

# QUEBEC HOME AND SCHOOL

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# QUEBEC HOME AND SCHOOL

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## WORLD UNDERSTANDING



REUBEN RESIN

than parents and teachers working together in Home and School.

World Understanding must not be considered vaguely as just a beautiful phrase or a catchy slogan to be uttered with smug satisfaction and then forgotten. In the hope that someone will do something about it, but in terms of individuals. In terms of you and of me, of the people we meet in Home and School, at work and in sports, of the many who have come to this country in recent years from all parts of the world, bringing with them a variety of accents and what to us, at first, may seem strange attitudes and ways of doing.

What each of us does will determine whether our theme has meaning and substance, or whether, when the chips are down, we are caught bluffing. Remember this, intolerance and prejudice can be rude, outspoken and cruelly sharp as a whiplash, or it can be smooth, polite, and penetratingly chilling as a winter wind. The effect is the same. It is deadly. It cannot but corrupt the person who resorts to it and, when directed towards children, brings agony to young hearts and does frightful things to young minds. A shoulder shrugger who stands silently by and listens to expressions of intolerance, without question or challenge, is contributing to misunderstanding just as surely as the person mouthing them.

Thoughtlessness, indifference, inertia, taking the line of least resistance, blandly ignoring deeds and words which we know should not be done or said, are just as great stumbling blocks to understanding as deliberate fomenting of misunderstanding.

No, world understanding is not easy to achieve. It requires sincerity, vigilance, effort and courage in abundance, to-day, to-morrow, every day, every hour of the day. But

(continued on page 4)

VOL. VI, No. 2 Montreal, Quebec November, 1953

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Quebec Home and School



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

**Ask them!**

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

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

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

**Parent Education:** Mrs. G. B. Clarke, 182 Desaulniers Blvd., St. Lambert.

**Mental Health:** Mrs. O. Doob, 4645 Sherbrooke W., Westmount.

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

**Publications:** Mrs. H. E. Wright, 4836 Madison Avenue, Montreal.

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

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

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

## How to Feed Five for One Dollar

Members of Quebec Federation this year have an opportunity to help children of other lands and at the same time stock up on some distinctive Christmas cards.

UNICEF, the United Nations International Children's Emergency Fund is providing greeting cards, and note cards, 10 in a box, at \$1.00. The colorful cards portray children at play in Greece, Peru, Pakistan, the Philippines, and in the Middle East. Your order for one box will provide milk for five hungry children for a week, or sufficient vaccine to protect 12 children from tuberculosis.

Cards can be ordered from the United Nations Association in Canada, 340 McLeod Street, Ottawa. Cheques or money orders should be made payable to UNICEF Greeting Card Fund.

## Chambly Parents Meet New Teachers

The first meeting of the season of the Chambly-Richelieu Home and School Association was a highly successful "Meet the Teachers" evening. There are several new teachers at the school this year and during the opening stages of the program they were introduced to the parents by E. S. Cowen, Chairman of the School Board.

Following the business session the teachers went to the individual classrooms and parents visited the room in which they had a particular interest. The teachers outlined the work of the year being carried on in that particular grade. The parents were invited to ask questions relating to the work.

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### WORLD, cont'd

when you look again at the aims, objects and policies of Home and School, and recall the purpose and the faith of the founders of our movement, and of those who with infinite patience nurtured it and have lived to see it become nation-wide, even international, in scope and influence, you know that it is worth the effort, that now is the time, and that we are the bigger men on whom so much depends. For if world understanding is not to begin in the home and in the school, where is it to begin?

REUBEN RESIN



Over 85 years ago the Fathers of Confederation wisely decreed that education in Canada should be entrusted to the Provinces. Judged by our political, cultural and scientific achievements during the intervening years no one can seriously question the wisdom of their decision. This vast country of ours with so many diverse peoples and rapidly receding frontiers had to have a flexible system of education, and the Provinces were the natural and logical units of administration. In any discussion of education it is well for us to remember that the Province of Quebec alone has an area equal to the combined areas of France, Germany, and

2. "All the powers, privileges and duties at the union by law conferred and imposed in Upper Canada on the separate schools and school trustees of the Queen's Roman Catholic subjects shall be and the same are extended to the dissentient schools of the Queen's Protestant and Roman Catholic subjects in Quebec.

3. "Where in any province a system of separate or dissentient schools exists by law at the union or is thereafter established by the legislature of the province, an appeal shall lie to the Governor-General-in-Council from any act or decision of any provincial authority affecting any right or privilege of

## The Educational System in the Province of Quebec

by W. W. ROBERTS, M.A.

Spain. When we bear in mind this fact with its attendant circumstances we are not surprised or alarmed that Quebec has developed a dual system of education under one department. Notwithstanding the fact that there is only one department of education, the two systems, Protestant and Roman Catholic, are about as completely autonomous as it is humanly possible for them to be. Each works within the orbit of the law and for all practical purposes is restricted only by the limits of the budgets.

Although Education in Quebec is based on religious belief the fact that the majority of Protestants are English speaking while the Catholics are French speaking has allowed it to develop along Protestant-English and Roman Catholic-French lines. There is no provision in law in Quebec for English Roman Catholic education nor French Protestant schools. Each religious group is expected to look after its own language minorities.

The existence of Protestant schools in Quebec is not dependent on the pleasure of legislature but on constitutional grounds.

Article 93 of B.N.A. Act states: "In and for each province the Legislature may exclusively make laws in relation to education, subject and according to the following provisions:

1. "Nothing in any such law shall prejudicially affect any right or privilege with respect to denomination schools which any class of persons have by law in the province at the union."

the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.

4. "In case any such provincial law as from time to time seems to the Governor-General-in-Council requisite for the due execution of the provisions of this section is not made, or in case any decision of the Governor-General-in-Council or any appeal made under this section is not duly executed by the proper provincial authority in that behalf, then and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this section and of any decision of the Governor-General-in-Council under this section."

An unusual feature of the educational organization of this Province as compared to other provinces across Canada is the fact that Quebec has no Minister of Education. There was a Minister of Education for some thirty years but in 1875 the government reverted to the system of having a superintendent. The reason most commonly advanced in support of this move was a desire on the part of the government to remove education from political fear or favour. This undoubtedly was the reason also for the division of the Council of Education into two sections, the Roman Catholic Committee of the Council of Education and the Protestant Committee of the Council of Education. Although by law there is only one Council of Education with two committees, these two committees in actual practice amount to two



councils—one Protestant and the other Roman Catholic. The Education Act states that school questions affecting the interests of Roman Catholic and Protestants shall be under the jurisdiction of the Council of Education while those exclusively affecting the interests of Roman Catholics or Protestants shall be decided by the committee which represents the religious belief of the party concerned. The fact that the council, meaning the two committees, has not met for over fifty-five years is tangible evidence of the complete autonomy enjoyed by the two systems of education. The Committees themselves meet separately about four times a year.

The Catholic Committee consists of the bishops, ordinaries or administrators of the Roman Catholic dioceses and apostolic vicariates, situated either wholly or partly in the Province. They are members *ex-officio*. To this number is added an equal number of Roman Catholic laymen and four members of the teaching profession. They are appointed by the Lieutenant-Governor-in-Council.

The Protestant Committee consists of a number of Protestant members, equal to the number of Roman Catholic lay members and appointed by the Lieutenant-Governor-in-Council during pleasure. To this number may be added six members appointed by the Protestant Committee itself and one member appointed by the Provincial Association of Protestant Teachers. The Protestant Committee appoints its own secretary, but since 1886 this post has been held by successive Protestant Secretaries of the Department.

Although there is no Minister of Education, the Department of Education is represented in the cabinet by the Provincial Secretary and is accordingly under his direction. Technical schools, art schools, night schools, reformatory and industrial schools are also under his control.

The Department of Education is part of the Provincial Civil Service and its members are civil servants. The Department consists of a Superintendent of Education, assisted by two secretaries and all other officers required to carry out the law respecting education. The superintendent is appointed to office by the Lieutenant-Governor-in-Council that is, the government in power during pleasure. He is the chief administrator of the Department of Education and *ex-officio* a member of the Council of Education, and of each committee, but has no right to vote only in the committee of the religious belief to which he belongs. All matters pertaining to public schools and normal schools come

within his jurisdiction. In his capacity as Head of the Department of Education he receives grants from the government for schools and other educational institutions and distributes them according to law. He submits to the legislature the budgets required for education, compiles and publishes statistics respecting educational institutions, communicates annually to the Legislature a detailed statement upon the state of education in the Province; receives reports from school boards and inspectors, conducts examinations for pupils in schools, awards certificates to teachers and inspectors who have completed the requirements, keeps educational records, conducts correspondence with school boards, ratepayers and other interested parties. Every document, whether an original or a copy signed by the superintendent or by one of his secretaries, is authentic.

The two secretaries of the Department are joint secretaries of the Council of Education and, under the direction of the Superintendent, have general control of the Department. The Protestant Secretary is at the same time Director of Protestant Education in the Province. His powers and duties are determined by the Lieutenant-Governor-in-Council.

The Roman Catholic or Protestant Committee, as the case may be, may, with the approval of the Lieutenant-Governor-in-Council, make regulations for:

1. The organization, administration and discipline of its respective schools;
2. The division of the Province into inspection districts and for the establishment of the boundaries of such districts;
3. The government of normal schools;
4. The government of boards of examiners;
5. The examination of candidates for the office of school inspector;
6. The holidays to be given in schools.

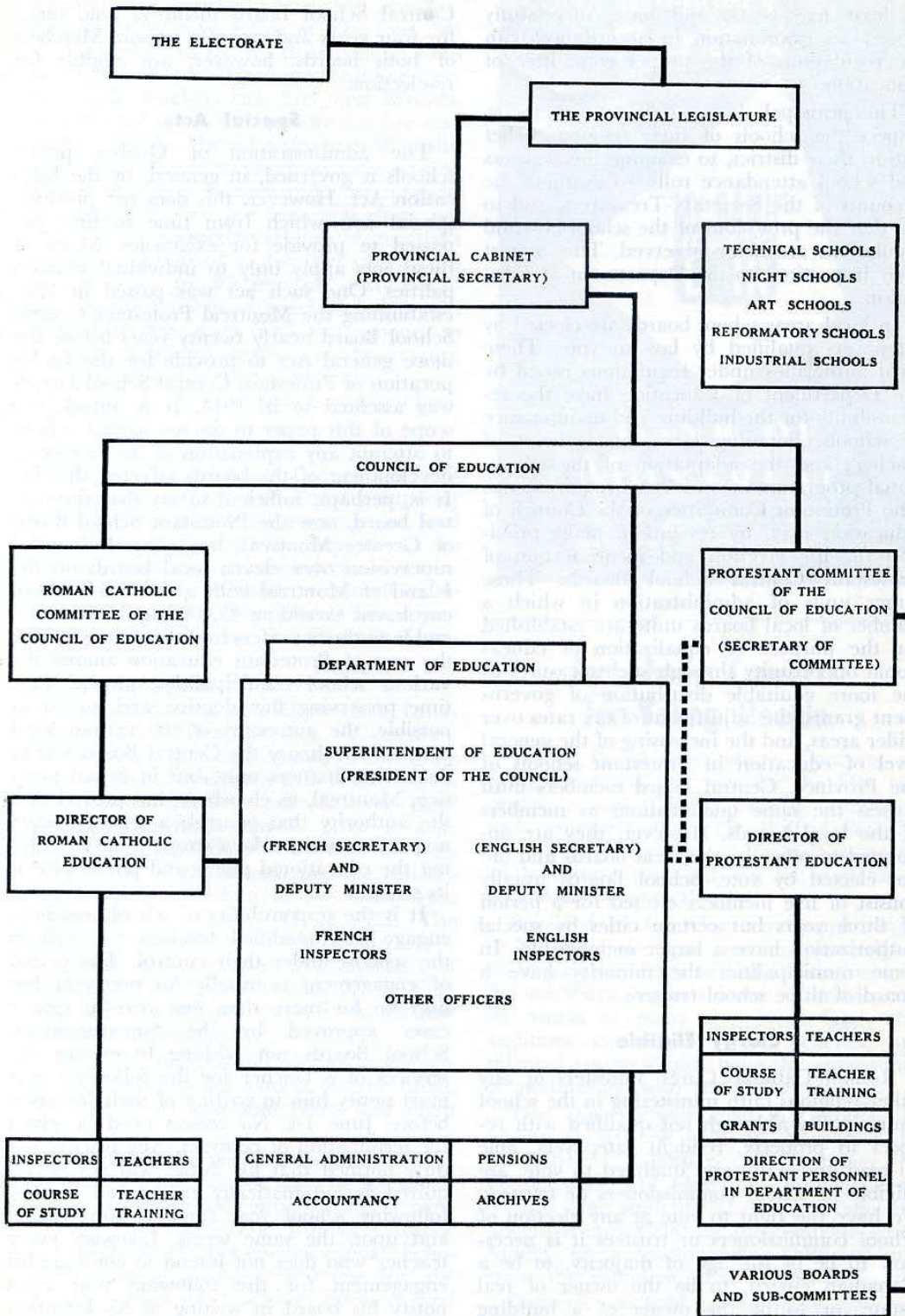
#### **Approve Texts**

Each committee approves the text-books and other teaching aids for use in its respective schools and has the power to revoke the diploma of any teacher of its religious belief convicted of bad conduct, immorality, drunkenness or grave neglect of duty.

School inspectors are officers of the Department of Education and are appointed to office by the Lieutenant-Governor-in-Council selected from persons who are qualified to serve. To be appointed to this office a candidate must be at least thirty years of age, have obtained a diploma for a primary superior school or high school, have taught for

*(continued on page 8)*







## EDUCATIONAL, *cont'd*

at least five years, and have successfully passed an examination in accordance with the regulations of the proper committee of Education.

The principal duties of inspectors are to inspect the schools of their religious belief within their district, to examine the registers and school attendance rolls, to examine the accounts of the Secretary-Treasurers, and to see that the provisions of the school law and regulations are being observed. They report their inspections to the Department of Education.

In local areas school boards are elected by ratepayers qualified by law to vote. These local authorities under regulations issued by the Department of Education have the responsibility for the building and maintenance of schools, imposing taxes, engagement of teachers and the adaptation of the educational programme to suit local requirements. The Protestant Committee of the Council of Education may, by resolution, make provision for the erection and incorporation of Protestant Central School Boards. These larger units of administration in which a number of local boards unite are established for the purpose of equalization of educational opportunity through such measures as the more equitable distribution of government grants, the adjustment of tax rates over wider areas, and the increasing of the general level of education in Protestant schools of the Province. Central Board members must possess the same qualifications as members of the local boards. However, they are appointed to office by the local boards and are not elected by vote. School Boards usually consist of five members elected for a period of three years but certain cities by special authorization have a larger membership. In some municipalities the minority have a board of three school trustees.

### **Clergy Eligible**

Roman Catholic Curés, ministers of any other religious faith ministering in the school municipality although not qualified with respect to property, resident ratepayers, able to read and write and qualified to vote, are eligible as school commissioners or trustees. To have the right to vote at any election of school commissioners or trustees it is necessary to be of the age of majority, to be a Canadian citizen, to be the owner of real estate, or to be the owner of a building erected upon land belonging to another and to have paid all school contributions.

Members of school boards are elected for a period of three years and retire in rotation. Central School Board members hold office for four years and retire in unison. Members of both boards, however, are eligible for re-election.

### **Special Acts**

The administration of Quebec public schools is governed, in general, by the Education Act. However, this does not preclude special acts which from time to time are passed to provide for exigencies. Many of these acts apply only to individual municipalities. One such act was passed in 1925 establishing the Montreal Protestant Central School Board nearly twenty years before the more general Act to provide for the Incorporation of Protestant Central School Boards was assented to in 1944. It is outside the scope of this paper to discuss special acts or to attempt any explanation of the history or development of the boards affected thereby. It is, perhaps, sufficient to say that the central board, now the Protestant School Board of Greater Montreal, has general financial supervision over eleven local boards on the Island of Montreal with a combined school enrolment exceeding 45,000 pupils. The preamble to the act refers to distributing "evenly the cost of Protestant education among the various school municipalities, at the same time preserving the identity, and, so far as possible, the autonomy of the various local boards." In theory the Central Board was to deal with finances only, but in actual practice, Montreal, as elsewhere, has proved that the authority that controls a school budget must of necessity take a strong hand in shaping the educational policy and philosophy of its schools.

It is the responsibility of school boards to engage duly qualified teachers to teach in the schools under their control. The period of engagement is usually for one year but may be for more than one year in special cases approved by the Superintendent. School Boards not wishing to engage the services of a teacher for the following year must notify him in writing of their intention before June 1st. No reason need be given for termination of contract. Any teacher not duly notified that his duties will not be required is automatically re-engaged for the following school year for the same school and upon the same terms. Likewise, every teacher who does not intend to continue his engagement for the following year must notify his board in writing of his intention before the first of June preceding the expiration of his engagement.



Lay teachers who have taught twenty years or more and have paid the required stoppages are entitled to receive pensions. Male teachers may retire at fifty-four but are not eligible to receive their pension until sixty years of age. The corresponding ages for female teachers are fifty and fifty-six. After twenty years' service, any teacher may receive a pension should accident or ill health render him unable to continue such service. Pension stoppages for men and women teachers amount to five per cent and three per cent of their respective salaries. A teacher's pension is computed as two per cent of his average salary for his ten best years multiplied by the number of years he has taught up to thirty-five years. This may amount to as much as seventy per cent of the average based on his ten highest paid years.

The schools of the Province may be classified as follows:

1. Roman Catholic Schools:

These include Primary Elementary, Primary Complementary, and Primary Superior Schools. These schools offer seven, two, and three years of instruction respectively. In some municipalities pre-school classes or infant schools care for children from three to six years of age. All these schools follow programmes approved by the Catholic Committee.

2. Protestant Schools:

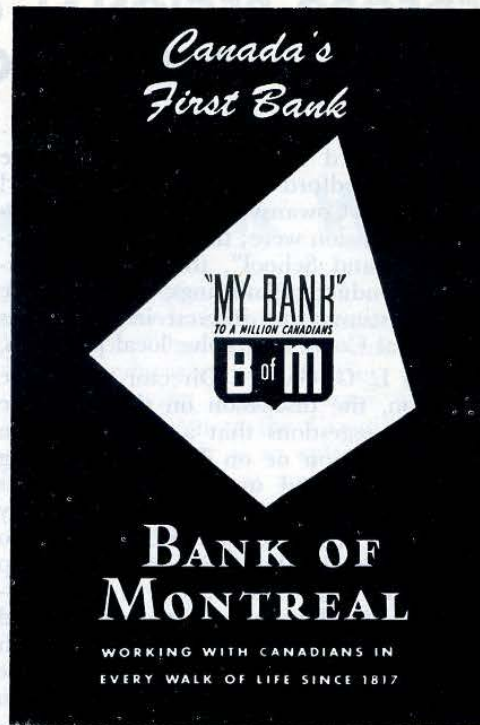
These are divided into Elementary, Intermediate and High Schools. Elementary schools provide a course of studies extending over a period of seven years. If Kindergarten is offered, the course extends over eight years. Intermediate schools offer a nine years' course including two years of high school work. High Schools provide instruction extending over four or five years, from Grade VIII to Grade XI or XII. The twelfth grade is offered only in certain selected schools. Upon successful completion of the High School Course (Grade XI or XII) students are admitted, respectively, to first or second year university.

3. Technical, agricultural, domestic science, fine arts, polytechnic, schools for the blind, deaf and dumb, arts and crafts and night schools.

4. Normal schools and Scholasticates:

Normal schools provide training for teachers and are under the control of the Department of Education. The Roman Catholic normal schools are not co-educational. Scholasticates are training institutions for the religious orders of teaching Brothers and teaching Sisters.

*(continued on page 22)*



## Symphony Concerts for Young People

Young People's Symphony Concerts are being presented this year for the fifth successive season. These concerts, conducted and commentated by Dr. Wilfrid Pelletier, are specially designed to provide a worthwhile leisure time activity for students in and around Montreal.

Provided by Les Concerts Symphoniques de Montréal, the eight programs are designed to acquaint students with the instruments of the orchestra, various forms of music, and the works of many composers. Each year auditions are held by Dr. Pelletier, and talented young soloists have the opportunity of performing with the orchestra.

Two concerts were held in October, the remainder will be held on November 14, December 12, January 30, February 13, February 27, and March 13. Student membership (for students 21 years of age and under) is only \$5.00 for the complete series. Adults (when accompanying children) may enjoy the complete series for \$8.00.

Concerts are held on Saturday mornings at 10.30 o'clock at the Montreal High School auditorium.



# BEDFORD REGIONAL COUNCIL HOLDS THIRD SUCCESSFUL CONFERENCE

Group discussions on four subjects featured the third annual conference of the District of Bedford Regional Council held last month at Cowansville High School. Subjects of discussion were; the magazine, "Quebec Home and School", the teacher shortage, the conduct of meetings, and, effective means of stimulating interest in the efforts of Regional Councils to solve local problems.

Led by L. G. Gage, a Director of Quebec Federation, the discussion on the magazine produced suggestions that a department on Parent Education or on Program Planning might be instituted under which questions sent in by parents would be answered by members of these committees. It was also suggested that local associations might help secure advertising from firms in their districts. To stimulate interest it was suggested that essay contests might be conducted with local prizes and the winning essays to be published in the magazine. The contribution of news items and reports by local associations would also create interest among local associations it was felt.

Mrs. R. S. McIntosh led the group discussion on teacher shortage. This group sug-

gested the following important causes for the shortage; (a) low salaries, particularly as paid in past. (b) lack of vocational guidance in the schools under which the advantages of teaching might be stressed. (c) lack of matrimonial prospects for young girls entering the profession, and (d) the difficulties of the work, extra curricular activities, and sometimes poor working conditions and unpleasant surroundings.

In considering remedies it was felt that the teachers themselves could help by doing a better "selling job" of their profession, by publicly showing their pride in being members of the teaching profession.

From the public standpoint it was indicated that school board meetings and elections might be held at times more convenient for the public to attend. Non property owners should be given a voice in educational matters. The main responsibility for the elimination of teacher shortage, however, belonged to the public at large. Education in the value of education, was needed. The public must be prepared to pay for its cost

(continued on page 14)

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## Rita Sheppard Tells Us About . . .

# YOUNG CANADA BOOK WEEK

Young Canada's Book Week, sponsored by the CLA-ACB, will be celebrated from coast to coast across Canada from November 15th to 22nd. The C.B.C. network will carry programmes in both French and English and newspapers and magazines, through special features, will provide a national background to the local community celebration. The object of Book Week is to arouse interest in good literature for boys and girls and to stimulate pleasure in reading.

This year Young Canada's Book Week has a patroness from the Atlantic Coast—Mrs. Hugh John Flemming—educator, writer, school trustee and founder of a children's library. Ever since the Juniper School Library, organized through her efforts, opened for service, Mrs. Flemming has been associated with Young Canada's Book Week.

Before her marriage, Mrs. Flemming was Aida Boyer McCann, born in Victoria, B.C., with an early childhood spent in the Kootenay District and a girlhood in New Brunswick. Her university career included degrees from the Universities of Mount Allison, Toronto and Columbia, with a summer of study in France. Teaching and journalism followed. Since her marriage Mrs. Flemming's home has been in Juniper, a New Brunswick village, picturesquely situated in forest country with a single street three and a half miles long dominated by the lumber mill. Here Mrs. Flemming's views on education and child welfare have had full play.

"I would like to see equal opportunity for children, and I want them to have good food, good environment and good health services. I have tried to give the children of Juniper, the reading habit". Not satisfied with encouraging the reading habit, Mrs. Flemming has co-operated with others in Juniper to provide hot lunches for the school children and in organizing a community Red Cross Station.

In 1952, when Hugh John Flemming was elected premier of New Brunswick, the Flemmings moved to a house in Fredericton, a block from the home of the author of

*Jackanapes* (Mrs. Ewing). Into this busy world of provincial and national life Mrs. "Hugh John" has carried her enthusiasm for children, education and libraries.

The following is the message which the patroness sent out to the Canadian Library Association and it is so splendid it should be shared as widely as possible:

### Good Books Are The World's Greatest Treasures

Books bring knowledge, ideas, romance, adventure, joy and happiness. Those who have lived a fuller, happier life because of books long to pass on this joy—one that increases with each passing year—to young people.

Librarians know how easy it is to give children a love of good reading. A child takes to an attractive book as naturally as a puppy to a bone. But we must see that he has the book. In Canada today almost ninety out of every hundred children still do without adequate library service. In this regard, we lag far behind Britain and the United States.

To make us conscious of this blind spot in our way of life Canada's librarians instituted Young Canada's Book Week. They have acted; now it is our turn. What can we do? Here are some suggestions for action during Book Week;

Visit your local library if there is one where you live. Take a child or children with you. Support your library with a gift, or by writing a letter of appreciation to the group, governmental, civic or voluntary, which makes it possible.

If there is no library where you live, take some definite step toward getting one. To get a library just two things are necessary—boundless ENTHUSIASM and persistent EFFORT. Make a start, however small, and you'll be surprised how many will help. From personal experience, I found this to be true.

During Young Canada's Book Week give some child a book. By so doing, you may play a part in making him or her a better citizen.

(continued on page 21)



## Associations Affiliated with Quebec Federation

● As a member of a Home and School Association you are a member of one of the largest organizations in Canada. Associations in the Province of Quebec are listed below. They total 125 associations representing 18,248 families.

|                                    |                                     |                                 |
|------------------------------------|-------------------------------------|---------------------------------|
| Arvida High                        | Perron                              | Elizabeth Ballantyne            |
| Asbestos-Danville-<br>Shipton      | Poltimore                           | Elmgrove                        |
| Aylmer                             | Quebec City<br>and District         | Fairmount                       |
| Beaurepaire                        | Quyón                               | Gilson                          |
| Beauharnois                        | Rosemere District                   | Hampstead                       |
| Bedford                            | Royal Charles<br>(Springfield Park) | Herbert Symonds                 |
| Beebe                              | Shawinigan Falls<br>High            | Highlands                       |
| Birchton-Island<br>Brook-Cookshire | Sherbrooke                          | Iona                            |
| Border Community                   | Sorel                               | Jewish People's Schools         |
| Brownsburg                         | South Shore Kensington              | Kensington                      |
| Buckingham High                    | St. Johns High                      | King's                          |
| Bury                               | St. Lambert                         | Lachine                         |
| Chambly-Richelieu                  | Ste. Rose                           | Maisonneuve<br>and John Jenkins |
| Chateauguay                        | Sutton                              | Maple Hill                      |
| Chelsea                            | Three Rivers                        | Montreal East                   |
| Coaticook                          | Thurso Consolidated                 | Montreal Hebrew<br>Academy      |
| Cowansville                        | Valleyfield                         | Montreal West<br>High           |
| Drummondville                      | Wakefield                           | Mount Royal<br>High             |
| Farnham                            | Windsor Mills                       | Nesbitt                         |
| Gatineau                           | Aberdeen                            | Outremont                       |
| Granby                             | Adath Israel                        | Parkdale                        |
| Greenfield Park                    | Ahuntsic                            | Pointe Claire                   |
| Howick                             | Amherst                             | Queen's                         |
| Hudson High                        | Bancroft                            | Rabbinical College              |
| Hull                               | Bannantyne                          | Riverview                       |
| Huntingdon                         | Barclay                             | Rosedale                        |
| Knowlton                           | Baron Byng                          | Roslyn                          |
| Lake Megantic                      | Bronx Park                          | Royal Vale                      |
| Lake of Two Mountains              | Carlyle                             | St. George's                    |
| Laurentide<br>(Grand'Mère)         | Cartierville                        | St. Laurent High                |
| Lennoxville and Ascot              | Central Park                        | Sarah Maxwell                   |
| Longueuil and<br>Montreal South    | Connaught                           | Summerlea                       |
| Macdonald                          | Cote des Neiges                     | Tetreaultville                  |
| Mackayville                        | Crawford Park                       | University District             |
| Magog and District                 | Crystal Springs                     | Valois                          |
| Malartic                           | Delorimier                          | Van Horne                       |
| Maniwaki                           | Devonshire                          | Verdun High                     |
| McMasterville                      | Dorval                              | West Hill                       |
| Noranda                            | Drummond                            | Westmount High<br>Schools       |
| North Hatley                       | Dunrae Gardens                      | Westward                        |
| Otterburn and<br>St. Hilaire       |                                     | William Trenholme               |
|                                    |                                     | Willingdon                      |
|                                    |                                     | Woodland                        |
|                                    |                                     | Young Israel                    |



# Our Schools . . .

## Need Home and School

by DAVID L. TOUGH

*Principal, Forest Hill Village Collegiate, Toronto, Ont.*

I listened recently to a principal's woe about the local school. He complained that the building was old and dilapidated, it had very little equipment, the school-board was unenlightened, salaries were so low that he could not get satisfactory teachers, and irate parents made his life miserable. I would have felt sorry for him except that he has never done anything to interest his community in its high school. He has consistently and persistently refused to have a Home and School Organization formed, although the nearby elementary school has improved considerably since its principal and staff joined with the parents in sharing their problems and working for better educational standards. This, unfortunately, is not an isolated situation. Throughout Canada, secondary school principals and teachers have been apathetic or downright antagonistic to the formation of Home and School groups. There has been progress in the last ten years but it has been slow and painful. Why?

One reason is that in high school the average student has several teachers, and the teachers often have from 150 to 200 different students; so there is not the personal relationship that exists in the elementary school where each teacher has a class of her own. It is also true that many parents feel, after seven or eight years of attending elementary Home and School meetings, that they have earned a rest; and the high school student very often is quite glad to have his parents take one.

Another reason is that the high school teachers often feel, probably unconsciously, that secondary school education is a job for "experts" and the parents have no business with it. This is correct up to a point, but the parents do have a right to know what their local school is trying to do and what

it is doing. No school can push very far ahead of the educational ideas held by its community nor can it lag very far behind them; therefore, a staff must know the thinking of its area and bring about changes where necessary. For example, if a town insists on the local high school teams beating neighbouring teams, and does not provide the facilities and equipment for an adequate intramural programme for all students; then the principal and physical education teachers have a big job to do in changing the ideals of the community. What better way to accomplish this than through free discussion at a Home and School meeting? The few local "sports" who put on pressure for championship teams will soon lose their influence when the mass of parents find out how the welfare of their own sons and daughters is being sacrificed.

Too many teachers lack faith in democracy. They do not honestly believe that if all the facts are presented to the people then the great majority will support what is good for the schools. Teachers and parents are natural allies against those who would deprive children of an adequate education. They both have the welfare of the students as their prime consideration, and we find the good schools in those places where the teachers and parents are working together to provide the best possible education for the youth of the area.

In many communities to-day, education is really controlled by the majority which is more concerned about the tax rate than about the welfare of youth. We are all familiar with the school trustee who is wealthy and childless, or one whose own children have graduated, or the disgruntled individual who is out "to get" the teacher

*(continued on page 14)*



## OUR SCHOOLS, cont'd

because his own children are not doing well, or because he, himself, was not successful in his day. Some of these men render outstanding service to the community, but too many of them have an axe to grind and this is not usually in the best interests of the school. The only way to get the right kind of men and women on school boards is to organize all the parents, to make them acquainted with local education, and to have faith that they will elect trustees who really represent the views of the majority.

Our secondary school teachers are overloaded with work. When one teaches from six to eight different groups a day, it is almost impossible to do any preparation of lesson or marking of papers in school time; so there is much to be done at home. Then, too, most secondary schools carry on a heavy extra curricular programme which involves nearly all the teachers. So it is not to be wondered at if high school teachers shy away from forming a Home and School Club, which will admittedly make demands on their time. The only answer is that they cannot afford not to have a Home and School unit in their community, and that the dividends will be very high for the time invested.

It is possible that many principals and staffs who are in favour of having a Home and School group are afraid to encourage one because they cannot imagine how a sufficient number of interesting programmes can be arranged. They realize that teen-age pupils will not put pressure on parents to attend as they did in the elementary school and that the programmes which attracted parents in the lower grades will not bring parents to the secondary school. They are right, and their programmes are doomed to failure if they do not accept these facts. However, the secondary school has many advantages when it comes to planning programmes. Our pupils are sufficiently mature to join with parents and teachers, on panels, to discuss problems of the home and of the school; and parents will come to hear such discussions, especially if they have a chance to participate. Teachers can talk themselves hoarse about the ill-effects of overcrowded class-rooms without being very successful in remedying the situation; but parents will sit up and take notice when a pupil, speaking on behalf of their own sons and daughters, describes what it is like to be in a class of

*(continued on page 15)*



## BEDFORD, cont'd

and must give teachers more support socially and professionally. It was suggested that the number of scholarships available for Normal Schools should be increased.

The program discussion was led by Miss Doris Welch, program convenor of the Cowansville association. The following were the findings of the discussion: Informality and a relaxation of parliamentary procedure led to more successful general meetings. Business should be limited to a certain time. Subjects for discussion should be presented to the membership in advance in the form of a newsletter; and committee convenors should be asked for reports at each general meeting.

The final discussion panel was led by L. R. Whitcomb, immediate past president of the regional council. It was agreed that regional councils could be more effective if agendas could be streamlined and sent out to all representatives well in advance so that they might come to the meeting prepared. Many problems could be solved by committees, thus conserving the time of the general council meeting.

During a break in the discussion periods refreshments were served by the Cowansville association. The conference concluded with a dinner at the New Ottawa Hotel at which Reuben Resin, Federation President, was the guest speaker. Roy Cook of Farnham, president of the District of Bedford Regional Council presided. Mr. Resin was introduced by Alex Pryde and thanked by Mrs. Shower, president of the Cowansville Association.

## Fairmount Scholarships

At the first meeting of the season of the Fairmount Home and School Association two scholarships were presented by the association. The recipients were: Fanny Honig of 5416 St. Urbain Street and Hyman Shore of 5278 St. Urbain Street.



## OUR SCHOOLS, cont'd

forty-five and need individual help which the teacher cannot possibly give.

The chief purpose of a Home and School organization should be to acquaint the parents with the school, its aims, its programme and its teachers. Unless a meeting contributes to this general aim, it is not fair to expect parents or teachers to attend. If a committee planning secondary school programmes keeps its main objective before it at all times, it will never lack material since communication among parents principal-parent organization, students and staff is a never ending necessity.

Some Home and School units become side-tracked into performing the functions of a church Ladies' Aid Society. It is not the job of a Home and School Club to hold bazaars, baking sales, or bridge parties to buy equipment for the school. Its function is to create an enlightened, friendly public opinion which will insist on the local school being adequately equipped; or on new trustees being elected who will carry out their responsibilities. It may be easier to raise the money for a moving-picture projector than to educate the community concerning the values of audio-visual aids in teaching, but the latter is the more important task of the Home and School group. Buying equipment which the school board should purchase is simply dodging the real issue facing the community.

### Mature Group

Secondary school teachers are a mature, responsible group and they will never support whole-heartedly a Home and School unit which is in reality a principal-parent organization. Representatives of the teachers should be on the executive and on the programme committee if the association is to succeed. Any principal who fears that his security will be threatened by having parents organized, or by having his teachers and parents working together, really has very little security at present.

The slogan for Education Week this year was "Education Is Everybody's Business". In 1953 this is true, so we must make sure that everybody knows his business. Whether we like it or not, the people in our community will have opinions about their high school, an attitude towards its staff, and an estimate of the work it is doing. So from a selfish point of view, as well as from the ideal of providing our students with better education, principals and teachers should take steps to make sure that the

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opinions, attitudes, and evaluations of the people are based upon facts—facts learned through direct contact with the school, its students, principal and staff. Is there a better way of accomplishing this than through the Home and School Association? I do not know of any. Do you?

CANADIAN HOME AND SCHOOL  
May-June 1953

## Home and School Broadcasts

Home and School broadcasts, which under the guidance of Bill Petty and Radio Station CFCF have made such a big contribution to the Home and School movement during the past few years are being continued again this winter.

These broadcasts have done a great deal, not only to promote the ideals of Home and School to a wider audience but also in providing a continuing link between the many associations in our Federation. Home and Schoolers throughout the province welcome these broadcasts. Old listeners will be glad to hear of their continuance. If you have not been a listener in the past be one in the future. Tune in on CFCF at 1.45 p.m. every Saturday.



## Prize Winners in Art Contest

In our story on the Art Contest last May we were unable, due to space limitations, to print the complete list of winners. These budding artists, together with the schools they attend, are now listed below.

### THE WINNERS

#### Ages 6-9

Miriam Bloom (6), Scholarship, Van Horne School; Melvin Baylin (9), Van Horne School; Roger Turcotte, Lennoxville High School; Marsha Goldstein (6), Fairmount.

#### Honorable Mention

Marilyn Bard (9), Fairmount School; Carol Hershman (7), Van Horne School; Roger Fenster (7), Iona Ave School; Myrna Goldberg (9), Iona Ave School; David Ornstein (6), Royal Vale School; Ann Rostrup (9), St. Laurent High School; Carol Renshaw (7), Royal Vale School; Marlene Albright (9), Iona Ave School; Deidra Edwards (7), Royal Vale School; Sharon Pantel (7), Iona Ave School; Douglas Bland (8), Royal Vale School; Jane Entin (5); Cherry Phillips (7), Van Horne School; Elisa Hersh (8), Iona Ave School; Wayne Jobson, Gault Institute; Florence Stubina (8), Fairmount School.

#### 10-13

Margaret Poole (12), Scholarship, Dunrae Gardens School; Pam Cousens (11), Hudsonmount School; David Peters (12), Dunrae Gardens School; Marsha Small (11), Fair-High School.

#### Honorable Mention

Jerry Kinsman (11), Dunrae Gardens School; Valerie Carpenter (11), Van Horne School; Bobby Walkin (11), Montreal East School; Jennifer Chanter (13), Herbert Symonds School; Anita Aitken (12), William Trenholme School; Marylyn McNutt (12), MacDonald High School; Arnie Portugese (10), Fairmount School; Harriet Greenberg (12), Bancroft School; Michael Levy (10), Bancroft School; Jimmy Mantle (11), Verdun; Judy Davis (12), Hudson; Linda Lang, Iona Ave School; Harriet Rutman (10), Guy Drummond School; Joyce Ling (13), Knowlton High School.

#### Selected for Exhibition

Tina Timotheatos (13), Strathearn High School; Vladimir Povajnuik (12), Sairah Maxwell School; Gale Davis (11), Knowlton High School; Sharon Gariepy (11), Van Horne School; Michael Scott (10), Montreal West High School; Katherine Godfrey

(continued on page 18)

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# What Kind of Education?

by ROBERT M. HUTCHINS

• The following paragraphs are taken from the Marfleet lectures delivered by Dr. Hutchins, who is Associate Director of the Ford Foundation, formerly Chancellor of the University of Chicago, at the University of Toronto last March, entitled, "Some Questions About Education in North America". They have been published in the University of Toronto Press Pamphlet Series.

I have asserted, but have not proved, that the basic education in a modern, industrial, scientific democracy should be liberal education, that this education should be open to all the citizens, and that it should be open to them all their lives. It is now time for me to offer such evidence as I can in support of these assertions.

Liberal education consists of training in the liberal arts and of understanding the leading ideas that have animated mankind. It aims to help the human being learn to think for himself, to develop his highest human powers. As I have said, it has never been denied that this education was the best for the best. It must still be the best for the best unless modern times, industry, science, and democracy have made it irrelevant. We have seen from looking at the example of the United States that the social, political, and economic changes that have occurred have not required that liberal education be abandoned. How could they? It is still necessary to try to be human; in fact it is more necessary, as well as more difficult, than ever.

## Liberal Education

Liberal education was the education of rulers. It was the education of those who had leisure. Democracy and industry, far from making liberal education irrelevant, make it indispensable and possible for all the people. Democracy makes every man a ruler, for the heart of democracy is universal suffrage. If liberal education is the education that rulers ought to have, and this I say has never been denied, then every ruler, that is every citizen, should have a liberal education. If industry is to give everybody leisure, and if leisure, as history suggests, tends to be degrading and dangerous unless it is intelligently used, then everybody should have the education that fits him to use his leisure intelligently, that is, liberal education. If leisure makes liberal education possible, and if industry is to give everybody leisure, then industry makes liberal education possible for everybody.

In most countries, even those in which the education of adults is most highly developed, such education is thought of as compensatory; it makes up for the deficiencies in the formal schooling of the individual. Where formal schooling is vocational, adult education is vocational, too. Where schooling is liberal, as it has largely been in the United Kingdom and Scandinavia, adult education is liberal; for it is thought unjust and undesirable that those who because of the accidents of youth could not complete the formal schooling that the average citizen obtained in childhood and youth, should remain without it all their lives.

But this surely is too limited a view of the education of adults. That education should be liberal, and it should be interminable. We are led to this conclusion by looking at the nature of man and the nature of knowledge. The man who stops learning is as good as dead, and the conditions of modern industrial society, which put little strain on a man's intelligence in the conduct of his work, place a premium on the premature cessation of thought. It is impossible to say that a man can develop his highest powers once and for all in youth. He has to keep on using them. I am not suggesting that he must go to school all his life. But I am proposing that he should learn all his life; and I think he will find that informal association with others who have the same purpose in view will help him and them to achieve it.

The things that we need most to understand are least intelligible to us in childhood and youth. Aristotle's warning against letting young men listen to lectures on moral philo-

*(continued on page 18)*

**A. LESLIE PERRY**

ARCHITECT

MONTREAL



## NUTRITIONIST



Mrs. RACHEL DUBÉ, B.S., M.S.  
Nutritionist at Milk for Health

Formerly with the Department of Health and Welfare, Ottawa, Mrs. Dubé has been appointed nutritionist of the Milk for Health Foundation. A graduate of Laval University, she carried out post-graduate studies in nutrition research at Cornell, Ithaca, N.Y., and at Oregon State College.

In her present position she will carry on nutrition studies for Milk for Health Inc., an organization devoted to the diffusion to the public of principles of nutrition.

### WINNERS, cont'd

(11), Iona Ave School; Teddy Scolnick (11), Fairmount School; Mary Ellen Bacon (13), Cedar Park School; Joannette Novosad (11), Central Park School.

### 14 and up

Sandra Rich (13), Baron Byng High School; Bernice Thomas (15), Montreal West High School; Barbara Clarkson (16), Elmgrove School; Robert Woollerton (15), Lennoxville High School.

### Honorable Mention

Patsy Richardson, Montreal West High School; Vera Hillier (14), Strathearn High School; George Soulis (14), Quebec High School; Molly Beer (14), Strathearn High School.

**Special Prize** (by Hughes-Owens Co. Ltd.)  
Joyce Asazuma (18), Verdun High School.

### Selected for Exhibition

Heather Dearlove (15), Westmount Senior High School; Gerald Wilson (15), Quebec High School; Irene Mangel (15), Strathearn High School; Denise Mailloux (14), Drummond School.

## EDUCATION, cont'd

sophy still holds good. It rests on the axiom that subjects that cannot be understood without experience should not be taught to those who are without experience. I do not depreciate the value of an introduction in childhood and youth to subjects that cannot be understood without experience. But an introduction is no good unless it is followed by something. To read a great play in childhood or youth and never read it again is never to understand it.

The educational program of a modern, industrial, scientific democracy should, therefore, be liberal education for all the people all their lives.

Can liberal education for all the people all their lives be instituted anywhere? Since such a program has never been tried anywhere, I cannot appeal to any historical example. At a time when only the few were governors and only the few had leisure, liberal education was the education of the few. It has never been anything else. I hope I have shown that the experience of the United States does not prove that liberal education for all is impossible. I cannot refer to any experience to show that it is possible. I am sure that it is difficult.

When I urge you to struggle toward liberal education for all, I am not suggesting that all the people must become great philosophers, historians, scientists, or artists. I am saying that they should know how to read, write, and figure and that they should understand the great philosophers, historians, scientists, and artists. This does not seem to me an unattainable goal. If it is, unless some better kind of liberal education can be invented than the one that I have described, then we shall be forced to abandon universal suffrage; for I do not believe that men can solve the problems raised by their own aggregation unless they can learn to think for themselves about the fundamental issues of human life and organized society. If anybody knows a better way of helping them learn to think for themselves about these issues, I hope he will present it. It seems to me that we must agree at least on this; the alternatives are democracy, with liberal education for the few.

### F. David Mathias ARCHITECT

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Men are different. They are also the same. And at least in the present state of civilization the respects in which they are the same are more important than those in which they are different. Politics, the architectonic science, teaches us that we are remorselessly headed toward the unification of the world. The only question is whether that unification will be achieved by conquest or consent. The most pressing task of men everywhere is to see to it that this consummation is achieved by consent. And this can be done only by the unremitting effort to move toward world community and world organization. The liberal arts are the arts of communication. The great productions of the human mind are the common heritage of all mankind. They supply the framework through which we understand one another and without which all factual data and area studies and exchanges of persons among countries are trivial and futile.

Now, if ever, we need an education that is designed to bring out our common humanity rather than to indulge our individuality. Our individual differences means that our individual development must vary. If we all struggle to make the most of our

individual human powers, the results will be different, because our powers differ. But the difference is one of degree, and not of kind. In a modern, industrial, scientific democracy every man has the responsibility of a ruler and every man has the leisure to make the most of himself. What the modern, industrial, scientific democracy requires is wisdom. The aim of liberal education is wisdom. Every man has the duty and every man must have the chance to become as wise as he can.

FOOD FOR THOUGHT  
November 1952

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## Verdun Council Holds First Conference

The First Annual Conference of the Verdun Regional Council of Home and School Associations was held at Verdun High School on Tuesday, September 22nd. It was praised as "a wonderful effort" by Quebec Federation president Reuben Resin.

His remarks topped an evening of Home and School activity arranged in workshop sequence that was thoroughly enjoyed by the 55 officers and committee conveners present.

Opened at 7.45 p.m. by the President, Mrs. J. Simon of Crawford Park, who welcomed the delegates, the conference included two panel discussions, one on the subject, "Duties of Officers and conduct of meetings", and the other dealing with "Standing Committees". T. Ashford (River-view) and J. Brindley (Woodland) chaired the respective panels.

An amusing skit entitled, "Why Parent Education?" introduced a serious audience participation session on this subject, conducted by Mrs. T. B. Hughes of Quebec Federation.

After illustrations of "Proven Programmes" came the highlights of the conference with speeches by Dr. A. B. Valois, M. O. H. Verdun (Health Programme in Verdun Protestant Schools) and by Dr. H. E. Grant, Principal, Verdun High School, (The Principal's Viewpoint).

Dr. Valois gave a useful and informative outline of the present scope and future possibilities of the Health Programme, and Dr. Grant, giving a personal view, suggested limitless endeavours in social and community betterment for the newly constituted Regional Council.

The evening concluded on a happy note, with coffee, donuts and cookies being served to a well satisfied gathering.

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## EDUCATIONAL, *cont'd*

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### 5. Roman Catholic Classical Colleges:

The classical colleges are affiliated either with the University of Laval or the University of Montreal. They offer an eight year course after the elementary school. The first four years are devoted to high school work while the last four lead to a Bachelor of Arts degree conferred by the University with which the college is affiliated.

### 6. Universities:

There are five chartered universities in the Province of Quebec, namely, McGill, Bishop's, Laval, the University of Montreal, and Sir George Williams. These universities receive government grants but all are independently controlled. McGill and Sir George Williams are non-sectarian, Bishop's is Anglican, and the remaining two are Roman Catholic.

The Protestant course of study like the Roman Catholic is conservative and has as an objective an entrance to the university. In the Protestant schools the elementary course includes Moral and Religious instruction, Reading, Writing, Arithmetic, Spelling, Language, French, Geography, Canadian and British History, Health Education, Elementary Science, Household Science, Art and Music. In the High School grades the basic subjects from the elementary school are carried on, and to them are added the usual high school subjects such as Mathematics, Latin, Chemistry, Physics, Biology, Shorthand, Typewriting, Bookkeeping and others.

### Great Advance

Education has made a tremendous overall advance in Quebec since the days of confederation. During the past 85 years there has been steady upward progress, marked of course by the usual curves on the graph showing periods of heightened and intensified growth and activity. The past two decades have been ones of rapid progress. School Boards, with the encouragement and liberal financial assistance of the Provincial Government, have carried on an unprecedented building programme giving Quebec

some of the most modern schools in Canada. This building programme has been necessitated partly to replace obsolete worn out buildings, partly to meet an expanding school population, and partly to keep in step with the movement of consolidation and the establishment of County High Schools under the direction of County Boards.

It may have been true at one time that our system of education was based on the "legs of little children," but that day has gone forever. Today children living in rural districts are transported to modern well equipped schools in standard factory-built school buses and snowmobiles. Every care is given to the safety and comfort of the children. In pace with the general improvement in the physical plant has come a growing interest in a progressive curriculum, improved teaching techniques, higher teacher qualifications and better salaries for teachers. These problems are being solved.

Quebec's system of education has through it the democratic fibre which will provide all with at least the minimum requirements and yet is flexible enough to allow a local community to provide the maximum educational programme for its children if it so desires.

*High School Principals'  
Association Review;  
25th Anniversary Issue.*

## WILLINGDON

Under the auspices of the Willingdon Association, a group of 170 parents of first grade students met with the Principal, John Perrie on Tuesday, September 29th, in the school auditorium.

The purpose of the meeting, the first of its kind, was to give parents of children embarking on their academic career, a brief outline of the new system of teaching such basic subjects as reading, writing and arithmetic, to discuss the methods of marking reports, and to further the parent-teacher relationship in the best interest of the child.

Mr. Perrie's talk covered a wide variety of subjects dealing with the first grade student and during the course of the evening the number of questions from the audience clearly indicated the need for such a get-together, in order to help parents understand what the school is trying to do, and where the parents can assist in getting their children off to a good start.

Following the meeting refreshments, provided by the First Grade Mothers, were served.



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