follow, they are naturally influenced by their teachers and parents, therefore when a student is undecided about his future let him or her consider retailing, the opportunities are vast and the prospects unlimited.

Any information concerning the retail business or courses in retailing may be obtained

from the Director, Sir George Williams School of Retailing, 1435 Drummond Street, Montreal. Telephone MA. 8331 local 49. The writer would be most happy to participate in any career conferences or speak to any group of parents, teachers or students. ●

**Patricia M. Dunton,**  
Director,  
School of Retailing,  
Sir George Williams College.

## MORE SCHOLARSHIP WINNERS

**IN OUR** last issue we issued an invitation to Associations to inform Mr. C. E. Jack, 333 Curzon Avenue, St. Lambert, of the names of winners of scholastic awards presented by them. We listed three and are happy this time to publish three more:

**Greenfield Park H. & S.A.** — Joan Gregory, now attending Chambly County High School.

**Longueuil and Montreal South H. & S.A.** — Joyce Gill, now attending Chambly County High School.

**Mount Royal High H. & S.A.**—The "Henry Shield" Award — Richard Bowie, now attending McGill University.

The data needed for Mr. Jack's records are: (a) name of scholarship or bursary, (b) value, (c) form, i.e., cash, etc., (d) conditions, i.e., merit, need, etc., (e) name of last winner, his grade and school.

Please let Mr. Jack hear from your Association. ●

## BANCROFT ENTERTAINED CHILDREN

BANCROFT ASSOCIATION undertook a movie project recently which was crowded with success. The Histadruth Hall on Esplanada Avenue was rented for Sunday, January 20th. Films shown were "I Love Melvin" with Debbie Reynolds and Donald O'Connor, plus a cartoon. Both were marvellous for the children. A bag of candies and balloons was given to each child. Admission was 35¢ and refreshments were sold. After all expenses were paid we were left with a reasonable margin of profit to help finance the various projects on our slim budget. We wish to take this occasion to thank our suppliers, also the boys of Grade VII and the parents of the Association who helped out. ●

**Mrs. D. Povitz**  
**Mrs. P. Letovsky**

THE PRESIDENT (continued)

better understanding of the changing methods of teaching; better safety habits in our children; a better knowledge of good practices in the field of health, both physical and mental.

We have much to be proud of, but I wish that all our members were as inspired as some of them are. I can think of the president of an Association who would like to get copies of our Magazine into the hands of all people in her community, not just Home and School members because she feels that they would be better citizens if they studied the subjects discussed here; of the school principal who feels that the juvenile delinquency of a high school in another town is due in part at least to lack of a Home and Association; of Federation Directors and committee members going out night after night attending and speaking at meetings. Let us not forget that it is the enthusiastic, hard worker who gets the most out of any organization.

We are approaching the time when nominating committees will get down to work. Before you say no to a suggestion that you take on some job, think a little while. Can you

contribute to the effectiveness of your Association? Have you ideas for programmes? Or for securing more members? For projects? Have you ever criticized your executive and said you could do better? If so, you are being offered an opportunity to do something about it. Just think how proud your sons and daughters will feel to see you in office.

When you do take office, be sure you are well prepared. Secure the files of your predecessor, and read them. See if there are any conferences or workshops to help you do a better job. Get ideas from the membership. It is surprising what bright thoughts are being turned over in the minds of people too shy to voice them in open meeting. And for the good of your organization, keep your eyes open for a satisfactory person to succeed you when you move up to a new position.

Thanks to all of you for the support you have given to me. I am sure that you will get behind your new president in the same way so that Home and School in Quebec will grow not only in numbers but also in the quality of its service to the children and youth of our Province. ●

TWIN CITIES (continued)

izations that function in the area. Rouyn and Noranda, in marked contrast to the hectic life of pioneer days, boast one of the lowest juvenile delinquency rates in all Quebec. Home and School in Noranda counts on a turnout of 100 to 150 at monthly meetings, and prides itself in its contributions to life in Noranda schools. Last year, Mrs. J. C. McDonald, Noranda president, tells me, \$500 was made available to the three Noranda schools to enlarge classroom libraries, and the children of the city soon were busy on book reports and new appreciation of literature. Despite so enviable a record, Max Garmaise, Noranda lawyer and an active supporter of Home and School since its inception, feels decidedly that Home and School's greatest contributions are in the educational and cultural fields, and can best be thought of in terms of increased understanding between the parent and the teacher, in the interest of the child.

What is life like in a city like Noranda, with its experience centred about one prime industry and its horizons bordered by nothingness? It must be a good life, if one is to judge by Bill Marshall, who taught in six towns and came to Noranda High because he wanted to try a year in mining community. He is teaching in Noranda for his sixth year now, as a district to work in, sizes up as

"one of the best". Certainly, the bleak horizons belie the fact that Montreal is little over two hours by air and that other communities such as Amos and Malartic and Val d'Or are within an easy drive on excellent roads.

#### Industrious Local Radio

The "outside" — the phrase died out years back — is brought to Noranda by daily newspapers from Montreal and Toronto, by the local weekly, and by a fine, progressive private radio outlet, soon to inaugurate free-enterprise TV. My work allotted a goodly proportion of my hours in Rouyn-Noranda to the studios of Northern Radio, CKRN. Mrs. McDonald laboured overtime to round up some of the finest groups I've ever been privileged to interview, and we put out several live productions on Home and School over CKRN and taped a number of features to air from Montreal. Northern Radio, which owns stations in Rouyn, Val d'Or, LaSarre and Amos, gave us the warmest of co-operation. One of the many light moments amid the tension of microphone chores came when I invited Mr. Pinder, the realtor, not to be worried at the thought of broadcasting. "Sure won't", he chuckled, "I used to own this radio station".

The great twin stacks of Noranda Mines, Limited, dominate both the Northern sky of Noranda and the daily thoughts of its people. The older generation looks to stock reports

with much of the avidness with which the younger turns to sports. John Gordon, the Queen's grad in mining who ushered me 1200 feet underground to view the cut and fill stoping that brings to the world 3,500 to 4,000 tons of copper ore per day, enabled me to watch the operations that pace the interest of the community. Disseminated through this great wealth of copper ore (calcopyrite and pyrrhotite), is the fortune in gold that Mr. Pinder estimates for me at \$1,000,000 a month — retrieved from impurities in the ore.

### Good Future Predicted

It was Mr. Pinder who told us how he was "starved out in Peace River, in February of 1924, when a friend sent him a copy of the North Bay Nugget which "described the wonders of the Northland" and "predicted that the coming camp was Rouyn". He arrived in Rouyn-Noranda to find it a district with 22 children. He served on school boards and watched education grow. Today, the children number 6,000. Many who have passed through the schools of the district have remained, or returned as mining graduates, to make Noranda their home. I asked Mr. Hébert his thoughts as to the future of Noranda. He paused, and phrased it this way. Noranda's great population upsurges have been linked with new ore discoveries. Such things cannot be predicted. Noranda's growth can be looked to in terms of natural increase, and in this respect seem "very good" and the district is "quite assured of long life". One gathers that with the tremendous stacks of the mine smelters turning rock into continued prosperity and the seventy-odd service organizations, with Home and School second to none, doing their continuing work, the long life that His Worship predicts will remain the good life, in this fascinating corner of remote North-western Quebec. ☉

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INFORMATION FROM THE REGISTRAR

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Montreal 25

### ALLOWANCES FOR 'TEEN-AGERS

SPANK IN the middle of the deep freeze, on Wednesday, January 16th, some 200 intrepid members of the Outremont Association braved the elements to hear a panel of two parents and two high school students, with Dr. A. Goldman as Moderator, discuss "Allowances". They were amply rewarded. Dr. Goldman's easy informality soon turned this meeting into a 'buzz' session with complete audience participation. The all too short hour allotted to the program was soon over. However, the discussion continued unabated over coffee and cake. Altogether, it was an excellent meeting.

Ida Ungar

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## **LACHINE-DORVAL REGIONAL COUNCIL PROMOTED SUCCESSFUL MASS MEETING**

COMPRISING THE Home and School Associations of Courtlund Park, Dorval Gardens, Lachine High, Meadowbrook and Summerlea Schools, the Lachine-Dorval Regional Council promoted a joint January meeting in the Lachine High School Auditorium which was a huge success. The Lachine High School Singers (see cover) presented an excellent and thoroughly enjoyable programme of songs. This was followed by a stimulating address entitled, "Over the Horizon in Education", by Dr. Douglas J. Wilson, psychologist, educator and editor. A few of the thought provoking ideas advanced by Dr. Wilson follow in these excerpts from his address.

"I am very much impressed by the coming together of so many Home and School Associations here tonight — but don't do it too often — the best part of your Home and School work is done in smaller groups. Don't make the mistake that the Christian church made of having more than thirty in a group at once. Break it into little groups where there can be a clash of minds and some kind of intensive study. Coming together, however, shows strength and extensiveness of educational problems which confront us in these times of changes."

"It seems as you look back over the ancient history, education was reserved for a very few — the cream of the crop — and they stand out as mountain peaks. In the earliest notions of secondary education and certain higher education, the highest notions were for the preparation of the church, after that the legal profession and shortly after, other ones such as medicine.

"If we come closer to our times, public education is relatively new. Education for the masses has come about in the last 100 years. It has become compulsory and has extended to include almost everybody. Today, at Wayne University, Detroit, for instance, you can move from Grade 1 to a Ph.D. degree in the publicly owned school system.

"It seems to me that people have overlooked the fact that classical education was an entrance to a profession, a form of professional vocational training. The basic curriculum of high school in this country was always based on the notion that people using this high school education would continue on to college. Of the total number of children entering school this year, present statistics show that only 35% will finish all forms of

high school, and only 3% will finish university. We build our high school curriculum and our philosophy of education on a day that has passed. The tax payers says "if 65% of our children are not going to get through high school, turn them out as a finished product wherever they stop."

Thus, it has become necessary for secondary educationalists, due to pressures of changing needs in society and industry, to turn out as finished a product as possible. The trend has been to change the curriculum from the original classical courses designed for those entering one of the major professions to practical courses created for the majority of the students, who enter a changeable world at a relatively younger age.

"Today there is a pressure for engineers. The humanities have taken a terrible beating in recent years. If everyone became a businessman who is left to study what we are to do with our leisure time? If everyone became an engineer who is to think about democracy? You can educate people right out of the habit of creative thinking. When totalitarian governments take over it is the person who has ideas who is the dangerous person, not the person who creates new products."

"Whatever is OVER THE HORIZON must include a return to some of the basic parts of the human mind. We have to cease our preoccupation with practical things and these tangible things that can be computed in dollars and cents. We have reached the time of civil war — humanities have got to come back. Ideas of mind are more important than things or inventions, and we have to begin in public and high schools."

"Today we should depend upon the training of the teachers and their ability to lead. Our methods with respect to discipline and teaching are being changed. The only thing we can call teaching is "a situation where learning can take place." Teachers are co-operating in a task of forward movement. When a child learns a certain problem in arithmetic, to that child it is a new creation. It is something brand new and it has never happened before. Don't ever allow teaching to become monotonous, every flash of insight is a new creation."

"I don't know — I am no prophet, but we have never yet capitalized on the ability of children to teach. Nothing in this world will cement learning and make it stick as well as asking one child to feed-back his understanding of a problem to another child. Repetition without interest is nothing but drudgery. There may be more and more opportunities for chil-

dren to be little teachers with little responsibilities. These are means to an end — and what is the end? — that the children should live an abundant life.

"The alert teacher today is going to watch for unsatisfactory forms of adjustment. We have learned a lot about noisy and troublesome children and about the shy withdrawn child who has a feeling of inadequacy. The former are easily identifiable but the latter may not be noticed even to the last year of high school because they give no trouble. However, shortly they may begin to tell their parents that they can't concentrate and there are signs of melancholy and distress. It is somebody's job to pick these children out. If I had my way there would be a great many more qualified psychologists in our school system, perhaps one for each system of twelve hundred children. We have done something about vocational guidance but we can go a lot further."

"These are the general things I see over the horizon. We are going to see better trained teachers, and a completely different view of success. We are training our young people for success only. We are telling them that if you go on and get your matriculation you will get an executive job — at so much

per year. This is a pragmatic reason to go on — "it will pay you" or "you will get to the top". Is that good enough? What happens to the fellow who gets half-way up? We may have to change our concept of what is meant by success.

"It might be just about time for us to read Martin Luther's 'Vocational Guidance'. What job is a fellow going to work at? I am introducing the question of value into vocations of life. There is but one vocation — 'to serve God and man, as best you can'. Would you back your children in a manual profession?"

"In days to come our schools are going to pay more attention to language, (not spelling but language). If you don't spell properly people will know what you mean. If a child is allowed to graduate without the history of words he is being given something considerably less than a full education. He has to know the evolution of words. The educated person should have a knowledge of the anatomy of words and what words can do for and to us in our relationships with others." Children should learn that words are the chief instruments in preventing the barriers which exist in public, human and interpersonal relationships.

(Mrs.) H. J. Greeniaus

Refresh without filling



Pepsi-Cola the Light refreshment

## LETTERS TO THE EDITOR

It may seem a little early in the year to mention this but perhaps at the next Conference it could be brought up — and that is the question of giving presents by pupils at Christmas and last term to the teachers. To some mothers, with several small children in different grades, it is a real hardship — there is very little one can give under a dollar.

I know such present giving is not compulsory, but a child who doesn't give feels uncomfortable, and there is always the mean one who will make remarks. I lived in Magog before coming here and the practice was abolished there. As a newcomer I hesitate to put it before the old-established members of this community but a general suggestion would be helpful.

**Nora M. Manitius**

Like so many things, gift giving can be distorted from its original, fine intent. However, in many schools the pupils even in classes as young as Grade III get together, decide on a contribution of 50¢, 75¢ or \$1.00 from each child and present the teacher with a gift certificate from a local store. For the very young grades, sometimes a Class Mother undertakes to send a note to each home or to telephone. Any one following other practices? . . . Editor.

(Excerpts from a letter from Noranda) . . . I certainly have enjoyed my work here with Home & School and especially meeting and seeing the work that Mr. Walkington and Don Allen have put into this Association. I feel I must say, too, that the best part of our work is done through trying to make the people read everything they can get their hands on on present day education.

For this reason, and after reading your last two issues of Quebec Home and School, I am wondering if there isn't some way that we can give "Xmas Subscriptions" at a slightly lower rate than the normal single subscription? We did raise our fees to cover membership subscriptions but with only 150 or so members I still think, or should say, know, that this Magazine should go to at least half more of our population here who at present are not members and so are not receiving or reading the thoughts that come to us in every issue. This to me is the strongest drawing card that Home & School has and by giving subscriptions we will make many more members. Am I wrong?

. . . In previous years our school teaching staff and ministers were given Honorary Memberships. They came to our meetings in dribbles and took no active part in discussions but, I felt, seemed to come as guests only and then just haphazardly. Last year we asked them to pay fees and some grumbled but came. This year we have some 31 teachers and at least 26 are paid-up members and are working tooth and nail for Home and School. Is this a record?

Noranda is at present just humming with discussions on Dr. Patterson's article on education. This Magazine to me is worth more in actual cash than any subscription of any magazine issued. However, because it is our duty to take an interest I am afraid we still will have to coax our people to take an interest.

**(Mrs.) J. C. McDonald**

What editor wouldn't purr after reading a letter like that! Mrs. McDonald certainly makes several points not the least being that we only get out what we put in to any endeavour, including H & S . . . Editor.

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**A WELCOME:** The following new Associations are welcomed most heartily to Federation: **Bourlamaque — Matapedia — Russell — Bishopton — Bishop Moutain — John Rennie — Rouyn — and Saint Bruno** . . . We hope to see Representatives of each of them at the Annual Conference.

**BITS AND PIECES:** One of our Past Presidents, **L. Mowbray Clark**, has been elected Councillor of Preville en Haut . . . There are 9 new Protestant schools with 197 classrooms and 9 gymns in Montreal this term and 31 new schools with 166 classrooms and 12 gymns outside Montreal . . . 17 more are at present under construction and plans are ready for another 19 . . . Speaking of statistics, 53 schools (15,481 children) in Montreal and 33 with 6,143 children outside Montreal are now covered by Federation's insurance plan.

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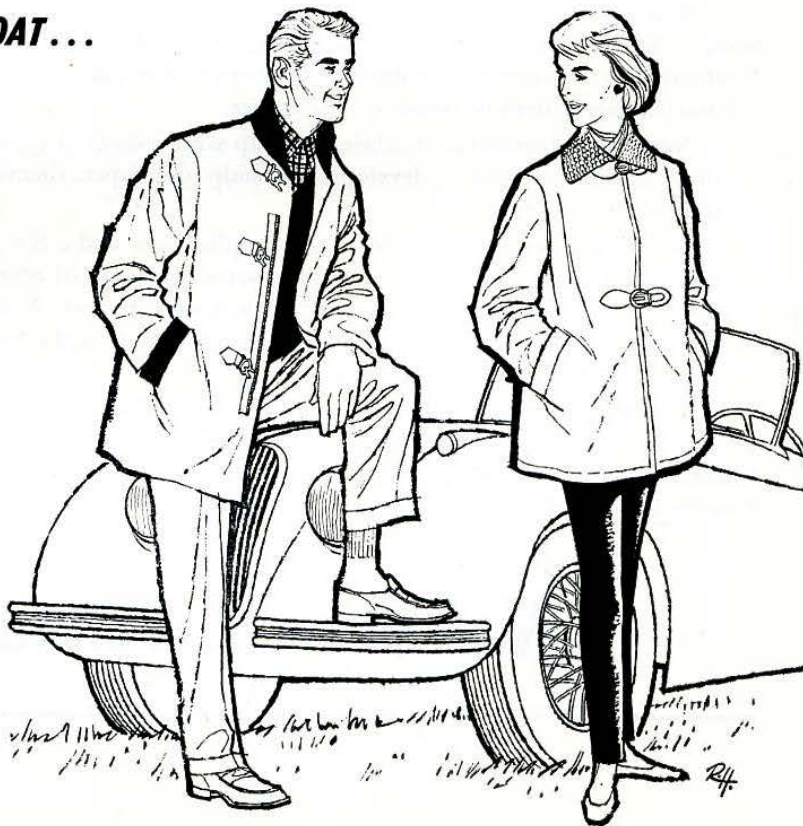
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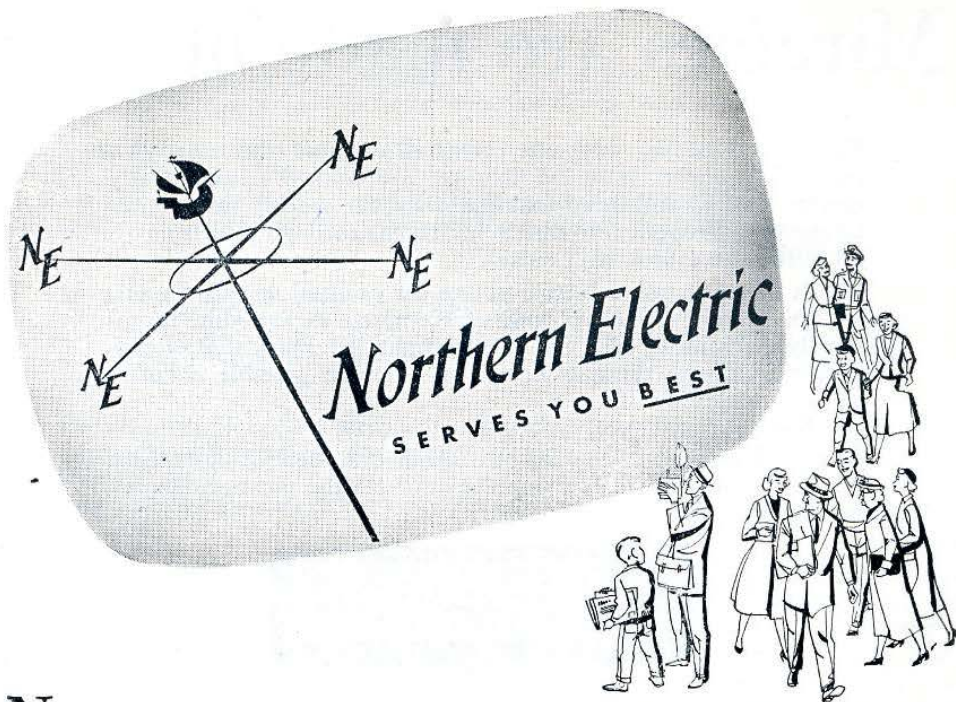
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