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**HOME AND SCHOOL**

**VOL. VII, No. 4**

**MONTREAL, QUEBEC**

**JANUARY, 1955**

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REUBEN RESIN

## OLD PROS AND MAIDEN ANTIS

SOMEONE has said that the creation of the Home and School movement has been the most important development in education in recent years. That is true, because it arouses in parents an immediate and direct interest in the school and the educational system. But I would go further than that, for I believe that Home and School is potentially the greatest force in this country for defending, preserving and improving our democratic way of life. There are more than a quarter of a million of us, parents and teachers, actively cooperating in our dedication to the welfare of children and directly concerned, in an organized way, with their training and the moulding of their character and attitudes. Who is in a better position to teach them, by word and by example, what democracy is, what benefits accrue from it and what is expected of them in order to retain those benefits?

Too much time and too many words are being spent being against something and too little on democracy as a positive philosophy. It's not enough just being anti-communist, anti-fascist or anti-totalitarian, we must be for something and we must know what we're for and why. We need not hesitate, nor is it a sign of weakness, to admit to our children that all is not perfect in our society, that much remains to be done to make our democracy what we would want it to be and to stress that we must never slacken our efforts to achieve our aims or prevent infringement of our rights. At the same time they must be told of the freedoms, rights and privileges they enjoy, that these did not just happen, that they were won slowly and painfully by men and women for whom it was greater mental anguish to live on their knees than die on their feet, and that with the spittle and humiliations of tyrants upon them did they try to achieve for us the right to walk with dignity.

In the space at my disposal it is impossible to go into the political or economic theories or pretensions of communism and fascism. There is one positive thing about them that we need to know and that our children must be

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Quebec Home and School

Robert E. K. Rourke

contends

# THE INDEPENDENT SCHOOL: A NEEDED CONTRIBUTION

Robert E. K. Rourke is Head of the Department of Mathematics, Kent School, Kent, Conn., and formerly Headmaster of Pickering College, Newmarket, Ont.

SOME YEARS AGO, I overheard one father tell another that he was sending his son to private school. "Good heavens," commented the second father, "What's he done?" And that remark just about sums up the opinions held by some Canadians about private schools. For, in some minds, the private schools are repositories for "mad boys, bad boys, and sad boys" — the screwballs, the behavior problems, and the homeless.

Now the fact is that most boys in private schools come from sound homes. Their abilities are average or better, and their parents send them, not to get rid of them, but because a particular school has something special to offer to their particular boy.

There are other misunderstandings about private schools. To a surprising number of Canadians, "private" school indicates "private" profit. While it is true that some private schools are proprietary in nature, operating for the profit of the owner, many private schools are completely non-profit-making. The so-called *independent schools* are operated as educational trusts by boards of governors who work without pay. These schools are sustained by their fees and by gifts from private individuals; their educational policies are independent of control by church or state. What I have to write about stems from my experiences in independent schools. I believe that they have an important role to play in Canadian education.

In some ways, I am a strange proponent of independent education. I am neither private school born nor private school bred. The family budget of the Rourkes did not permit it. So I went to high school, studied under some excellent teachers, and got an educational foundation requiring little apology. In January, 1928, I joined the staff of Pickering College, and from that day to this my work has been centred in the field of independent education in the private school.

*This important article appeared in **SATURDAY NIGHT** by whose kind permission and that of the author it is reprinted here.*

Right at the outset, I should like to get one thing straight. I am not about to attempt to prove that the system of independent education is better than the public system. That would be nonsense. The two systems are complementary and supplementary. Their diversity lends strength to Canadian education, and no one in his right mind would attempt to replace either with the other. Moreover, I am not in sympathy with some of the recent rather violent attacks on public education. In a system so vast, with so many complex problems, it is easy to find fault, particularly if one makes his observations at a safe distance from the classroom. I went through the public schools in the "good old days", and for twenty-five years I have worked in co-operation with the dedicated men and women who were creating the good new days. In my opinion, despite the old-timer's wishful memories of the little red schoolhouse, the public schools are getting better all the time.

I have been asked this question: "If a boy has a good home, attends a good local high school, and is an active member of his local church, what more does he need?" Certainly this boy is fortunate. Many have written about the deterioration of the home, and the fact that modern living makes good family life a rarity; many have commented upon the almost insuperable difficulties of the public school as it seeks to serve the needs of each boy and girl; and many have pointed out the weakened influence of the church on the young. In my day, nearly all the young people in our town went to Sunday School; now the practice is regarded as "sissy stuff" in many places.

Even in the best of homes, there may come a time when a child is better off away from his parents. Sometimes parents work hard and lay good foundations, but they hit a snag when the child reaches his teens. Dad and Mother suddenly find themselves classified as kill-joys and naggers, parental advice is interpreted as "just another sermon", home becomes a place of bickerings and resented restraints. This is a time when a good residential school may provide the boy or girl with an environment in which to practise the principles that the parents are striving to uphold. New personalities give perhaps the same adult counsel, but it now has a new force and flavor. Parental thinking on many topics comes to be accepted at par since it is seen to check with that of other adults of prestige in the new community. Home is the wonderful place one heads for on long week-ends; one can hardly wait to get there. In fact, sometimes the best way to bring a teen-ager to appreciation of both home and parents is to have him gain some lessons in community living in an independent school.

I could mention many good features of independent education, but I shall confine myself to two that seem of particular significance. The first has to do with the unusually fine opportunities for inspiring young people to do their best. Small classes, freedom in choice of staff, counselling, and well-regulated community life play their part. Surely the task of getting each individual to accept standards worthy of his gifts is an important aim of education. The adolescent too often wants to be independent of all restraint except for the tyranny of his own group. And the group often seeks to deny him the right to do his best. This "urge to be average", this depreciation of the good mind, is a dangerous form of anti-intellectualism about which much has been written. Too often the student who delivers an "A" grade is despised as a bookworm; the real sharpie is the boy who can pass "without cracking a book".

I think that the community life of an independent school can often help this situation. Distractions that cause all kinds of trouble in the home can be controlled at school. Many of the little things that sand-paper parental nerves do not arise in the school community. The telephone, for example, does not call the boy forth each evening to join his ambitionless pal who is going nowhere fast and wants company. There is provided a balanced diet of studies and co-curricular activities.

This latter is very important. One of the most persistent delusions in the parental mind is that the way to get a boy to work harder

at algebra is to make him give up basketball or some other activity that he enjoys. Nothing could be further from the truth. I believe that the most effective achievement comes from a reasonably wide range of regulated and planned activity. Enthusiasms should not be suppressed; they should be controlled.

Of course, a school is a school, and to me that means a program based on some good, solid subject matter that presents a standard worth reaching for. Slogan-happy so-called "progressive" educators say rather smugly: "I teach children, not subjects". Now this statement may originally have had some shock value, but after having heard it on many occasions, I now find that the general effect on me is one of nausea. A teacher without a subject facing a student reminds me of a pitcher without a baseball facing a batter. They can only make futile gestures at one another.

The old idea about content was that, if the subject was difficult, then it was worthwhile; the new idea too often seems to be that, if the subject is difficult, then it must be eliminated. Both ideas are wrong, but, of the two, I think the second may be the more dangerous. Everyone should know something about tackling a difficult job that needs to be done. It is difficult to achieve some mastery of the social and natural sciences, and of the methods of communication and computation. But it is a lot more difficult for some than for others. Here is where the independent school with its smaller classes and high staff-student ratio has a unique opportunity to adjust tasks to capacities. The specially gifted can be challenged; the potential leaders are not paced by the good, solid citizens who should be trained to make good, solid followers.

There is another way in which the independent school can make an important contribution to the growth of the individual: the independent school can often help develop the art of group living. In these days of small families, the spoiled child is not a rare phenomenon. The child whose parents have made him the centre of the home demands, and usually gets, far more from his environment than he has any right to expect. What a salutary jolt when he finds himself in a community of lads of his own age, each of whom has the same privileges and the same responsibilities!

Now I do not by the foregoing mean to advocate a form of regimentation in which the individual loses his identity and becomes indistinguishably merged with his group. On the contrary, I believe that the respect of the

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**H. Don Allen**

takes us backstage on

# Your Home and School Broadcast

Mr. Allen, a member of the staff of Montreal High School, is Director of Federation's "Home And School On The Air".

THE BIGGEST of Home and School gatherings, with thousands of members and visitors "sitting in", is convened in your living room and ours on the Sunday noon-hour each week. This is your invitation to take part. The meeting place is a comfortable chair by your radio, and the agenda is the eighth broadcasting year of "the program by parents and teachers for all those interested in education", *Home and School On the Air*.

On the agenda are items of interest to you:

Perhaps you enjoy a good school choir, and like meeting the young people involved. You'll have several opportunities of hearing the best of young voices on *Home and School On the Air* the next few months.

If you're wondering how your child should tackle his homework, or progress in his reading, or make out on his January report, such topics are on the agenda to be discussed by experts on *Home and School On the Air*.

If you want to learn more of what Home and School is doing in local associations and across the nation, your Home and School broadcast tells the membership and the general public of latest Home and School happenings in the words of those who bring the happenings into being.

We who are responsible for production on *Home and School On the Air* feel that the series carries material of value to all those interested in education and in the work of Home and School. We want you to know our new radio time — 12.45 p.m., Sunday on Montreal's CFCF. We'd like you to know, too, some of the story behind each broadcast of *Home and School On the Air*.

## How It Goes

You will hear announced that Home and School broadcasts are "produced by the Quebec Federation of Home and School Associations in co-operation with the public service department of CFCF". This is the state of affairs, an arrangement that is somewhat unique in radio in Montreal. *Home and School* programs are scheduled and "lined up" by members of the Federation's Broadcast Com-

mittee, parents and teachers working voluntarily for Home and School and capitalizing on personal interests and skills in the radio field. They are brought to the microphone with the help of CFCF's professional staff.

Topics are selected, approaches discussed, panels selected and producers named at full meetings of the Committee, once in two or three months. Weekly programs are then under the jurisdiction of individual Committee members, whose job is to contact the speakers, work with them in organizing a program, and complete the arrangements for "taping the show" at CFCF.

Professional radio people lend a hand at this stage and beyond. Studios of Marconi Radio are provided, and the services of a recording engineer. CFCF's Director of Public Service Broadcasts, Bill Petty, long actively associated with *Home and School On the Air*, assists the producer by conducting the radio interviews or offering professional criticisms on the "show".

The Broadcast is "taped". High fidelity tape recordings are made of each program during the evening, usually before mid-week. These recordings are what is heard on the air. The recording procedure was instituted several years ago to accommodate the radio station, often short-staffed when weekend "airtime" rolled around.

Transcription has proved, for *Home and School*, both a lifesaver and a jinx. The writer once started a program by picking up the last sheet of his script and thanking his speakers for having taken part; he was mercifully re-recorded. Most *Home and School* producers recall similar experiences of a "second chance" saving the day.

## And Other Mishaps

On the other hand, transcription introduces new problems of its own. Once, at airtime, a tape was found to have been misplaced. A full playing of the theme was the result. Once the recorder broke down during the program. Silence followed. Several years ago, a transcription was aired at the wrong speed; syllables of "Donald Duck" were the resulting

opening words. The law of averages! Any program with seven sessions behind it, they'll tell you, has had its share of such nightmarish tales.

"Remotes" have been a *Home and School* specialty that have brought particular satisfaction to producers and, we feel, unusual experiences for those listening in. A remote, in radio parlance, is a broadcast originating away from the studio. *Home and School* Broadcasts have originated in classrooms, school halls, museums, hospitals and a host of other such varied spots as a department store linen department (a vocational guidance show on merchandising), a maternity ward (a broadcaster who had just become a mother reported first-hand on post-natal care), and concerning job interviews, a top executive suite. Several additional remotes, mostly musicals, are planned for winter months.

### Interest Mounts

The "ordinary" *Home and School* program — if there be such — tends towards a panel discussion or group interview. Experience has proven such formats the most effective in presenting information and ideas in limited time. Programs more unusual strive for vividness and entertainment value; an on-the-spot report, a concert, or a feature broadcast from a school.

Interest in *Home and School On the Air*

throughout the Quebec Federation is highly encouraging. I have had increased numbers of calls from local Associations anxious to tell the Federation and the public of their doings, through our medium. Such calls are welcomed. The Broadcast Committee is always on the look for good material directly dealing with special activities of *Home and School*. We cannot air notices of meetings or other matters of highly local interest. We can, and will, feature local activities relating to problems and situations of general concern. Safety? Health? Special guidance? The public is interested in what your group is hoping to do.

*Home and School* broadcasting is to take on more of a Province-wide character in the near future, we're pleased to note. Local Associations interested in the *Home and School* series have arranged that community radio stations carry *Home and School On the Air* in Chicoutimi and Jonquière. Transcriptions aired in Montreal are to be forwarded to both stations for re-broadcasting for local listeners.

This, then, is a special invitation to join us in our work. Your suggestions and criticisms will be appreciated. Your attendance will be welcomed, by your radio, each Sunday at 12.45 when, as our scripts put it:

"Home and School is **ON THE AIR!!!**"



ON THE SPOT — New shell exhibits are described first-hand by shell expert Vicente Conte (right) at McGill University to Don Allen. Taking the microphone out of the broadcasting studio and into the museum, youth club and school auditorium is one of the specialties of *Home and School on the Air*.

## The Editor

takes a look at

# WHAT MAKES REGIONAL COUNCILS TICK?

What is a Regional Council? How does it fill a place in the Home and School organization? Are you, a member of a local Association, represented on a Regional Council? What is it that makes for a successful Regional Council?

These are a few questions. There are many others. Your Editor, who has worked on such a Council, has taken a look at the Regional Councils in Quebec Federation's set-up and now reports to you.

Regional Councils were created to fill a very noticeable gap in the Home and School Movement. Whereas a local association may have a problem it doesn't follow that all the other associations within a Federation have the same problem. At the Provincial level — which for us is Quebec Federation — it's understandable that only the broadest problems of the day, those affecting the greatest number, can be dealt with so that the local problem is seldom one for Federation to consider too closely. Of course, help is always available to any local association from an Officer or Committee of Federation but that is on an individual basis.

**Carson Cross**, President of the newest Regional Council, Western Quebec Regional Council, now in its second year, recently made this point very clear, "In the past, many common problems were neglected due to the effort necessary to bring them before Federation in Montreal. An example of this is the enforcement of traffic regulations with reference to school children and school buses. With a Regional Council in the area such matters are being discussed at length, and a resolution backed by all associations forwarded Federation with better results."

**Mrs. Rose Simon**, President of Verdun Regional Council, has put it in a compact sentence, "By uniting on definite lines of work, results are greater than those achieved by a local unit (association) working alone."

Even beyond the idea of working together to the solution of mutual problems Regional Councils perform other functions. Besides endorsing the idea of mutual aid, **Mrs. H. R. Scott**, President of North End Regional Council, has this to say, "Council members . . . also feel that it is a good medium for clearing up matters of policy. Discussions among the delegates help to clarify Federation issues and give to the individual association a better idea of the workings of the whole."

There is the main thought: Regional Councils are another strong link in the organizational chain! The gap between local Associations and Federation is closed by means of such Councils.

## Speaking of Problems

What are some of the problems Regional Councils have actually dealt with? The West End Regional Council, which has the longest record of co-operation in this regard, having been established since 1947, has considered area problems ranging from improved classroom lighting all the way to making the best use of school facilities for adult handicraft classes in pursuit of the Protestant School Board of Greater Montreal's policy of "the lighted schoolhouse". This Council has co-operated with the West End Traffic Safety Council in the promotion of traffic safety as it relates to school children. It has also worked with the N.D.G. Community Council, which operates in its area, on projects of concern to home-and-schoolers in the district.

Traffic safety has also been a major item with other Councils, as noted above in regard to Western Quebec Regional Council. The

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latter Council has a School Attendance Committee studying the problem of students continuing on to high school and what the Associations within the Council can do to help young people complete their education.

North End Regional Council, dealing with a very real problem within its area, held a drive just this past month to collect used school clothing to be distributed to the needy children in the schools in its district.

Verdun Regional Council, in addition to other problems on which it has worked successfully, has investigated the question of fluoridation of the water supply.

### How Does A Council Work?

There are six Regional Councils operating at this time. All were organized by Federation at the request of two or more local Associations within a well-defined area. All Associations in a particular area were first invited to attend an organizational meeting at which a temporary slate of officers was selected. A monthly meeting night was chosen and once again all Associations in the district to be covered were invited to attend the first regular meeting. It will be noted that there is no compulsion about an Association joining a Regional Council; it is strictly on a voluntary basis. Actually, few Associations remain outside a Council since the proven adage of "strength in numbers" appeals to most.

Each local Association joining the Council is entitled to representation. This is usually comprised of three representatives and normally the immediate past president of an Association is one of these since he, or she, has an excellent knowledge of the Association's views on most subjects. The multiple representation practically ensures an Association having a member at every meeting and also provides the necessary man-power for the various committees.

The usual officers are elected in due course and as work gets under way committees are set up to undertake various studies or projects. In order to take care of administrative costs a small, flat fee per Association is set. This is usually on a sliding scale, geared to the number of members each Association has, with the larger Associations paying more than the smaller ones.

### Conferences

A development in recent years has been the holding of a conference at least once a year. Urban Councils like the West End and the Verdun Councils tend to make this annual event an evening affair at which a social hour with refreshments concludes the program. Others such as the Bedford District Regional Council and Western Quebec Re-

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gional Council arrange programs extending over a Saturday afternoon and evening, with dinner and a speaker an integral part of the conference.

As an example of how such a conference is conducted, here briefly, is the program of the Bedford District Regional Council Conference held Saturday, November 20th, at St. Johns when representatives from Associations in that City, Bedford, Farnham, Cowansville, Knowlton and Granby attended:

**A. Smith**, President of the Council, spoke on the responsibilities of the Council and stressed the need of co-operation to ensure its success.

The Chairman of the Conference, **Lawrence Gage**, called on **Mrs. R. S. McIntosh** of Bedford to lead a discussion on ways and means of raising funds for local Association projects. Each Association contributed proven ideas to this discussion.

There followed a group discussion on bursaries and scholarships led by **Mrs. J. Shower** of Cowansville. This, too, developed helpful information for all concerned.

**R. Paterson** of St. Johns then headed a discussion on what can be done by local Associations as well as Federation in the

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# Rough Notes

by Al. Rough

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

**Of Programs and Such:** Rosedale's President **W. Rosenbaum** introduced not one but three lady speakers at the November meeting. **Miss Catherine Fraser**, children's Librarian of Westmount Public Library, **Miss Genevieve Barre**, editor of CBC's "Times TV", gave the talks and **Mrs. R. Gardner**, study group leader at the Montreal Mental Hygiene Institute, summed up . . . **Robert Flood**, immediate Past President of the Quebec Association of Protestant School Boards, addressed **Willington** under an unusual title, "Share the Load and Foil the Child" which called for closer co-operation between teachers and parents . . . **Kensington** recently heard **Miss M. P. Maybury**, supervising assistant of the Protestant School Board of Greater Montreal, give an illustrated talk on, "Your Child Learns To Read". Principal **A. R. Almond** arranged the program.

**Bits and Pieces:** At **Westmount Junior High H & S.A.**, when meet-the-teacher night rolls 'round there is a pupil in each classroom to introduce the home and the school to each other . . . **Westward** teachers and Principal **C. Hewson** devoted a week of after-hours to scheduled and planned interviews with parents . . . It was interesting and encouraging to read in the Montreal press that Principal **J. D. Campbell** and his associates of the teaching staff of **Rosemount High** have announced they are awarding a scholarship of \$100.00 to the member of the graduating class with the highest standing who is continuing his or her education with teaching as the objective. **West Hill High H & S.A.**, gives two scholarships of \$150.00 each to the two top students who go on to become teachers. This year's winners were **Ann Golden** and **Mary Unterburg**, it was announced by the President, **C. A. D. Carter** . . . That's tackling the teacher recruitment problem concretely!

**And Other Scholarships:** **Bedford H & S.A.**, awards a \$75.00 scholarship in Grade XI . . . **St. Johns High H & S.A.**, grants three bursaries of \$50.00 each to students in Grades 9, 10 and 11 . . . **Cowansville High H & S.A.**, started bursaries six years ago but now has an established Student Loan Fund of \$2,400.

**Time Out:** From the **Galt Reporter**, "The average child never amounts to quite as much as his parents hoped and never turns out quite so bad as the neighbours predicted."

**Speakers and Speeches:** **Dr. Margaret Nix**, Assistant Professor in the Department of Health and Social Medicine at McGill, addressed the **Herbert Symonds H & S.A.** on, "What Is Education?" . . . **Parkdale** heard **R. Japp**, Education Officer of the Protestant School Board of Greater Montreal, speak of, "The Trials and Tribulations of the School Board." . . . **Mrs. H. Schwisberg**, President, introduced Federation President **Reuben Resin** to **Baron Byng High H & S.A.**, when he spoke on, "Home and School — Democracy In Practice."

**In Pictures:** **Miss V. B. Gauley**, Principal of **Cote des Neiges School**, **Miss A. Housefather**, a member of the staff, and **Mrs. M. Diamond**, **Mrs. R. Ginsberg** and **Mrs. S. Baylin** were recently pictured in the Montreal press with the pupils of Grade 5 who were writing letters to Montreal's new Mayor urging establishment of a public library in their area . . . **Van Horne School** made both the newspapers and CBC's TV Newscast when mothers of students set up their own brigadier system following two traffic accidents involving pupils.

**An Invitation:** **Farnham H & S.A.**, in a notice points out that few parents have any knowledge of the very efficient work of the Protestant Committee of the Department of Education of this Province of ours and suggests that accordingly it is of interest to all home-and-school-ers to know that **Leslie N. Buzzell** of that Committee will address the Farnham H & S.A., at 8 p.m., January 27th on, "School Finance" . . . That Association will welcome visitors from other Associations, near or far.

## BOOKS WE RECOMMEND

### — For Children —

**In Came Horace** by Janet Beattie; pictures and calligraphy by Anne Marie Jauss. Longmans.

Horace is a remarkable cat who lives with an old man and an old woman on their farm. The three are happy together until the neighbours begin to insist that they should have a dog to frighten away any possible burglars. The couple try dog after dog, from a very small dog with a loud bark to an enormous dog who hates cats, but Horace frightens them all away. In the end everyone agrees that Horace is all the protection the old man and old woman need. The writing has much of the quality of a folk tale and is fun to read aloud. (Gr. 2)

**Shoeshine Boy** by Jerrold Beim; pictures by Louis Darling. McLeod.

Teddy, a small boy living in New York City, decides to earn some extra spending money by shining shoes. When he gets his outfit together he then discovers that the other shoeshine boys are all larger than he is and they will not let him work near them. He wanders over to a supermarket and begins shining children's shoes. He has a profitable summer and the next year is large enough to hold his own with the other boys. However, he still goes each afternoon to the supermarket to shine children's shoes (Grs. 2-4)

**Nino and His Fish** by Edith (Thacher) and Clement Hurd. Ambassador.

Nino knew that there could be no birthday party for him this year because his father had been having such poor luck with his fishing. Then Nino had the idea of trying to catch a fish himself and serving it instead of cake at his party. The small boy was unhappy when Angelo, owner of one of the largest restaurants on Fisherman's Wharf, laughed at his idea of having a fish for a birthday party, but he stuck to his plan and succeeded in bringing in the largest fish of the day. On the way home that night Angelo offered to buy Nino's fish and give him and all of his friends a party in return. A satisfactory handling of a familiar theme, illustrated with gay, colourful pictures that capture the spirit of the fishermen. (Grs. 1-3)

**Down the Mississippi** by Clyde Robert Bulla; illustrated by Peter Burchard. Ambassador.

Thirteen-year-old Erik Lind was fascinated by the Mississippi River which formed one boundary of his father's Minnesota farm, and he longed to become a river man like his cousin, Gundar. Finally there came a chance

to make a trip with his cousin as assistant to the cook on a log raft that was being taken to St. Louis. The trip provided a full quota of hard work and excitement but far from satisfying his desire to live on the river only strengthened his love for it. He did, however agree to wait until he was older before making the river his final choice of a place to live and work. The easy style and fast pace of the writing will give the book a wide range of appeal. The black-and-white illustrations are quite graphic and exceptionally pleasing. (Grs. 2-7)

**Collecting Cocoons** by Lois J. Hussey and Catherine Pessino; illustrated by Isabel Sherwin Harris. Ambassador.

An introductory book for the young nature enthusiast who is interested in cocoons and moths. The book begins with a description of the life cycle of the moth, then tells in detail how and where to collect cocoons, how to care for caterpillars, and how to mount specimens. Finally comes a section containing detailed descriptions of the various kinds of moths and their cocoons. The illustrations are all in black and white and the text does not indicate the colours of the moths, caterpillars or cocoons. Contains an index and a brief bibliography. (Grs. 5-7)

**The Drawbridge Gate** by Cynthia Harnett; McLelland & Stewart.

Colourful period fiction of England in the days of Henry V and Dick Whittington. Nan, Dickon, and Adam Sherwood live with their grandfather, an important member of the grocers guild in London. At the beginning of the story Dickon has just been made a mercers' apprentice and Adam is in his second year as a grocers' apprentice. Neither boy is especially happy about his lot, Dickon because he has grown up on the grocers' side of the traditional fight between the victuallers and the clothers, and Adam because he wants to become an apothecary or a doctor. Because of the importance of their grandfather's position and his friendship with Dick Whittington, all three of the children are fairly well versed in the political doings of the day, and they inadvertently become involved in one of the Oldcastle's plots against the King. The story of that plot and of their part in it, moves smoothly, with plenty of action and suspense to hold the readers' interest, and by the author's skillful handling, London comes as much alive as the vividly drawn characters in the story. (Grs. 7-9)

**Sea Pup** by Archie Binns; illustrated by Robert Candy. Little.

Clint Barlow lives with his parents in a fairly isolated spot on Puget Sound. One day Clint found a baby seal whose mother had

been killed and he persuaded his parents to let him keep it. The seal became his close companion, but as it grew older it began to present serious problems, both because of its behaviour and because the fishermen in the area were in the habit of shooting seals. In time Clint was faced with the prospect of either disposing of his pet or keeping it penned up all day. He chose to send it to a zoo where its love for showing off before people could be satisfied. The theme is that of **The Yearling** and is quite well handled. (Grs. 7-9)

**The House of the Fifers** by Rebecca Cuadill; decoration by Genia. Longmans.

Fifteen-year-old Monica Fifer had started running with a gang of older boys and girls who lacked the stability and sense of values that her father wanted her to have. As a solution to the problem he sent Monica to her aunt and uncle in Kentucky, to the ancestral home of the Fifers. Monica was rebellious at first but before the summer was out she had gained a new appreciation and friendship for her relatives, and had acquired enough maturity to accept with a certain amount of graciousness, although not with any great pleasure, the idea of her father's re-marriage. There is a depth and warmth to the characterizations and a vividness to the picture of what happens to land and to people during a serious drought that gives the book a sense of reality. Adolescent girls will find many of their own problems treated here with sympathetic understanding. (Grs. 7-9)

**Children's Leisure Reading Committee**

## PITY THE POOR EDITOR

Editor Broadhead of the **Wisconsin Independent Register** wrote recently:

I don't know how newspapers got into the world, and I don't think God does, for they aren't mentioned in the Bible. Maybe the editor was one of the fallen angels, for he seems to fall for about everything people tell him.

If the editor makes a mistake, folks say he ought to be hung; if a lawyer makes a mistake, he appeals the case; when a doctor makes a mistake, they say nothing, because they don't know Latin and they couldn't read his writing if they did.

A doctor can use a word a mile long and it won't make any difference if he knows what it means, for folks will think he's educated, while an editor has to be able to spell any word he uses. If the doctor goes to see another man's wife, he charges for the visit, while if the editor goes, he gets shot.

People that call the doctor and get well think he's a great man. If they don't get well, they're dead and can't say anything. Two-thirds of the folks in town are sore at the editor either because the paper said something about them they didn't like or said something nice about somebody else.

There are questions that no man can answer. And most of them are known to five-year-olds.

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## SCHOOL AT HOME

STRICKEN by poliomyelitis in 1943, and unable to attend school since undergoing a serious surgical operation last January, Michel Robitaille, a pupil of the School for Crippled Children in Montreal, is nevertheless one of the most eager students in Mrs. Walter J. Scott's Grade 7 class. He "goes to school" by telephone. A two-way loudspeaker system, donated by the Kinsmen Club of Montreal, and installed by The Bell Telephone Company of Canada, permits the crippled boy to take full part in the class without leaving his bedroom in his home on Wilson Avenue three miles distant from the school.

On November 1, 1954, the day after Michel became 15 years old, this first home-to-school communication system in the Province of Quebec went into service. For the handicapped lad it meant a near-substitute for actual attendance at class, the benefits of daily instruction on the same basis as other pupils, new hope and confidence and a sense of "belonging". For educational bodies and

others in this region concerned with child welfare and progress, the inauguration of the system has great significance.

Michel, an unusually active and healthy child until stricken by polio, has been forced to lead a restricted life since the illness affected both his legs. But despite partial paralysis and the onset of several other diseases, he was able to attend school for a few months of each year until late in 1953. Then he contracted jaundice. Two months later he went through the ordeal of having seven incisions made in his left leg. After weary weeks of convalescence he regained a measure of health, but medical advisers told his parents, Mr. and Mrs. Aimé Robitaille, that the boy could not go to school this term.

Anxious because Michel had already lost grades as a result of his illness, the Robitailles were delighted when the Kinsmen offered to provide the magic box which unites him with his classmates.

Now that he can "go to school" through-



Few pupils could be more eager than **Michel Robitaille**, 15-year old son of Mr. and Mrs. Aimé Robitaille, 4644 Wilson Avenue, Montreal. Because of the crippling effects of poliomyelitis he cannot attend classes but overcomes his handicap with the aid of a school-to-home communications system, the first installed in the Province of Quebec. The small, box-like device beside his bed is connected by telephone wires to a similar instrument in the Grade 7 classroom at the School for Crippled Children, on Cedar Avenue. **Walter MacDermott**, president of the Kinsmen Club of Montreal, which donated services of the two-way loudspeaker system, is shown with Michel discussing the new method of learning.

out the term, Michel is beginning to think of his future vocation. He is interested in things electrical or mechanical, and has some aptitude in mathematics.

The two-way loudspeaker system, a product of the electronics and telephone industry, offers valuable aid in the solution of the difficult problem of teaching other homebound students. In similar cases in the past, even the most highly qualified home teacher could hardly accomplish as much with a pupil in a few hours a week as the teacher in the classroom. With the two-way communication system the child can hear discussion in the classroom by the teacher and students. When called upon to recite or participate in group or class discussion, the shut-in can snap a switch and talk to the class. So sensitive is the microphone in the small brown box in the classroom that even the scuffling of feet, the whispers of other pupils and the ticking of a clock can be heard by the homebound student.

The history of this technique of lessons by remote control begins in the Bell Telephone Laboratories before the Second World War when the Laboratories undertook research to develop special communications equipment for the armed services. Inevitably the potentialities of such equipment for education were recognized. After the war, Bell Laboratories co-operated with Executone Incorporated, manufacturers of electronic communications systems, in adapting the design of inter-office equipment for school service. Since that time the use of such units linked by telephone lines has spread to a number of centres on this continent, including Toronto and Montreal.

A student of history might find the use of telephone facilities to aid handicapped children a demonstration of the fitness of things, for Alexander Graham Bell's invention of the telephone arose out of his humanitarian desire to assist the hard of hearing. The inventor was the third generation of Bells to work on behalf of handicapped persons. His grandfather Alexander Bell, a Scottish elocution teacher, set out to help children afflicted with stammering. His son, Melville Bell, carried on his work and broadened it to include teaching deaf mutes to speak. He invented an alphabet of visible speech which won him fame.

The inventor himself, who became a professor of vocal physiology, was inventing a "phonograph", a device to help guide the deaf more precisely in the forming of sounds, when he sensed that all mankind was deaf; that even those with normal hearing were rigidly restricted in the distance they could hear. This set him off on a course of experimentation which resulted in the telephone.

**Dr. Lawrence P. Patterson**, Director of the School for Crippled Children, commenting on this new procedure to **Quebec Home and School**, said, "We are well pleased with this experiment. Both Michel's teacher and parents report that he has taken a new interest in life and is working hard and conscientiously to keep up with his studies. A student of our School for seven or eight years, Michel's latest illness really was a severe blow to him as it threatened to leave him behind his class."

Asked if the experiment would be extended to others, Dr. Patterson replied, "If your readers know of any English-speaking child—English-speaking because our classes are in English—who would benefit by such an arrangement as we have for Michel, the School will be delighted to hear from them. I believe the Kinsmen's Club, too, will welcome the opportunity of helping others like Michel."

Any questions in connection with the foregoing statement should be addressed to Dr. Patterson.

And now, the most exciting news in the field of educating the handicapped children, to which Dr. Bell was dedicated, is the recent application of his invention to help homebound, handicapped children.

## EDUCATION WEEK

will be observed across Canada

MARCH 6 - 12

*"Education - Everybody's Business"*

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

## OLD PROS (cont'd)

told and that is that they are dictatorships, and dictatorship in any form corrupts. It matters not who it is, or where it is, whether in government, at a high or low level, in a social or other group, or in Home and School, a person who is placed, or attains in any way, a position of power over others from which he cannot be removed, however good his original intentions, sooner or later begins to believe he is infallible, becomes arrogant, and considers any expression of opinion contrary to his own, a personal affront. To paraphrase a famous saying of Abraham Lincoln, a man may be right about many things some of the time, and he may be right about some things all of the time, but no one man is right about everything all the time.

Yes, our children must be told about freedom of speech, and of the press, freedom of religion, freedom from want and freedom from fear. They must be told about the precious right to vote, and that by means of it they can change governments, for there is no doubt we get the kind of government we want, despite election machines, gangs or corrupt politicians. They must be told about our system of administering justice; that they cannot be jailed at the whim of some official; that they cannot be arrested without a warrant, which sets out clearly what the charge is; that, if arrested, they cannot be held in custody for more than twenty-four hours without being brought before a judge; that they are presumed innocent until proven guilty; that they are entitled to a fair and public trial by twelve of their peers, called a jury; that there are courts to which an appeal may be taken against conviction; and that these very courts are the guardians of the rights of the individual not only when he is arrested, but every day and all the time, since they have the power to declare a law, whether federal, provincial or municipal, non-existent, when these governments exceed their jurisdiction under the constitution.

These are only some of the positive things our children should be made aware of, and we are the ones to teach them these and the others. But to teach we have to know, and to know we have to learn and remember, and when we do we can become articulate and confident old pros instead of just uncertain old maiden antis.

---

One woman to another: "Well, I'm surely glad I got my children raised before there was any such thing as adolescence."

Crossing the street is a gamble. You never know what hospital they'll rush you to.



## REGIONAL COUNCILS (cont'd)

promotion of a good health and welfare program.

The fourth and concluding group discussion on the subject, "What contributions can Rural Associations make towards improvement in our home and school magazine?" was led by **G. P. Hawke** of Farnham.

When the Conference adjourned those attending moved on to the St. Johns Golf Club for dinner when **D. Walkington**, Executive Vice-President of Federation, pinch-hitting for President Reuben Resin who was ill, spoke on "Home and School". It should be added that the members of the St. Johns High H & S.A. served afternoon tea at one of the 'breaks' in the meeting proper.

Another example of a Conference program is that of the West End's 4th Annual Conference, held the evening of Thursday, October 21st. This was attended by representatives of the 15 Associations comprising the Council. Since this Council has held more of these annual get-togethers than any other, it has been over a number of subjects more than once and has employed several group techniques very successfully.

For this fourth occasion **Mrs. I. Stuppel** extended the welcome and then introduced the Presidents of the member Associations to the gathering. Federation President **Reuben Resin** spoke briefly on, "Regional Councils and Federation"; **Mrs. F. E. Brydon** outlined plans for the Greater Montreal Music Festival in the Spring of 1955; Past President of Federation **L. Mowbray Clark** reported in brief form on, "The National Federation"; and **Mrs. S. Shuster** described plans for "Quarters For Headquarters".

Following these short talks a "workshop", conducted by **Mrs. P. J. L. Dow**, was held on "Program Planning". While this was in session another group met for a panel discussion on "Conduct of Meetings and Duties of Officers". Refreshments were then served following which three short films, "Age of Turmoil", "Frustrating Fours and Fascinating Fives" and "Sociable Sixes To Noisy Nines" were shown and discussion on them led by **Mrs. R. D. H. Heard**.

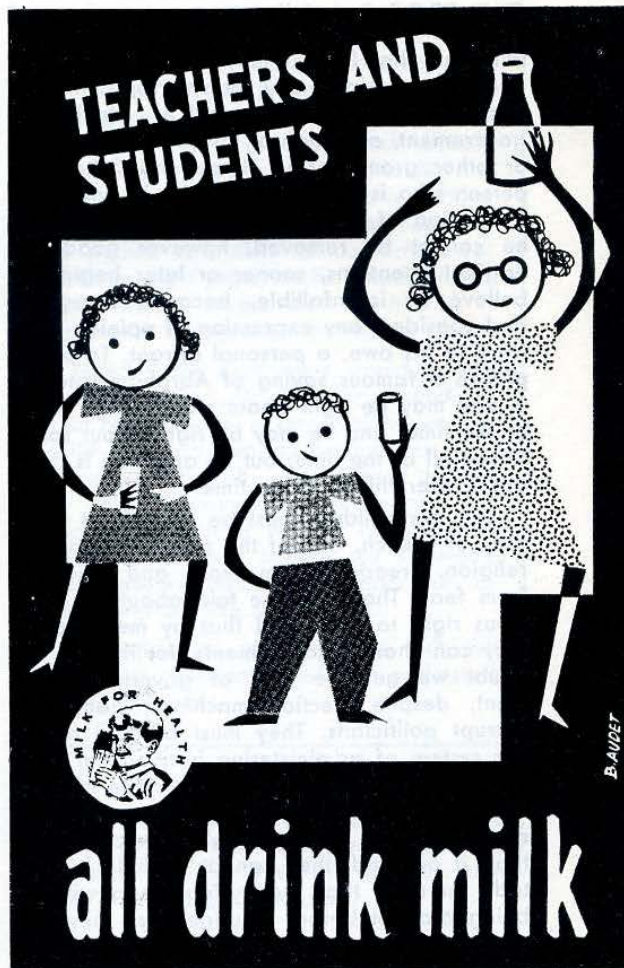
Other programs might be outlined here but the foregoing examples of a rural and an urban conference suffice to show what takes place and how they are conducted. Although the program is usually designed for the benefit of officers of the Associations, such a Conference is open to all those interested and the welcome mat is always out to the general membership of the Associations to attend and participate. Indeed, it is always the regret of those organizing these Conferences that more of the general membership don't avail themselves of the invitation and thus get better acquainted with the work of the Councils.

### What Makes Them Tick?

The keynote of success, as anyone connected with a Regional Council will testify, is co-operation within the Council. If a local Association joins a Council intent on having some purely local problem become the most important item on the agenda, trouble can result. The Council can be disturbed and its major works disrupted. The Association, not getting its own way, may resign with nothing accomplished. On the other hand if all Associations within a Regional Council work together sympathetically much can be done.

Of course, the leaders a Regional Council develops are prime factors in its success. Working not with one group but many, the officers and other leaders must demonstrate the qualities of leadership including tact, ability to get others to work harmoniously together, and so on. It is interesting to note that Federation's Immediate Past President, L. Mowbray Clark, came up to Federation circles through his active participation in the West End Regional Council and Federation President Reuben Resin was the North End Regional Council's first president, back in 1948. Many another leader in Federation has progressed through Regional Council office to the Provincial level.

Finally, there must be in the local Associations represented in a Council a firm and strong belief in that fundamental aim, expressed by Mr. Carson Cross as, "making our school communities better places in which to live and to bring up our children."



### Films vs Books

Not long ago, Teaching Film Custodians, an organization sponsored jointly by Hollywood and important educators, made a test with two groups of students in a St. Louis high school. One group was shown a twenty-minute excerpted version of Robert Louis Stevenson's *Kidnapped*, a 20th Century-Fox movie. Another was given the conventional discussion of the book by their teacher. Neither group had read the book before. Results showed that a surprisingly large percentage of those who saw the movie lined up voluntarily at the school library to borrow the book, far outnumbering those in the other group. And of the total who read the book, the movie-plus-book group tested higher on knowledge and critical appreciation.

Woman's Day.





LILIAN D. EVANS

## YOUR "QUARTERS FOR HEADQUARTERS" CAMPAIGN

This month your National Headquarters will be officially opened.

"My National Headquarters? What do you mean?" you say.

Well, as a member of a local Association you are automatically a member of Canada's largest voluntary organization, the Canadian Home and School and Parent-Teacher Federation, Inc. It's your Headquarters building that is being financed by the "Quarters For Headquarters" campaign which for Quebec Federation opens this month.

Here's how the Executive of **Sarah Maxwell H & S.A.** feels about this Headquarters:

"In connection with the Quebec H & S drive for funds to cover the cost of the National Headquarters Building, our Association has voted to forward the entire amount in one cheque.

"We are very proud of the National Headquarters Building and feel that in the ten years of H & S in Quebec that we have made tremendous strides. Our Association is very happy to feel that in sending our small share we are helping it on its way."

Sarah Maxwell H & S.A. was the first to fill its quota of twenty-five cents per member. **Maple Hill H & S.A.** was the second!

Three private contributions from the public have also been received, showing how the interest in the Campaign is spreading.

Different Associations are working toward their goal by many means — using the refunded quarter from their magazine subscriptions to swell their fund — having small cardboard buildings as coin receptacles at each meeting backed up by striking posters and attended by charming ladies — putting on a white elephant sale at the close of a regular meeting — and so on.

\$5,000 is Quebec Federation's objective. How rapidly can we achieve it?

### INDEPENDENT SCHOOL (cont'd)

individual for his group must find its balance in the respect of the group for the individual. Both at Pickering College and at Kent School, where I now teach, I have noted the flowering of individual blooms. Boys are not hounded because they are different. Indeed, these colorful characters give a school community vitality and interest; they add that important touch of paprika. And in later years adult society will need them; from their ranks will come the creative thinkers who will push beyond the frontiers in the future. Every good independent school aims to produce a few intelligently mal-adjusted individuals.

Finally a word about the second feature of independent education that seems to me specially significant. This feature has to do with religion. Freedom for religion is to me the most important asset of the independent school. In public schools, "freedom of religion usually means freedom from religion". But I regard religion as a basic part of education; it is not merely the special concern

of ordained clergy. I want my children to have an education that includes religion. Every parent has a right to make this choice, but I am of the opinion that the basic principles of Christianity must be a part of the teaching that I want my children to receive. At a time when thinkers everywhere feel that the basic problems of our generations are moral and spiritual, the religious aspect of education becomes especially important. I have heard headmasters say that the chapel is the most important building on the campus; and I have seen, both at Pickering and at Kent, that the worship of God is the most important activity that takes place in a Christian community.

Other things, some good and some bad, have been written about independent schools. Like public schools, they have their faults. Some say they are snob factories, and I regret to report that there have been grounds for the statement. But snobs are where you find them, and they are not all in independent

(continued on page 20)

**R. H. Jeacock**

reports on

## THE NATIONAL HOME AND SCHOOL FRONT

Mr. Jeacock is Chairman of the Public Relations Committee of Canadian Home and School & Parent-Teacher Federation Inc.

### A Word From Our President

Following discussion of the report of the special committee on the "Shortage of Qualified Teachers" at our 1954 annual meeting, it was recommended that we explore the possibility of setting up a joint committee of representatives from the Canadian Education Association, Canadian Teacher's Federation and Canadian School Trustee's Association to study with us the teacher shortage question on a national basis. I am happy to report that all Associations at their respective annual meetings, endorsed this recommendation.

In our last Newsletter, an appeal was made to provincial federations to exert every effort to raise the balance of their quota towards Headquarters by next annual meeting. I would like to suggest that all Presidents come to the Official opening of Headquarters, which will be held during the 1955 Mid-Term meeting of the Executive in January, *with cheques in hand!* I am convinced that this is possible.

During the past few weeks I have attended many association bazaars and fairs and made note of the proceeds. Since the beginning of associations, thousands, and I can safely say millions of dollars have been contributed to school equipment. A very worthy cause. I am sure that our associations for one year, would be willing to endorse their faith in their own Federation by contributing their 25¢ per member to headquarters. Why not put it up to them?

While on "holidays" I was invited to attend the opening of three new schools on Vancouver Island and to attend a dinner for the Minister of Education for British Columbia. I was invited to speak on the work of our Federation, and as I felt pride in the new schools, a similar excitement came from within in being able to announce our own Headquarters and the faith I had in our members that it would be truly our very own — soon.

**LILIAN D. EVANS**

### Audio-Visual Education

Your National Chairman is greatly appreciative of the splendid co-operation received from all Provincial Federation Audio-Visual Aids Chairmen and other officials, on Radio Home Listening Survey.

More than 13,000 questionnaires went out last month to all Provincial Audio-Visual Aids Chairmen.

Opportunity to report on the 1954 "School for Parents" Series by Dr. S. R. Laycock, "The Way of a Parent" series completed this spring, "Kindergarten of the Air" as well as the experimental school telecasts, was thus presented in November.

### Advance Information

The January-February 1955 issue of "Canadian Home and School" will be based on School Education. It will contain material on Education Week.

A digest of the report, as related to school education from the study undertaken by the Canadian Mental Health Association last winter, will also be found in this issue. This report resulted from the study in which various national organizations were asked to submit answers to two questions, i.e.:—

1. What changes in practice during the last ten years does your association feel have affected the mental and physical health of children?
2. What practices would your association like to see changed, continued, or expanded as an aid to the improved mental and physical health of children?

Members of our Federation were contacted and contributed in this effort.

The March-April issue will feature Parent Education.

The May-June issue will be "A Home and School Round Up".

### National Health Week

The dates for the eleventh National Health Week are set for January 20th to February 5th, 1955.

## Footnote

to last month's

## "WHAT'S BEING DONE TO SECURE TEACHERS?"

A statement by **Dr. W. P. Percival**, Director of Protestant Education, Province of Quebec.

AT THE recent meeting of the Protestant Central Board of Examiners, 327 applications were received for admission to teacher training institutions. Of these 225 were from schools under the Protestant School Board of Greater Montreal, 71 from all the other high schools of the Province and 31 from private schools and schools located outside of the Province of Quebec.

Of the 279 applicants to Macdonald College who come directly from our high schools an analysis shows that 194 were from schools under the Protestant School Board of Greater Montreal. Of these, the High School for Girls, Montreal, supplied 39. This school was followed closely by Strathcona Academy from which 36 graduates applied. From West Hill School there were 28, from Baron Byng 24, from Westmount 18, from Mount Royal 12 and from the other six high schools under the Protestant School Board of Greater Montreal there were 37.

The schools outside of Montreal, however, sent very few applicants. Of the 48 high schools outside of the Montreal Central School Board area, candidates applied from only 28 leaving 20 high schools from which not a single candidate applied. Moreover, from 11 of these 28 schools there was only a single applicant. The majority of the applicants

from these high schools came from Chambly County (St. Lambert), Lachute and Quebec, each of which supplied 6. Knowlton was next with 5 and Noranda supplied 4. Other high schools supplying candidates were Bedford, Bury, Cookshire, Cowansville, Drummondville, East Angus, Granby, Hemmingford, Howick, Hull, Kenogami, Macdonald College, Magog, New Carlisle, Percival County, Sawyerville, Shawinigan Falls, Shawville, Sherbrooke, Sutton, Theftord Mines, Waterloo, Wakefield.

It is significant that the High School for Girls in Montreal and Strathcona Academy supplied 75 applicants while all the schools outside of the Montreal area together supplied only 64.

In the schools outside of Montreal there are over thirteen hundred teachers. If all these rural schools can produce only sixty-four candidates for teaching, one wonders how they will be able to obtain a supply of future teachers.

A great deal of discussion took place at the meeting of the Central Board of Examiners concerning this matter, and I was asked to bring the facts to the attention of the public. The fact was mentioned that salaries outside of Montreal compare favourably with those within the city.

Reserve these dates now for the  
big event of the year —

### THE ANNUAL MEETING & CONFERENCE

of the  
Quebec Federation of Home and School Associations  
on

**Friday and Saturday, May 6 and 7**

at  
McGill University, Montreal

## Presidential definitions of

# THE OBJECTS OF HOME AND SCHOOL

At the 1954 Annual Conference of the Canadian Home and School and Parent-Teacher Federation Inc., the Presidents of 8 Provincial Federations each defined one of the Objects. One or more of these brief articles will be reproduced in each issue of this magazine.

Object 2 — by H. H. Simpson, President, Nova Scotia Federation.

### **"To raise the standards of Home Life."**

It is no mere coincidence that this object follows immediately the overall statement of purpose of the Home and School and Parent-Teacher movement as stated in the first object — "to promote the welfare of children and youth".

No institution, or group of institutions, in our society can exert such an influence for good or ill on the child. The home not only is the first teacher, it remains a continuing source of instruction, of inspiration, of understanding, as the child goes out to meet the problems of life. The permanent place held by a good home in the memories and affections of the adult is evidenced by the desire to return for special occasions, and for the renewal of that happy relationship that can be found nowhere else in our experience.

We live in an age in which home influences, particularly during the teen-age years, are being subjected to pressures often unhealthy, from outside the home.

What can Home and School do to maintain and raise the standards of home life? Space will only permit a listing, without comment, of three approaches:

1. Sponsor or get others to sponsor under competent leadership, and in healthy social surroundings, courses in home-making for single young adults, and for young married couples. Emphasis on enduring values, standards — moral, cultural, social, preparation for family responsibility including pre-natal and baby care.

2. Study groups, etc., for young parents with pre-school children.

3. More emphasis on Parent Education program of Home and School, with practical as well as theoretical and psychological approach.

A community's influence is the sum total of the influence of its individual homes. A program based on the above suggestions, beginning with the parent-to-be, is forward looking and constructive.

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## INDEPENDENT SCHOOL (cont'd)

schools. We had them in my high school, and I doubt not that they are present in almost every school. If an independent school has nothing to offer but snobbery, it will last only as long as there are enough snobbish adults to support it.

Some say that independent schools are undemocratic. I think that they are about as undemocratic as a taxi or a tailor-made suit. In a democracy, you can take a taxi if the bus is too slow or too crowded or if its route is not sufficiently direct; you have the right to buy a tailor-made suit if you can't get one "off the hook" that seems to fit; and you have the right to send your child to an independent school if you feel the school meets his needs.

All you need is the money. And this brings up an unfortunate fact; independent schools are expensive. Every headmaster of every independent school regrets this. Most schools give scholarships and bursaries to the limit of their financial ability, but resources are limited and budgets must be met. The big

problem of the independent school is to enrol the students most likely to make full use of what the school has to offer. These students are not necessarily the sons and daughters of the wealthy.

In the United States, some highly endowed schools have a full-time staff member whose job is to seek out for enrolment students of quality, regardless of their financial status. My present school, Kent, has a rather unique solution to the problem. There is no set fee at Kent. Once a student is accepted, his parents decide in consultation what they can afford to pay. The amount may be five thousand dollars, or it may be nothing.

Canada should be proud of her independent schools. They have served her well in the past, and they will continue in the future to add variety and strength to the public educational systems of her provinces. Which should it be for your child? Public school? Private school? Although I'm strictly a public school man myself, I'm glad that my children had some of both.

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

**Ask them!**

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

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

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

**Parent Education:** Mrs. R. D. H.  
Heard, 5781 Somerled Avenue,  
Montreal.

**Mental Health:** Mrs. O. Doob,  
4645 Sherbrooke W., West-  
mount.

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

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

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

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

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

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

## **FARNHAM HEARS BROME COUNTY SUPERVISOR Novel Variety Show Proposed**

A THOUGHT-PROVOKING address by **J. Ed-ward Perry**, Supervisor of Brome County Consolidated Schools was heard by the November general meeting of the Farnham Home and School Association.

Mr. Perry broke away from the traditional three R's and chose to discuss the three S's in education which he listed as Security, Social Acceptance and Success. He showed that the influence of home environment is a much more potent factor in the attainment of these three goals than anything that the schools can give to the child. He suggested that all parents give serious thought to development and maintenance of a happy, harmonious and tension-free atmosphere in family life.

For the child, a sense of security is all important. Conflicts between father and mother, from whatever cause, rob him of that birthright. From his wide experience in school work, Mr. Perry cited examples of children whose healthy adjustment to society had been hampered by chronic family disputes over finances, marital infidelity, or child discipline.

Social Acceptance, he indicated, was based upon conformity to certain broad patterns of behaviour which differed for the two sexes. Where a father, frustrated in his desire for a son, taught his daughter to think and act according to the male pattern, his training would, almost inevitably, lead to her social rejection by future associates. Similarly, a boy, subjected to the excessive protection and admonitions of a doting mother, was likely to become so effeminate as to be socially unacceptable to his contemporaries.

Success, said Mr. Perry, meant many different things to different people, yet success in some activity or other was essential to the happy development of every child. A sense of achievement, the feeling that he is an important member of his social group, is as necessary for the happiness of any individual. Each parent should see that his child is given every opportunity to excel in some activity, whether it be art, sports, handicrafts, school work or household chores. The poor little rich boy who is given an allowance adequate to fulfill his every desire and who finds a servant at hand to perform every essential task, may be very unhappy indeed, because he finds no place where his efforts are needed or appreciated.

*(continued next page)*

Dr. S. R. Prince thanked the speaker.

At the business session, which preceded Mr. Perry's address, **Masato Hayami**, of the executive committee, presented a very interesting and timely offer from the Japanese families who are members of the Association. They proposed to produce a wholly Japanese variety show which would include such items as Japanese music, dancing and judo, flower arrangement for which the Japanese are justly famous, and an exhibit of handicrafts

from schools in Japan which Mr. Hayami believes he can secure through the Japanese embassy. The last of February or the first part of March was suggested for the show, the exact date to be determined later. This kind offer was eagerly accepted by the members present, and **Neil Longtin** consented to head a committee to arrange for hiring a hall, providing publicity and selling tickets.

**G. P. HAWKE**

**Lois Callan.**

reports on

## PARENT EDUCATION

PROGRAM conveners who have used the "Temperate Zone" plays by Nora Stirling in their program planning are well aware of their popularity. This type of entertainment enables all members of the association to participate because the theme of the play is always provocative and stimulates discussion at its close.

Another short play by the same author entitled "And you never know . . ." is now available, and is recommended by the parent Education Committee if you have a drama evening in mind. Like the three plays in the Temperate Zone series, "Scattered Showers", "Fresh, Variable Winds", and "High Tension Area", this is intended for amateur performance by community groups. It is simple to produce, since no scenery is required, and only a small cast of four, three adults and one teen age girl is needed.

The situation dealt with introduces us to the Hollis family, Tom, Eleanor and Margaret. Another daughter, Jean, is included but does not appear in person. A narrator introduces the play. As in the earlier "Temperate Zone" plays, the little domestic scene is one which could happen in any normal family with growing children, and points out how a problem might develop under our very eyes, with some members of the family quite unaware of it,

and others too aware, or with a onesided viewpoint. All confusion is cleared up eventually through better understanding of each others' feelings in the matter, not initiated wholly by the adults in this case, for Margaret has some very trite and amusing pokes that the audience love. It is always humorous to see some other parent enlightened through their children's insight. In fact it is this identifying ourselves with the characters in the play that make the subject, the normalcy of hostile feelings acceptable, and such a popular choice.

The St. Lambert Thespians put on "And you never know . . ." at the November meeting of the St. Lambert Home and School, and gave a very productive evening, both in the entertainment and the discussion which followed after. The Association is grateful to them for this play as well as the previous presentations in this group, all of which they did exceptionally well. But even if your association is not as fortunate as St. Lambert in having a competent dramatic society, the play is well within the powers of members of your own Home and School, and guarantees a lively evening.

Information regarding copies of the play may be obtained from **Mrs. G. B. Clarke**, 182 Desaulniers Blvd, St. Lambert, Mtl 23. Notify Mrs. Clarke at least two months in advance of your meeting, to enable her to arrange for trained leaders to take discussion after the play.

## ABOUT OURSELVES

This is the fourth issue of **Quebec Home and School** so that we are half way through our job of bringing you news and views of home and school importance together with articles we think you'll find interesting as well as informative. Probably this piece should have been written for the October issue by way of introducing myself but I decided it would be better to let these first four numbers do that.

The aim of **Quebec Home and School** is to make the general membership of our Federation better acquainted with the organization. In October we had an article which gave a brief outline of how local Associations, Regional Councils and Federation, itself, work. The November issue told something about some local Association activities; December examined a subject, teacher recruitment, which is being studied by a Federation committee, and in this issue we take a look at Regional Councils, and also at the successful "Home and School On the Air" program.

**Quebec Home and School** aims, too, to bring the average member articles of a helpful nature, such as "Is My Child Normal" in the November issue and "Fluoridation For Our Children's Health" in December. There is also "The Independent School: A Needed Contribution" in this issue.

"Rough Notes" has been hailed already as one of the brightest features to grace a magazine of this type and its aim is to talk about people you know or would like to know in home and school affairs and to become as much a part of a reader's reading habits as the local newspaper is.

And there is the ultimate aim of **Quebec Home and School** — to bring you readers just as much news of the thinking and doings of the local Associations as possible! This is the most difficult task of all because while I can dig up facts, do research and write articles it is impossible for me to cover the Province learning what goes on in 132 Associations.

How about each local Association appointing one of its members a reporter for the Magazine? Perhaps the Corresponding Secretary or the Publicity Chairman is willing to take on this extra chore but a member selected and desirous of giving his or her Association its full share of, and rightful place in, the limelight in **Quebec Home and School** could do a marvellous job. Ask your local Association President to take **action** on this **now**, won't you?

This can be a great magazine — with your co-operation! Can I count on it? Thanks!

**The Editor.**



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