

QUEBEC

HOME AND SCHOOL

MAGAZINE



In this issue . . .

- **Conference Highlights**
- **Religion in the Schools**
- **Association Highlights**
- **Aim at the Brain**
- **Rough Notes**

VOL. VIII, No. 1

• **MONTREAL, QUEBEC**

• **OCTOBER, 1955**



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QUEBEC HOME AND SCHOOL

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THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS
3508 Walkley Ave., Montreal 28.
WALnut 9251

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DOUGLAS WALKINGTON

THE PRESIDENT REPORTS TO YOU

THE EDITOR tells me that one of the more important jobs of the president is to write something for each issue of the Magazine. For my initial effort I would like to share with you some of the happenings of the early weeks of my term and some of the prospects for Home and School in the season which is now beginning.

I am sure you will want to join me in paying tribute to Reuben Resin. It is fortunate that as past president his counsel, his enthusiasm, his belief in the objects of home and school will still be available to inspire us. It was a real honour to preside during the closing minutes of the annual dinner as Mowbray Clark presented the tray, emblematic of the Past President's award to Reuben and Leslie Buzzell presented the Buzzell Award to Evelyn Grieve, another hardworking member of Quebec Federation.

It was a rather happy chance that the first Association I visited after election was my own Hudson High. The remarks I made on that occasion were very brief as I was competing with the school public speaking finalists.

Don Allen took advantage of a radio committee meeting to tape an interview with the new president, but the main business was the planning of the June and September programmes for "Home & School On the Air". This committee did a fine job during the past winter and appear to be off to a good start for the coming season. By the way did you see the pictures of Don and his bride in the

(continued on page 11)

OUR COVER

This picture of children learning traffic safety rules through play — an activity of the Parks and Playgrounds Association this past summer — serves to remind us that it is our duty and responsibility as parents not only to teach our children traffic safety but to set on an example for them ourselves!

Picture by courtesy of The Montreal Daily Star and Canada-Wide Features.

Gladys Tall Taylor

suggests we
should

AIM AT THE BRAIN

IN THESE days of longer life expectancy — barring hydrogen bombs, hit-and-run drivers and heavy eating, that is — it seems that every conscientious parent is forever shooting a serum of one kind or another into his child, be it via the arm, leg or unmentionable. As a result every normal post-Georgian baby is as "shot" conscious as a deer in hunting season.

You don't believe me?

Then just watch them — the babies, I mean! From the time they're six months old they cringe at a darned needle (for a girl this could be hereditary), and scream at the first antiseptic whiff of a doctor. By two years of age they've had shots for whooping cough, diphtheria, tetanus and small pox, possibly measles if they've come within a deep breath of the red plague and doubtless one or more shots of the wonder drugs for things our grandmothers were either blissfully unaware of or cured with a flannel rag and a liberal layer of goose grease.

But how often do we shoot them where it might do the most good — above the neck? How often do we draw a bead on the brain, let us say? In my opinion — a good book, a fine piece of music or a thought-provoking T.V. program might be just the antibiotic needed for a potentially delinquent juvenile.

"So what!" you say, "I'm not raising a potential delinquent — the questions he asks, I sometimes wonder if he's a potential juvenile!"

All right. But just for the sake of argument suppose you were. Then what? If you needle him then you'll want to know how, what, when and where — and how much it is going to cost.

So we'll consider the cost, everybody does. Well, the cost of this particular serum is negligible. In fact, not being the sulphabonanza type of thing our doctor wallows in every time he puts his moist little pencil tip to his hot little prescription pad, it is probably the cheapest commodity on our

inflated, padded and bankruptcy-modelled market. As a matter of interest it's easier come by than Russian propaganda or American "Break the Bank" riches. What's more if plus 5% of it ever got past the first brain cell it would probably split your *cerebellum* from gray matter to *medulla oblongata*.

You don't need to worry, however, that never happens. Of this serum, learning fluid you can call it if you like, more than 95% drips off us like rain water off a down-bent cabbage leaf. Why? Probably because, as with Grandma's castor oil, we've been slugged too hard and too often.

Well, our youngsters are developing the same reluctant brains to much of the stuff they are swamped with in their reading and studying today. As a result they are resisting us, perhaps subconsciously but resisting just the same, so much so that however we present it, what we present, becomes nothing more nor less than something to transfer from a book to a notebook, possibly to a handy cuff and finally to an exam paper. It never really gets past their pencil points. And that, if you want to turn philosophic for a moment, is probably one of the great tragedies of our age. We have so much to give our youth and so little of it is getting through.

At this point then you may well ask why so little is getting through considering the mounting educational budget to say nothing of the new school you bought your town last year — you must have bought it because that figure on your tax levy is the cause of your hip-pocket twinges. I say that you are at fault because you, and I, too, in an age of specialists, have left most or all of our children's education in the hands of general practitioners!

You are a specialist

Mind you, these general practitioners, teachers, ministers, writers and what have you, are doing a good job. I wouldn't belittle it for a moment, but — and I say this at my own peril — I do not think they are up to the specialization demanded of this age. My

contention is that when a child breaks out in a rash of "I hates", history, homework, the kid next door or the colored boy on the bus, it is time to call in a specialist. And that specialist is you. Why do I call you a specialist? Because true specialization implies not only knowing your subject but the object of your subject as well — in this case your child. And who knows him better than you do? In fact not only do you know him, you also know his Achilles heel. I suggest we make it a practice to always aim there!

And now to get down to the brass knuckles. We realize of course that every child is vulnerable in a different spot and that being so, we can't hope to cover them all. Therefore I have chosen a few of what I consider their most common vulnerabilities and suggest the needle I would use for each of them.

First, homework. The needle I would recommend here is "Concentration-plus". Most parents fall down at this point usually hamstrung on that four-pronged dilemma loosely labelled entertainment—radio, record player, television and TELEPHONE! Don't! Let your young Churchills, Eisenhowers and Madame Pandits mombos their way to the homework nook if they like but once there make "concentration-plus" the rule, the inflexible rule. If you do, they'll get more out of their homework in less time, you'll get a chance at the phone and last, but by no means least, they'll have developed an ability to concentrate for which they'll thank you the rest of their lives. How many people do you know, off hand, who can really concentrate?

Next the studies themselves. How many of you, when your son groans, "I hate History", automatically answer, "Yes, Son, I did too." and then burrow deeper into the Mickey Spillane you picked up on the way home from work? I suggest you proceed to tell Junior about something in his history book which you lived through — one of the wars, the depression '30's, even the signing of the Yalta agreement. Tell him the songs you were singing then, say they were dancing the Charleston for the first time, then. Tell him that was the year Turk Broda put Brandon on the map and half the broad-beamed boys in the country between goal posts. Tell him how Dad took the wheels off the car (he couldn't buy gas for it anyhow) and put them on the wagon to make a Bennet Buggy. Tell him his Grandmother was reading Martha Ostenso's *Wild Geese* behind her apron because her sex-education was still pre-Amber. Tell him anything so long as it is interesting. If it is interesting, history will be interesting too — and your "allergic-to-history" needle will have hit the spot.

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Then how about ambition? Ever needle them there? Not long ago I asked my teenage Sunday School class what they planned to be. Only one knew, a teacher. The others had simply no idea whatever where they were going. Unfortunately as you all know, we're badly overstocked with such "Happy Wanderers" now. I asked this same class to name the three most famous women in the world. One of them named Mayor Charlotte Whitton along with Queen Elizabeth and Eleanor Roosevelt. Now some might say that a good press had given that girl an exaggerated opinion of Miss Whitton's importance. Perhaps it had, but I still think Miss Whitton is the best shot in the ambition any Canadian girl could have. My only regret is that there aren't more booster shots.

Next, culture — so called. Let's take music. How about buying one good record a month and exposing your family to it? Offer the smaller children a reward if they can name some of the pieces. Do this for six months and then don't buckle at the knees if you find your young hopefuls leaving Hit-Parade Harry to the disc-jockeys and laying down their allowances for something from the three B's — and I'm not beating my black keys over Boogie, Bop or Bing's son Gary!

(continued on page 15)

CONFERENCE HIGHLIGHTS

THE ANNUAL MEETING and Conference, held in the Physical Sciences Centre of McGill University on May 6th and 7th was one of the best attended to date. Mrs. C. E. Woolgar, Chairman of the Conference Arrangements Committee, announced that 98 Associations were represented by 228 Representatives and 190 Delegates. Additionally there were 46 visitors to bring the total attending to 464. It was pointed out that the 48 "off the Island" Associations by having 119 Representatives had — for the first time! — outnumbered the "Island of Montreal" locals whose 50 Associations had 109 Representatives on hand.

New Officers Elected

The entire slate of officers put forward by the Nominating Committee was elected. Immediate Past President L. Mowbray Clark, chairman of the Committee, reported with regret that only five Associations had responded to the invitation of the Committee to make nominations.

Our Officers for the 1955-56 year are:

President:	Douglas Walkington	Hudson High
Immediate Past Pres.:	Reuben Resin	Baron Byng
1st Vice-President:	Mrs. C. E. Woolgar	Rosemere Dist.
2nd Vice-President:	Norman W. Wood	Eliz. Ballantyne
3rd Vice-President:	Robert Calder	Lakeside Heights
4th Vice-President:	Mrs. S. Shuster	Herbert Symonds
5th Vice-President:	Mrs. H. R. Scott	Strathearn
Treasurer:	J. Wesley Parkinson	St. Lambert
Recording Secretary:	Mrs. I. Stuppel	St. Laurent High

The Directors elected were: Mrs. A. Burns (Ste. Rose), Frank Clayton (Valois), Mrs. E. M. de Courville (Elmgrove), Mrs. N. M. Galt (Dunrae Gardens), G. P. Hawke (Farnham), Frank Parker (Drummondville), T. M. Lawrence (Lachine), F. W. Price (Willingdon), Mrs. R. Strauss (Outremont), Mrs. T. K. Stephens (Three Rivers High), Miss M. L. Van Vliet (Tetreaultville).

At the first meeting of the new directorate, on June 6th, Mrs. B. M. Stark was appointed Corresponding Secretary to succeed F. W. ("Mr. Home & School") Price, the very popular and efficient, retiring officer.

Resolutions

Five Resolutions were presented by the Resolutions Committee and all passed unanimously although two were amended. A sixth was presented from the floor, debated and then referred to the Directors for study. The five resolutions will be found elsewhere in this issue.

Changes in Constitution

The very extensive changes proposed by the Constitution Committee were faithfully dealt

with and passed. A revised Constitution will be prepared and made available in due course.

Association Reports

As usual, the opening period of the Saturday afternoon session was devoted to brief reports from a number of Associations invited to cover "the highlight" of their Association year. Some of these Reports will be found in this issue, the balance will appear in subsequent issues.

The Closing Dinner

A capacity (there were more requests for tickets than tickets available, unfortunately) crowd sat down to an excellent dinner in the ballroom of the Ritz Carlton Hotel. Retiring President Reuben Resin as toastmaster was his usual good-natured self and carried out the program in masterly fashion. There were the presentation of greetings from other bodies interested in education, the installation of officers, presentation of the Buzzell Award to Mrs. Evelyn Grieve and of the President's Award to Mr. Resin and then the speaker of the evening, Dr. S. R. Laycock, gave a fine address.

WAKEFIELD REPORTS PROGRESSIVE YEAR

THE WAKEFIELD H & S.A. had 81 members representing 43 families. The attendance at meetings showed that more parents are becoming interested in the welfare of the School.

During the year several enterprises were undertaken including the redecorating of the school kitchen, the raising of funds for library extensions and for the Educational Loan Fund.

Two petitions were supported. First that the Local Council be urged to press the Provincial Police to authorize the appointment of a Special Constable with power to take action in any emergency. Second, that the petition from the Lower Gatineau Chamber of Commerce regarding vehicles passing stationary buses be adopted.

A committee was formed in April to study and prepare a Constitution to be presented for adoption.

The year's program consisted of films, playlets, panel discussions, speakers, and a sing-song.

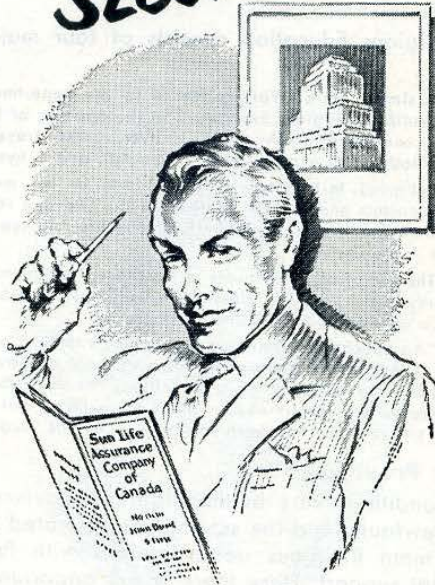
The final activity for the season was a basket picnic for parents, teachers and children held on June 11th — a truly home and school affair.

A REAL PROJECT

MRS. A. H. YOUNG, President of the B.C. Federation of H & S.A., wrote in that Federation's May-June magazine, "This emphasis on curriculum changes, to my mind, needs careful thought and study. It would seem that the general trend right now is to blame the curriculum for any seeming lack in what we feel should be the results of present day education. I like the plan of our National School Education chairman, asking for study groups in each association which starts at grade one. These would study all the books used in this grade and so become familiar with the curriculum. If we could get study groups to do this kind of research right through the grades, then we could talk intelligently about the curriculum, and might discover that it wasn't so much the curriculum at fault as that the present trend is to look for short cuts to an education."

Our Associations have the opportunity of a lifetime in accepting the invitation extended by Dr. K. R. Willis in his article "Catching Up With Curriculum" in the May issue of this magazine.

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SUN LIFE OF CANADA

Head Office — Montreal

RELIGION IN THE PUBLIC SCHOOLS

GEORGE C. PIDGEON, D.D.

THE GENERAL Synod of the Church of England in Canada issued the following statement in 1946:

Religious Education consists of four major parts:

1. A simple Act of Worship (called by the Department of Education "Religious Exercises") at the opening of the school, consisting of the Lord's Prayer, other prayers, Bible Reading (as a rule without comment), and a hymn.

2. Religious Instruction, a setting forth of the main story elements and general contents of the Old and New Testaments, with special emphasis on the life and teaching of Jesus Christ.

3. The use of other elements in the present programme of study which can be classed as religious, of which there is considerable in all the Provinces.

4. "An education permeated throughout with religion." There is much more of value in this admirable statement, but these are sufficient as a definition. The first, third and fourth are recognized in all the Provinces, but in many places there has been difficulty about the second.

The Provinces

Conditions vary in the different Provinces. In Newfoundland the schools are operated by the main Religious denominations with Provincial support. Here there is full opportunity for Religious Instruction. There is no provision for Bible Teaching in the schools of New Brunswick, Nova Scotia and Prince Edward Island, but the schools may be opened with the reading of the Scriptures (without comment) and the repetition of the Lord's Prayer. Worship and Religious Instruction are compulsory in the Protestant schools of Quebec, and in its School for Teachers the students are given careful preparation for both the conduct of worship and the teaching of the Bible. The Public Schools of Ontario shall be opened each day with Religious Exercises consisting of Scripture Reading and repeating the Lord's Prayer or other prayers approved for the purpose. Two periods per week of one half hour each are provided for Religious Instruction. Provision is made in the Teachers' Colleges for the training of their students in the conduct of worship and in the methods of Religious Instruction. The ministers of the different Churches are required to teach students of their own denomination the content of the Religious teaching which they will be required to give in their schools. The Education Acts of the three Prairie Provinces provide a half hour each day for Religious Instruction, but no provision is made in their Normal training for the preparation of budding teach-

ers to do the teaching. This is left to the Churches. The schools in all three Provinces are to be opened with Religious Exercises as in the older provinces. The schools in British Columbia are to be opened with the same Religious Exercises, but "otherwise the schools shall be conducted on strictly secular and non-sectarian principles."

Nowhere else do we see more clearly how our "Unhappy divisions" cripple the work of the Kingdom of God. Provincial Departments of Education and local School Boards will not tolerate attempts to bring sectarian differences into the schools, and to guard against such a possibility religion is often shut out altogether.

Officials Favourable

Over against this, however, are these features of the present situation:

The Ministers of Education and the officials in their Departments across the Dominion generally favour the teaching of the central truths and moral principles of Christianity in the public schools. They feel the need of the inspiration of true religion behind the ethical instruction and the upholding of ideals of citizenship in the schools, and they are ready to co-operate in this with the Churches whenever the Churches come together in this effort.

The major Religious Denominations are ready to co-operate in securing the teaching of those courses of Bible Study authorized by the Provinces. Inter-Church Committees are being organized in the different Provinces which can represent officially the bodies that appoint them. There is complete confidence between the Churches in this matter. The danger of misunderstanding and sectarian strife is thus reduced to a minimum.

Needs of Bible Teaching

There is a widespread awakening among our people to the need of Bible teaching. Religious illiteracy among our young people is startling. The Churches are doing their part in meeting this need more efficiently than ever, but their opportunities are so limited and their equipment often so inadequate that they need the co-operation of the Public Schools. There are thousands upon thousands of our boys and girls whom only the Public Schools can reach.

The ideal of Education is the discipline of the mind leading up to the upbuilding of character. We have had tragic examples in our time of the harm that mental development without moral training can do. In working toward our ideal, the home, the school and the Church must move together. ●

Reprinted from

THE UNITED CHURCH OBSERVER



MRS. B. M. STARK, Federation's new Corresponding Secretary, is a member of Rosedale H & S.A. Mrs. Stark is a graduate in Commerce of McGill, a former teacher of commercial subjects at Westmount Junior High School and at Sir George Williams College.

Quebec Federation's new office address is now —

**3508 Walkley Avenue
Montreal 28, Que.**

**And the telephone — it's listed in the July, 1955, book — is now —
WALnut 9251**

CHELSEA & WAKEFIELD ASS'NS JOIN CAMPAIGN

AS A community effort, Chelsea H & S.A. and Wakefield H & S.A. joined the Lower Gatineau Chamber of Commerce and La Chambre de Commerce de Masham in a traffic safety campaign. Thousands of leaflets were distributed of which the following was the message, printed in English on one side, in French on the other. The leaflet was attractively and strikingly printed in black on yellow paper.

"DID YOU KNOW?"

"That the Motor Vehicles Act of Quebec says it is forbidden to pass a stationary autobus that is taking on or discharging passengers. We bring you this notice with emphasis on stopping for a School Bus. It may save the life of your own child or a child of your community.

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LIVE TO BECOME TOMORROW'S
CITIZENS."**



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When our three delegates to the Annual Meeting of Canadian Federation of Home and School and Parent-Teacher Associations, held in Fredericton, N.B., en-planed they were in good company. From the top of the stairs down: Mrs. A. H. Young, President B.C. Federation; Miss B. Nicks, Chairman National Committee on School Education; Mrs. R. M. Sherk, President Ontario Federation; Mrs. G. C. V. Hewson, Editor of Canadian Home and School Magazine; Mrs. E. A. Mounce, National Treasurer; Mrs. Runa Woolgar, Vice-President Quebec Federation; J. E. Simpson, National Vice-President for Western Canada; L. M. Clark, Past President Quebec Federation; Douglas Walkington, President Quebec Federation.



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THE PRESIDENT (cont'd)

June papers? Congratulations and best wishes to both of them.

There are many bodies working for the good of our children and youth. Amongst them are the School Administrators (mainly school principals) and the Trustee Boards. It was a pleasure to bring greetings to these bodies at their joint convention in Lennoxville.

It was disappointing to be unable to accept invitations to three closing meetings of Associations but business called me to New York and business is what pays my household expenses.

Further evidence that we are far from alone in our interest in education came from Rotary by way of an invitation to represent Quebec Federation at a luncheon meeting at which the speaker talked of youth and education for citizenship and a call to speak to Huntingdon Rotary on "Education — Our Continuing Responsibility".

The first meeting of the new executive was held in May. Some were old-timers, some were new, but all displayed a keenness which augurs well for the coming year.

First Experience

Late May brought my first experience of "National", the nickname for that mouthful, "The Canadian Federation of Home and School and Parent-Teacher Associations". The last part is because in British Columbia they have Parent-Teacher Associations. The annual meeting was held in Fredericton, N.B., and brought together 90 people who represented the 275,000 members across Canada. Quebec was represented by Mowbray Clark, who was Central Vice-President, Mrs. Woolgar, an experienced "National" worker, and your president.

The week was most stimulating, the exchange of ideas valuable, the friendships made will last and bear much home and school fruit. Two of us appeared on "Home & School On the Air" to report the meetings. Of particular interest to Quebec was the referring to the School Education Committee of our resolution regarding the problems of students moving from one provincial education system to another. Discussions and resolutions covered the need for more librarians to encourage the reading by children of better types of books; the effect of T.V.; the need for the protection of bathing beaches, etc. laws; support for efforts to reduce water pollution in the interests of children's health and for the protection of beathing beaches, etc. Reuben Resin replaced Mowbray Clark as Central Vice-President and was made Chair-

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man of the Legislation Committee. Arthur Colman, an old stalwart of both Quebec and "National" federations was honoured by being made a life member.

And now the future

Immediately on our return a Directors' meeting was held and the enthusiasm was again evident. You elected a good Board. Probably the most important action taken was the appointment of Mrs. B. M. (Inez) Stark as Corresponding Secretary. I hope many of you will get to know her in the years to come and I am sure you will do your best to help her become familiar with a very complicated job. Following Fred Price is no cinch. We are fortunate that Fred is a director and will keep an eye on things. Incidentally, he will be Chairman of the next Conference committee.

You will soon receive a list of committee chairmen, some new, some old. Do not hesitate to give them advice and ask for information and help. There were one or two posts unfilled but they will be occupied by the time this reaches you.

Federation does many things for Associations and individual members. The committees feed down information, suggest programmes and so on. "Home & School On the Air" provides a weekly 15 minutes of news for those within range of CFCF Montreal and CKRS Chicoutimi. We hope to have it broadcast at Sherbrooke and possibly Ottawa or Hull during the coming season. Find out the time — listen — and send us comments.

QUEBEC HOME AND SCHOOL MAGAZINE is yours. You read it or you would not see these words but many members do not subscribe. How about boosting it in your Association? Don't forget it is cheaper if 80% of an Association subscribes.

Right now (August 18th) I am on vacation, playing some golf (above 100, but Whitlock is a tough course) and moving into the home we have built in Hudson. I'm girding up my loins in readiness for September and the active Home and School season. I would like to visit every Association but, unfortunately, this is not possible. I shall accept all the invitations I can and if I cannot say "yes" it will be because it is just not possible. It might help if two or three Associations got to know each other better by having a joint meeting. And if the president is not available, don't forget that the vice-presidents and directors are talented speakers and in many cases seasoned veterans of Home and School.

DOUGLAS WALKINGTON

P.S.—I have referred to the Committee of Past Presidents the important question "How can Quebec headquarters get closer and be of more help to local Associations and Regional Councils?" Any suggestions?

P.S.S.—It was announced a few days ago that our Honorary President, Dr. Percival, has retired from his post as Director of Protestant Education for the Province of Quebec. He has made a great contribution to education here and he will be sorely missed. We offer congratulations to his successor, Dr. Giles, and assure him of the cooperation of Quebec Federation in all matters in which we can be of service.

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Rough Notes

by Al. Rough

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

An Explanation: The format for this page is the same as last year and subsequent issues will be full of the doings of Associations and people . . . But starting out the Fall having to write this at the end of August, the personal notes just aren't available . . . So we will clear up some other notes we have wanted to bring to your attention.

Several Smart Ideas: We have mentioned "The Cedar Post", that clever mimeographed news bulletin of the **Pointe Claire H & S.A.**, before now . . . One smart idea we gleaned from it was that below the slate of Officers offered for election is a list of other names headed, "Members Who Decline To Serve" . . . Printing that answers the question seldom asked of the right people, "Why didn't they nominate So-and-So?" . . . **A PTA in Newton, Mass.**, wanting to honour the Principal of the School, sprang its own version of "This Is Your Life" on the surprised and delighted gentleman.

Bits and Pieces: Elsewhere in this issue is an article outlining the school situation relative to religious training. *The Gazette* this past year carried a report from England that a survey showed many young people didn't know the meaning of words like "baptize, testament, gospel, epistle" . . . When we get a little impatient with Junior's easy acceptance of all the good things of life, let us remember, "In many ways those of us now passing middle age have within our lifetime experienced a greater advance in our material standard of living than occurred in all the previous centuries of Western history," according to a statement of the Twentieth Century Fund.

Did You Know Dept.: *Food For Thought* issued a special "Family" number which included articles by authorities on every aspect of Canadian family life. Copies are obtainable from **Miss Elizabeth Looseley, Editor, 143 Bloor St., W., Toronto 5, Ont.** . . . The Montreal Protestant School Board has a consulting psychologist? **Miss Audrey Clark** fills the post . . . **Walter O'Hearn**, drama critic of *The Montreal Daily Star*, said of "The Blackboard Jungle", "Too many of us will not accept a fact, especially the fact of delinquency, until it rises up, hits us between the eyes. This film is a blow at the optic nerve. It may be painful, but it may also be timely."

Parents' Protests: The **American Association of School Administrators** is reported as having come sadly to the conclusion that parents "want grades. They want their children marked on the old-fashioned A, B, C, D basis. This is something they can understand." . . . This Association also noted that "parents are beginning to question the type of instruction their children receive. They want to know whether the new method of teaching arithmetic or spelling is sound." . . . Parents, the Association concluded, have started to revolt because they are troubled by some of the modern educational practices. ●



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RESOLUTIONS UNANIMOUSLY PASSED BY ANNUAL MEETING

Resolution No. 1 — From Western Quebec Regional Council

BE IT RESOLVED that traffic conditions in the Province of Quebec are so serious that Quebec Federation strongly urges:

1. Increased traffic patrol in the vicinity of schools, wherever situated,
2. Increased and severe penalties for all infractions of the law, specifically speed limits and reckless driving,
3. Compulsory insurance or proof of financial responsibility on all vehicles in operation,
4. Compulsory safety tests for all vehicles to be given at regular intervals by accredited garages; cars passing the test to be given a seal for compulsory display, others failing the test to have license revoked.

Resolution No. 2 — From Rosemere District H & S Association

WHEREAS diphtheria is a deadly and highly infectious disease, and

Whereas normal school conditions provide an ideal environment for the spread of diphtheria infection, and

Whereas diphtheria is a preventable disease, and

Whereas many school children have not received anti-diphtheria inoculation before attending school:

THERE BE IT RESOLVED that Quebec Federation petition the Minister of Public Health of the Province of Quebec that appropriate legislation be enacted by the Government of the Province of Quebec rendering anti-diphtheria inoculation a mandatory prerequisite to a child's attendance at school, as in the case of smallpox vaccination.

Resolution No. 3 — From St. Lambert H & S Association

WHEREAS educational policy is a Provincial matter, and

Whereas this leads to discrepancies in the grade level at which subject material is presented, and

Whereas the population has become more transient in recent years, and

Whereas these differences in the educational set-up from Province to Province lead to hardship and sometimes to failure on the part of the pupil:

THEREFORE BE IT RESOLVED that Quebec Federation urge the Canadian Home and School and Parent-Teacher Federation through its School Education Committee to undertake a survey of the varying educational curricula in the Provinces of Canada.

Resolution No. 4 — From the Board of Directors

BE IT RESOLVED that Quebec Federation urge all member Associations to take whatever action possible to implement the program of fluoridation of their local water supply, in order that the population may start deriving the benefits therefrom immediately.

Resolution No. 5 — From the Parent Education Committee

WHEREAS the mental health of all school children is of vital concern to parents and teachers, and

Whereas school influences are of crucial importance in promoting wholesome personality growth in children:

THEREFORE BE IT RESOLVED that school boards be requested to provide further opportunities and facilities, where possible, for school teachers to obtain information, guidance and training in the principles of mental health.

The Executive Committee and the Board of Directors of the Federation have already taken the action directed by these Resolutions.

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AIM (cont'd)

Shakespeare can be taken in shots, capsules or big gulps — but take him they will, regardless. To make it more palatable take a cue from the breakfast cereal boys. Puff it up, sugar coat it and give it a name from Outer Space. They'll eat it up. And that's not just punning!

Race prejudice will take a king-size needle. Be sure you use it. Push it in deep and remember, you'll need a booster shot every time there's a new world crisis. There's nothing like a crisis to switch prejudice from one zone, one color or one race to another. My Grandmother adjured me to beware of the Yellow Peril. In the United States in Civil War time, black was a fighting word. Now red, purple and almost any shade of pink puts you out on a limb. When we moved from Toronto to Sherbrooke, Quebec, we bought a house on the French side of town. In view of the fact that our children were in a minority there, in addition to which they couldn't speak a word of French, it was a strong dose. I'm happy to say it took, however — and without the trace of a reaction. Our children can now identify themselves as completely with any French child as with an English one.

TV, a good thing

Finally and apropos of the current hub-bub over T.V. as a potential menace to our children's well-being, I would like to go on record as saying that I feel it is probably the best shot in the morals our young people have had since the woodshed. My five year old son is so "good" conscious that now the moment anyone new appears on the screen, be it newscaster, tragedian or comedian, he invariably asks, "Is he one of the good ones?" Mind you the first time I heard an older son mentioning God, Jesus and Superman, together and in that order, I must confess it was something of a shock. However I got a shot in my religion soon after when I heard him explaining the facts of T.V. to his young brother thus: "Sure I like God and Jesus and Superman, but you see I don't believe in Superman and I do believe in God and Jesus."

We've been needling our youth with a lot of germ killing serums for a long time but as parents why don't we develop a positive attitude towards our children's minds? Let's stop trying to quarantine them — it's impossible anyhow. Let's expose them, contaminate them, bring them out in a rash. Let's needle them with every decent serum we've managed to culture. Let's vitamin them with intelligent conversation (why save it for the minister or to impress the new neighbours?) Capsule them with a few good "by example" habits.

Elizabeth Leese

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And make them think! Pry around in their minds until you dig out one good thought a day — whether in response to your own or to contradict it. The main thing is to make them think. White cells fight germ cells in the body. Thinking fights a lot of things. If people think, they do. And if our young people learn to think — and do — they may yet avert the final tragic curtain for which we seem to have so painstakingly set the stage. Their thinking and a good stiff jolt of prayer may yet do the trick. We've got nothing to lose and a longer life expectancy to gain.

Why not try it?

And as the first step — aim at the brain!

WILLINGDON SUCCESSFULLY POLLS PARENTS

A PHENOMENAL vote featured the "Gallup poll" at Willingdon Association, Montreal, recently. The school population is drawn from nearly 900 families, who were asked to show their preferences in Home and School programs as a guide to President George Mellen and his Executive Committee for 1955-56. And no less than 559 of them replied — over 60%!

The poll was conducted via a single-page questionnaire distributed through the children, with the able co-operation of Principal John Perrie and his teaching staff. It listed several possible types of meetings and program topics, and asked for "write-in" comments and suggestions too.

Top place among the types of meetings went to the "Meet the Teachers" evening, which is an Open House for the parents to visit the classrooms. It was closely followed by that featuring a talk by the Principal. Guest speakers rated next. Much less interest was shown in use of films, or in hearing the school choir as part of the meeting program.

"Reporting the child's progress to the parents" was far ahead in the list of topics. There was a heavy vote also for the subject of teaching the three R's — and then for "Discipline in the Schools". Discussion of the Child Health Program drew wide interest.

Results of the poll have provided an invaluable aid in planning the coming season's programs. Willingdon strongly recommends the idea to other Associations — particularly if they can get the majority of the parents to send in their votes!

F. W. PRICE

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

Ask them!

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

Audio-Visual: Mrs. J. R. Mallory, 632 Grosvenor Avenue, Westmount.

Children's Leisure Reading: (To be announced).

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

General Health: (To be announced).

Parent Education: Mrs. R. D. H. Heard, 4102 Marlowe Avenue, Montreal.

Mental Health: D. S. Martin, 1529 Fayolle Avenue, Montreal.

Program Planning: Mrs. D. McIntosh, Bedford and Mrs. R. Strauss, 546 Rockland Avenue, Outremont.

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.

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

Teacher Recruitment:
(To be announced.)

Traffic Safety: Ross M. Davidson, 4043 Hingston Avenue, Montreal.

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HUNTINGDON ACTS ON TEACHER TRAINING

The *Huntingdon Gleaner* last May in an editorial entitled, "A Commendable Decision", commented in part:

"At the recent meeting of the Huntingdon Home and School Association, a suggestion was made to implement a . . . scheme for teachers. Joint proposers were Mrs. Cecil Brown and Mr. H. MacKrith. This scheme does not require a student on completion of a course in teaching to join the staff of the Huntingdon School. The idea is to give the person desirous of entering the teaching profession an initial assistance at the outset. Thus the sum of \$125.00 has been set aside for the use of a student who needs such assistance to achieve his aim. With this promise it is probably that some may be persuaded to take up teaching as a career. Often-times lack of funds is the deciding issue and sends a student off on an entirely different bent that was originally intended.

"... Thus the offer of assistance such as that decided upon by the Home and School could easily influence a student to make a try for the teaching profession. Once started, possibly other means will offer themselves for the continuation.

"... Even the assurance of one (student teacher) a year would help the profession to gain greater population. If this effort were adopted by others it would not be long until we had more teachers. "We believe the Huntingdon Home and School Association is to be commended for this decision to offer assistance to students intending to take up the teach-

CBC SCHOOL FOR PARENTS

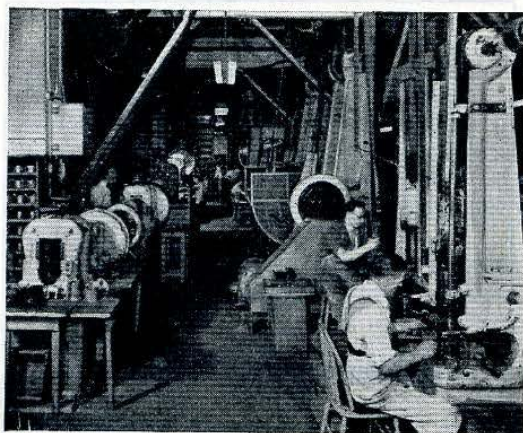
Dr. S. R. Laycock, Dean Emeritus of Education at the University of Saskatchewan, is known throughout Canada for his writing and broadcasting on child development. He has, as well, an international reputation in this field, and has travelled widely, lecturing in the United States and Europe. Recent summers have found him lecturing at the University of Michigan, in Ann Arbor and at the University of British Columbia. Through his work with the Canadian Federation of Home and School, of which he is a past president, and with Canadian Association for Mental Health, in which he has also held high office, he has made a great contribution to the national scene.

This year's School for Parents looks at parents themselves — and at some of the main pitfalls of parenthood. To be a truly understanding parent, Dr. Laycock points out, one must understand himself.

Dates and titles for the series are as follows:

- Nov. 3 — Self-understanding: A Goal for Parents.
- Nov. 10 — The Bossy Parent.
- Nov. 17 — The Coddling Parent.
- Nov. 24 — The Dithery Parent.
- Dec. 1 — The Nagging Parent.
- Dec. 8 — The Lazy Parent.
- Dec. 15 — The Over-ambitious Parent.
- Dec. 22 — The Unwilling Parent.
- Dec. 29 — The Understanding Parent.

"ing profession. By so doing they are working in the best interests of the association which is for Home and School. The home is being assisted both by giving the student help and in providing future promise of teachers, the school is being helped by this possibility of being able to secure the kind of teachers it wants."



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ASSOCIATION REPORTS ON HIGHLIGHTS OF THE YEAR

AS REPORTED elsewhere, the afternoon session of May 7th of the Annual Conference was well attended as Representatives of 19 Associations and 3 Regional Councils presented their reports of the "highlight" of their respective group's year.

These reports have had to be edited — in some cases for length — in others because of the introduction of more than one program, project or idea. Presented here are the reports of the 3 Regional Councils and the 5 High School Associations represented. Those of the Elementary Schools will appear in subsequent issues.

Regional Councils

Mrs. D. H. Carter, Secretary, **Western Quebec Regional Council** reported:

This Council, the most recently formed in the Province, was suffering some of the pangs of a new organization: poor attendance, complaints about efforts or seeming lack of accomplishment. Therefore at a meeting early in the year the idea of our first conference, held in the Hull Protestant High School, was born.

Recalling the interest shown in the art contests at the Provincial Conference it was decided that a similar effort could be carried out here. A subject, "Holiday Time", was chosen and an art convenor appointed who immediately dispatched contest rules to all schools. This proved to be the conversation piece of the entire conference, as all entries, winners and others, were on display.

The opening address was scheduled for 4.30 p.m. on the Saturday afternoon and by that time nearly one hundred members and friends from affiliated associations, with some guests from the Ottawa Council, had signed the register, helped themselves to the amply supplied Publications table, and examined the attractively displayed pictures in the art contest.

A panel discussion on Parent Teacher Relationships, led by William Munroe, Inspector of Schools in the area, was attended by all present. The panel which consisted of three parents and three teachers was chosen from a widely separated area. The discussion brought to light many interesting views on whether teachers should all be members of Home and School, the best methods of parent-teacher interviews, open house versus the private interview, hospitality by the community towards teachers, and homework. This

last monopolized the lively discussion shared by the audience.

Following a brief business meeting, John Climer, graduate of the College of Arts, University of Toronto, who had previously judged the art contest, gave an address on "Children's Art". Then, inviting the audience to examine the display with him, he explained his choice of winners, and offered helpful suggestions about the others. Prizes were accepted by the associations representing the winners, and were to be presented to the young artists at the next Home and School meetings.

A truly delicious turkey dinner was served in the school cafeteria by the ladies' guild of a local church, with Mrs. S. A. MacKay-Smith as guest speaker, her subject being the "Pro's and Con's of Parent Education."

Following dinner the film, "Sociable Sixes to Noisy Nines" was presented by Mrs. F. A. Crawley of Crawley Films. The discussion led by Mrs. MacKay-Smith and Mrs. Crawley regrettably had to be called to a halt by



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ten p.m. as many guests had a distance of fifty miles or more to travel.

There was such a feeling of enthusiasm about the entire conference that those responsible for its planning felt very sure that interest in Council had been revived and that such a conference will certainly have to be an annual event.

C. A. Smith, President, **Bedford Regional Council** reported:

Report on the District of Bedford Regional Council's most interesting event of the year.

In making this report I should state that as we only had one event during the year it, therefore, had to be the most interesting. All joking aside, the Annual Conference is quite an affair, for us. It is actually a small edition of the Conference. This year we had delegates from St. Johns, Bedford, Farnham, Cowansville, Knowlton and Granby.

We had four open discussion groups in which all took part. The first subject was, "Ways and Means of Raising Funds for Home and School Associations." The discussion was divided into four parts: 1. Purpose of raising money; 2. Ethics of fund raising; 3. Proven and tried means; 4. Original and possible methods.

The Purpose — To meet the yearly budget and give Associations a common cause for working together. The Ethics — To raise money in a manner which is not detrimental to character building in the community.

Proven means — Cowansville, yearly food sale; Knowlton, strawberry social; St. Johns, county fair; Bedford, drive for individual contributions; Farnham, cooking demonstration; Granby, minstrel show. Suggested means — Fashion show with male models, Sadie Hawkins night, telephone bridge.

It was agreed that the community should not be over-burdened with fund raising — one major effort a year to meet a carefully planned budget.

The second subject was, "Bursaries and Scholarships — How can Home and School provide for same and inform parents and students what bursaries and scholarships are already available?" Cowansville's contribution to this discussion was outstanding and it is covered in Cowansville's own Association report.

The third subject was, "What can be done by the Home and School to promote a good health and welfare program?" This subject was discussed at some length. Summing up, it was felt that the question of medical supervision should be on a district basis. Amalgamating those schools not coming under the jurisdiction of County Central School Boards,

with existing boundaries revised and grouped together geographically rather than by counties.

The fourth and last subject was, "What contribution can rural Associations make towards improvement in our Home and School Magazine?" This subject was also discussed for some time. It was the general opinion that even if the Magazine is not a financial success it should be continued in order to bring it into the home. It was suggested that each Association should have a reporter and the news forwarded to Mr. L. Gage who agreed to summarize it and forward it to the Editor. Mrs. H. R. Scott, President, **North End Regional Council**, reported:

Although there are times when the North End Regional Council, as all other Councils, finds it hard to justify its existence, this year it undertook a project which, I think, was a really worthwhile job.

During the month of November, 1954, all the Associations in the Council collected from their members articles of clothing that could be used by children in the area who were not adequately clothed. It was really heartwarming to see the things that were brought in. Good, warm clothing that in a lot of cases showed hardly any wear. The Y.M.H.A. on Mount Royal Avenue kindly let us use a room to sort and distribute the garments. I would here like to thank the ladies who worked so hard to organize and carry through this effort. It was hard work — but very satisfying. The participating schools then took the clothing they required.

This left an amazing pile of good clothing. This was all transported to Strathearn School where Mr. Saunders, the Principal, gave us a room to store it. During the next few months this supply of clothing was drawn on by the teachers in Strathearn to fill needs as they came up. Finally the remainder of the clothing was packed up and shipped to Noranda where, Mr. Saunders had heard, there was a need.

This project was our first effort of this kind. By the responses, it would seem to be a very worthy one. Perhaps in the future such affairs could be taken on jointly by two or more Councils, in that way extending the benefits over a wider area.

The High Schools

High School Associations frequently have their difficulties in maintaining interest and the co-operation of members who often have divided loyalties in that they are also members of other Associations in elementary schools at which they have younger children in attendance. It is heartening, then, to bring these

five reports of high school Associations who are accomplishing things.

Mrs. B. Plotnick, Vice-President & Programme Chairman, **Baron Byng High H & S.A.** reported:

(To the annual "Square Dance", Mrs. Plotnick reported, had been added this past year a "Teen Age Fashion Show" in which 25 students participated as models.)

Another evening of great interest, which we feel should be mentioned, was our symposium on "Teen-Agers' Problems" which covered:

1. Scolding, if a student's school marks are not as high as another's.
2. Criticism of personal manners and habits.
3. Interference in the choice of friends.
4. Should organized leisure time of parents and students be limited?

The participants were two teachers, two 11th year pupils, and two parents, and the moderator, Mrs. H. Schwisberg, our President. Ten minutes were allowed each panelist, who were seated at a long table with table mikes and numbers for the convenience of the audience who were encouraged to ask questions. There was a large and attentive audience of the teaching staff, members and a number of 11th year pupils, who thoroughly enjoyed this meeting. Each participant gave his or her own view on each matter under discussion and was entirely unaware of what the opinions of the others would be. It was the opinion of all that this type of discussion should be a must on all future programmes. Mrs. Isabelle Wilson, **Hudson High H & S.A.**, reported:

This year we had several activities and meetings which we felt were most successful. Some of these were new to us but old to many of you. They included organization of class mothers, ballroom dancing for Grades 7 and 8, programs, modern teaching methods (music in Grade 5) and an all-member homework panel.

The music program, we think, is a little different and one you may be interested in hearing about. We suggested to our Principal that a class demonstration of modern teaching methods would be most enlightening to our members. After much thought and consultation he chose music as the medium which would be most interesting to the audience.

Under the direction of Mr. S. McKyes a Grade 5 class was taught an entirely new song, each step of the teaching process being explained briefly and the reason and value of these steps explained. Time did not permit us to try the second experiment of teaching

the same song to the audience for comparison. We feel this would have been quite an added feature. The discussion and comments which followed at the coffee hour and on future days proved it was a popular and enlightened program.

Mrs. M. A. Ross, Library Convenor, **Lachine High H & S.A.**, reported:

Our Association has taken great pride in its major project, the Lachine High School Public Library.

This Library, created through the efforts of a Community Council some ten years ago, had become a rather dormant one because of a number of factors, chief of them being lack of librarians. The Library operated on a grant of \$600 per year from the City of Lachine, which was administered by the Lachine Protestant Board of School Commissioners, and Miss Elizabeth Bunting, the School librarian, had given — and still gives — many hours of her time each week as a community effort in order that the Library may be open three afternoons a week for an hour each.

Three years ago our Association undertook the responsibility of staffing evening hours in order to make the Library more accessible to the people of rapidly growing Lachine. So successful was the effort that the City raised its grant from the \$600 to \$1,000 and membership jumped from a mere handful to its present number of over 1,100. Circulation is approximately 13,000 books per year and a group of from 16 to 20 volunteer workers staff the Library two nights a week.

This year our Association, through its Library Committee, recognized Education Week when they held a "Meet Your Author" night, which proved highly successful. The guest speaker was the English author and lecturer, Sara Collins, author of "The Alien Years" and "Bitter Harvest". We hope to continue with similar programs during subsequent Book Weeks and Education Weeks. **St. Laurent High**, reported:

With the tremendous growth of population in St. Laurent in the past five years, and attendant increase in our School, we began to think in terms of those newcomers who were entirely unfamiliar with our Canadian way of schooling. It was apparent that many "new Canadians" were too shy to come forward at Home and School meetings so it was decided to hold a "New Canadian Night" in an effort to induce them to speak to us on the differences they had found and the difficulties they had encountered in acclimatizing themselves in our country.

Since it was likely that these people would have some difficulty with the language, we felt that the popular CFCF announcer, Gord

Sinclair, would add a light touch to offset any awkwardness which might arise, and so we asked him to moderate the panel.

On the panel we had a lady from Holland (a former school teacher), a gentleman from England, a gentleman from Germany and one from Austria. To answer any questions concerning our own School, our Vice-Principal, Mr. G. H. Taylor, spoke for Canada.

Each speaker had an allotted time in which to outline schooling in their land and discuss the outstanding thing they found different here. Following these short talks the audience was invited to ask questions and Gord Sinclair made the happiest choice as Moderator since he controlled the meeting well, handled any pauses while our panelists were looking for the right word and with his great charm put everyone at ease.

What had begun as a good deed to make our new neighbors feel acquainted and welcome ended by we — Canadian born and brought up — being thoroughly intrigued and informed on just how differently school systems are designed. In all, it was a step toward cementing the bond we all had in our children at school.

A. Hubely, **Three Rivers High H & S.A.**, reported:

What our Association has chosen as our most successful project for the year has actually been repeated for the past six summers. We have been told by Red Cross officials that ours is a unique undertaking insofar as Home and School associations in this Province are concerned. We feel it is by far our most successful endeavour and it is a good example of Home and School and Community co-operation as you will see.

Every Monday morning in July and August, regardless of weather, lessons in swimming have been given the children of our School who are 4 feet, 6 inches or over. Sometimes, I can assure you, it was wetter outside the pool on Monday!

This instruction is sponsored by our Association and is made possible through the generosity of Mr. W. C. Whitehead, President of the Wabasso Cotton Company in allowing us the exclusive use of the very fine Company pool each Monday morning. Credit for overall supervision goes to Mr. D. Breese, Sports Editor for our local English newspaper and to Mr. Frank Floreault, Safety Supervisor. The other volunteer instructors included several Home and School mothers and high school graduates who have passed Red Cross qualifications. At least one member of the Executive Committee is present at each Monday session.

Since the classes first originated in 1949, 247 children have been taught how to swim

and in addition many of them graduated after passing juvenile and junior Red Cross tests. The Red Cross system of instruction is used exclusively and our local Red Cross is most helpful in co-operating with equipment, examiners, etc. At a suitable time in the autumn, progress prizes, swimming awards (Red Cross) and attendance crests (Home and School) are presented to those children who have qualified.

Last summer 38 youngsters between the ages of 8 and 12 years were enrolled — 22 of them for the first time. Awards this Fall were given to 36 pupils.

We are very glad you asked us to present this report and are very proud of this project of ours.

NEW LAKESIDE HEIGHTS LEARNS WHAT H & S IS NOT — POWELL

THE LAKESIDE Heights H & S.A., formed last spring, grew out of the rising needs of a rapidly expanding community. It is not restricted to this area but serves both Lakeside Heights and Lakeside.

Dr. E. C. Powell, a past president of Quebec Federation, installed the first officers and also succinctly clarified any doubts the new organization's members might have about what a Home and School Association is by explaining what it is not.

"It is not a grievance committee," said Dr. Powell, "It is not a school gossip group. It is not a social club. It is not a money-raising organization. It is not a self-centred organization, but one which is interested in all children. It is not a school administrative organization. It is not a mother's club but an association for both parents.

"Its main purpose," Dr. Powell went on, "is to supply the school with an informed public. A public which by means of participating in study groups can more readily realize and appreciate the needs of our school children. Secondly to build parent-teacher co-operation by working in harmony, never against each other. In this spirit of co-operation a child can grow to his or her fullest capacity."

The officers include D. Kelly, president; J. B. Archer, 1st vice-president; Mrs. W. D. Moore, 2nd Vice-president; J. A. McKenchie, treasurer; Mrs. F. C. Sheffield, corres. sec.; Mrs. L. Long, recording sec.; Mrs. W. M. Stainton, school board representative.

WHAT ABOUT YOUR MAGAZINE SUBSCRIPTION?

Neurosis in Suburbia
and what it means to
some of our High Schools . . .

THE NEW ILLITERACY

From an article by William H.
Whyte, Jr., in *Saturday Review*

THERE ARE three main points I am trying to document.

First, that the belief is growing that the health of our society depends upon increasing adjustment by the individual to the consensus of the group. Second, that this is not simply an unwitting yen for conformity, but a philosophy — a philosophy actively advocated by a sizable proportion of the leadership in each sector of our society. Third, and most important of all, these people are not pioneers; they are not a small band of revolutionaries working against the grain of our culture. Their doctrine is now orthodoxy.

To illustrate, let's take a look at the new suburbia for a moment. In the new package suburbs growing up outside our great cities we find a life so communal that they are strikingly like the Owenite and Fournier utopias of the early 1800's. To use a word the young suburbanites utter frequently, people in the rental courts and ranch-house super-blocks learn to be "outgoing". Rarely does a person have to be alone; as a matter of fact, it is practically impossible. Every moment of the day there is a civic meeting of some kind: block parties, afternoon coffees, canasta, Stanley home parties.

A great deal of this is very healthy — a way of gaining roots in an increasingly transient life, a way of finding something meaningful to do. But some of the effects are not healthy: privacy has become clandestine. To be alone, to withdraw into one's self, to express urges not synonymous with the group's — when a person does these things (and everyone has the impulse) they tend to feel a little guilty about it. If suburbia has a neurosis it is the fear of being neurotic.

Well, now, just wait a minute, you might say — isn't this simply a temporary phenomenon: isn't this yen for consensus merely an expedient dictated by the kind of housing they find themselves in now?

Schools Afford An Answer

A good way to answer the question is to have a look at their schools. Here, if nowhere

else, the young suburbanites declare their philosophy. It is they who have set up the schools, and they have spent much time and thought on their direction.

A pretty good example is the new high school in the package suburb of Park Forest, thirty-two miles south of Chicago. They are very proud of it; physically it is a spankingly modern, one-and-one-half-million-dollar plant. And they are proud of its curriculum as well as its plant.

The curriculum is by no means unique to Park Forest High School Superintendent Eric Baber speaks very much like many superintendents elsewhere and his writings do not show unorthodoxy so much as a deep grasp of contemporary educational literature. The trouble with U.S. education, Baber has told the parents time and again, is that it is concentrated far too much on the intellectual aspect of education. Even teachers' colleges, he observes sadly, still require plane geometry for admission. Except for a small coterie, he asks, of what value to most people are the traditional academic disciplines? "The so-called 'bright student' is often one of the dumbest or least apt when he gets away from his textbooks and memory work," Baber told a teachers' workshop. "This is evidenced by the fact that many \$20,000 to \$100,000-a-year jobs in business, sales, sports, radio . . . are held by persons with I.Q.'s of less than ninety."

Baber is not actually against intelligence. He believes it should be channeled toward real-life vocational needs more than to the academic requirements of the colleges.

Of the total of seventy subjects offered only one-half are in traditional academic subjects — and the latter, furthermore, are by no means ivory tower. Of seven offerings in English available to juniors and seniors the one concentrated on grammar, rhetoric, and composition is a one-semester "refresher course . . . for students who feel the need for additional preparation." Of more appeal to teen-agers, perhaps, will be the full-year

courses in journalism and in speech, for which, in the "communication laboratory", facilities are available for practical things like radio and TV debating.

The seventy formal subject offerings by no means exhaust the life-adjustment curriculum. Today, Baber believes, the schools must assume more responsibility for the total growth of the child. Conceivably this could be left to other agencies — to the family or the church or society itself. Nevertheless, through such media as courses in family group living (twelfth-grade elective) and "doing" sessions in actual situations the school is going to tackle it. "They must have actual experiences in solving problems that have meaning for them," Baber says. "Ours is an age of group action."

On the premise of the school's philosophy the parents seem to be in accord with Baber and one another; if one wishes to quarrel with that philosophy he must quarrel with the people themselves. The educators may be in the vanguard, but at Park Forest they are bucking no trends. For what is it that parents want most emphasized by the school? They were asked just such a question, and when they wrote the answer in their own words one note was sounded more often than any other. The primary job of the high school should be to teach students how to be citizens to get along with other people. . . . The real weakness of the new illiteracy is precisely the fact that it is not suited to the times. No man is an isle unto himself, to be sure, but how John Donne would writhe if he heard

who was repeating it, and why. We have reason to be proud of how well we have been able to adapt to this age of great organizations, but certainly we must not so worship these virtues as to caricature them into defects. The great problem of bureaucracy — if they are to continue vigorously — are ideas and new thoughts, and, yes, conflict. It is wretched advice that the healthy system is one in which the individual feels no conflict. Every great advance has come about, and always will, because someone was frustrated by the status quo; because somebody exercised the skepticism, the questioning, and the kind of curiosity which, to borrow a phrase, blows the lid off everything.

It is time to put the technician of the new illiteracy in his place — and that's way, way down. He is fit only to be a lackey, not a leader. He can't conjure, he can't speculate, he can't dream; I imagine he has a terrible sense of humor.

And he lacks faith. For isn't that in a way what we are talking about? What is our democracy but a testament of faith in the individual? Faith not only in our fellow laymen, but faith in our own inner resources, in man's own ability to create and to dream.

The new illiteracy would have us suppose that the whole is greater than the sum of the parts, that the system itself has a wisdom beyond the reach of ordinary mortals. But this is not so. The individual can be greater than the group and his own imagination worth a thousand graphs and studies.

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Our Editor promises an even larger, more interesting and helpful Magazine than this past year's . . . so that it should be worthwhile to renew your subscription without delay.

LETTERS TO THE EDITOR

Maniwaki Home & School Ass'n,
Maniwaki, Que.

Dear Sir:

Our Association put on a three-act comedy recently. We ran it two nights and raised over \$200.00 on it. But now that we have no more use for it we wondered if we could sell it or trade it to some other Association? It is called, "Cracked Nuts" and certainly went over well. There are 12 books which means a cast of 12. If we could exchange it for another play of the same value we would be glad to do that. It is a royalty play which means we paid \$10.00 whenever we put it on and we paid 60¢ for each book. We hope you can help us in this matter.

(Mrs.) George Miles, President.

Ed. note: Anyone interested? Get in touch with Mrs. Miles directly.

Dear Sir:

A number of us were discussing the Magazine recently. We believe you have had an excellent variety of articles and hope you will continue to do so. However, we believe the reports by Associations of their meetings are the best feature.

"Helpful".

Ed. note: Many thanks. I like the reports, too — when I get them! Here's hoping more Associations are going to write to tell us about their meetings.

Dear Sir:

I think you are publishing an interesting magazine but I wonder if the accounts you print of Association meetings are of any interest to readers other than Program Chairmen? Is there not a Manual for them which would be of more help? Just as a suggestion from one reader I would like to see more articles about school work, teaching methods, how our school system compares with others, etc. Good luck to you.

"Keenly Interested".

Ed. note: "What's one man's poison . . ." Thank you very much for your suggestion. I will certainly try to get in some of the ideas you mention.

Dear Sir:

I sometimes wonder why Federation bothers to print the Magazine. There is never anything of interest in it. I read it from cover to cover, always hoping to learn something but never do. You are wasting your time, and mine, too.

"Disgusted".

Ed. note: Isn't that just too bad! Or are you pulling my leg just to see if I'll publish your noble effort? The next time I won't.

WHEN Quebec Federation finally accepted with the deepest of regret his resignation as Corresponding Secretary, **FRED PRICE** was the recipient of many an accolade. None probably was better expressed than Immediate Past President Reuben Resin's, "There goes Mr. Home and School." And it remained for the shining words of Mr. Resin to express the thought of all when he wrote, "He tells me he hopes to be active in the Willingdon Association. Thank goodness there's enough of the big fellow to work with them and still remain on our Board of Directors."

Mr. Price is Program Chairman for lucky Willingdon H & S.A., and already has been appointed Chairman of the Conference Arrangements Committee for Federation's 1956 Conference and Annual Meeting.

PERHAPS YOU MISSED THIS ONE

WE HAVE heard so much, pro and con, as to why Johnny can't read that it is almost a relief — rather than another worry — to find the partial answer, at least, to "Why Our Kids Can't Write", an article in the September 10th issue of the *Saturday Evening Post*.

"Why Our Kids Can't Write"

Theodore Irwin, the author of this piece, has several interesting theories as to why our children are such poor writers — theories advanced by many different, learned authorities. But first he points up the importance of a "good hand" in these words:

"Poor handwriting may mean the difference between landing a job or being passed over. More and more help-wanted ads ask the applicant to 'reply in own handwriting'. A survey several years ago, of 100 corporations employing more than 2,250,000 men and women, disclosed that most employers considered good handwriting a vital factor in appraising job seekers. It counted most where the applicant was a recent school graduate, without previous experience. One hospital personnel officer remarked, 'I have noticed that employees filling out applications in a sloppy manner are the very ones to be inaccurate and lazy on the job.'"

There are warning posts in this article, too, as for instance:

"Most poor writers fail to close o's, dot i's and cross t's. Illegibility, say handwriting authorities, is also usually due to improper formation of the letters e, n, d, r, a, h and b, especially in making loops on letters that shouldn't have loops, such as t and i. Most frequently confused are the letters o and a, and u and v. Auditors find that most mistakes in digits occur with 1 and 7, as well as with 3, 5 and 8. An outstanding educator gives some simple rules for improving an ambiguous hand: Diagnose your own handwriting for its ailments, use more care in forming letters and numerals, avoid crowding — and always remember that, unless you're confiding to your diary, you're expecting someone else to read your prose."

What about the "why"?

"In a nationwide poll of 596 school systems, three out of four superintendents and

principals agreed that in the past generation the penmanship of average students has either declined or remained the same. One reason for this has been the virtual disappearance of handwriting supervisors and special teachers."

Furthermore, it is said:

"Few of our teachers' colleges have a course in the teaching of handwriting. A reverse trend, however, may be visible at Chicago Teachers College, where, after some urging by local business leaders, a specific handwriting course was introduced a couple of years ago. At Brooklyn College a seventy-one-year-old retired penmanship expert, Max Rosenhaus, has been called in to give lessons to student teachers."

And finally:

"If we've failed to improve handwriting legibility over the years, the faults are sundry and complex. Educators point to the tensions of our age and talk of the declining need for handwriting in business. Most of them agree that school schedules are too crowded nowadays with other subjects, so that less attention is paid to handwriting in the curriculum and less time spent on practice."

HOW TO present the 'facts of life' to small children and even to the pre-teens has been well covered but Dr. Milton L. Levine wrote a very helpful article, "What Do Our Adolescents Really Want To Know About Sex?" for the September issue of *Ladies' Home Journal*. Not only does this well-known authority on adolescence tell in plain language what it is our young people want to know but he offers a rather extensive bibliography divided into two parts, the one group for early adolescents and the other for parents of adolescents.

Dr. Levine points out that "there is a notable difference between the questions of children at four, and at fourteen. The difference is in the drive behind the questions, spoken or unspoken, that come to their minds."

The article must be read and no extracts can do it justice. One more quotation must do: "If you were to ask me to state specifically the sort of information adolescents would

like to have about sex, I should have to answer, 'Anything and everything that comes into their minds, or is concerned with their inner feelings.' Never forget the importance of feelings at this period!"

ROSEMERE OFF TO GOOD START

IT IS interesting to note that there has been a great increase in the attendance at our Association meetings. There appear to be three reasons: First, the new auditorium with a much higher meeting capacity has helped considerably; secondly, the natural influx of new home owners, parents and children into the area and, third, to give our own Association a pat on the back, I believe that the planning of our meetings and programming has been one of the basic reasons for the increase in attendance. At our first meeting in September, 1953, the attendance was 19, in September, 1954, it was 150, and this year in September, at our first Fall meeting, it was 370.

The September meeting got underway at 8.30 p.m., with a bumper crowd and the new seating arrangements proved most satisfactory and particularly with regard to acoustics.

Mr. Charles Miller of the School Board gave an optimistic outline of plans for the future in Rosemere and these include extending the present school and building a High School. Last year a total of 13 classes operated and this has been increased to 17 in operation this year. Mr. Miller mentioned the increasing importance of School Board meetings open to the residents and stressed that more people should attend.

The business meeting which followed included two important decisions. Number One — that the \$600 net realized through the efforts of the Association last spring at our first carnival be made available entirely to the Committee set up and that immediate purchases be made to equip the School with the recommended list of articles put forth by Miss Gurr both for physical education at recreation periods in the gym and on the playgrounds. Number Two — that the special steering committee created at the meeting organize and start activities for the pre-teens immediately. Some of the committee names immediately available were Ted Monk, Fred Oberlander, Mrs. Ian Robinson, Mrs. Bright, Mrs. MacDonald and Miss Meddings. The organization of this pre-teen club will include

all denominations in the Rosemere area. A special meeting will be called shortly for all pre-teens and the committee to meet in order to draft the various activities and the schedule for this club.

Then followed the annual presentation of Home and School prizes by Mrs. Laurie and this reporter.

This took the meeting until exactly 9.30 p.m., when all class rooms were opened for inspection with each respective teacher in attendance, and questions were answered for the parents.

Coffee as usual with refreshments was served — thanks to the ladies and they are to be congratulated on handling such a large crowd with dispatch. Needless to say the evening was enjoyed by all and it appears that these meetings are gaining in popularity by leaps and bounds.

P. J. F. SHERWOOD

"HOME AND SCHOOL BROADCAST"

Our broadcasts are heard over the following stations as indicated:

CFCF — Montreal — Sundays at 12.45 p.m.

CKTS — Sherbrooke — Saturdays at 11.45 a.m.

CKRS — Jonquiere — Saturdays at 1.45 p.m.

BE SURE TO LISTEN!

CONTRIBUTORS PLEASE NOTE

The deadline for...

December issue is

October 15th

February issue is

December 15th

April issue is

February 15th

June issue is

April 15th

Presidential definitions of

THE OBJECTS OF HOME AND SCHOOL

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

Object 5 — by Mrs. J. D. Taylor, President, Ontario Federation.

"To obtain the best for each child according to his physical, mental, social and spiritual needs."

THE ROLE of the school in a free society must be understood by the citizens of that society. It is hardly possible for schools to operate successfully without the interest and the support of the people by whom they are set up and whom they are designed to serve. Education has need of friends — enlightened friends. Such friendship, now expected of parents and teachers, who share a common concern for the children under their care, should be asked of every citizen.

First, there must be general recognition that the task of education is at once important and difficult, and that the most skilful, the best qualified in training, temperament, and character, are the persons needed to teach in our schools.

And what are we asking the schools to teach? That is the second consideration of importance. How may we judge whether our policy of education is sound? On what basis can we form sound judgments? It might be agreed that we should know something of our history, that we should be sensitive to the needs of the present and hopeful that the future will be better. If as a result of our

searching we come to believe that education has to do with the leading out of the individual toward being his best self, the development of character, the cultivation of the respect for learning and the desire to serve, and the pursuit of excellence — then what relation does our practice bear to these goals? Where have we gained? Wherein have we fallen short?

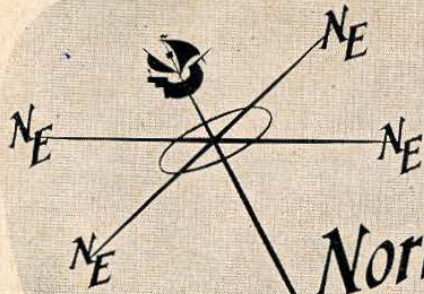
The question of education — the means and the aims — is one of the sharpest challenges of our times. The answer is not easily found. Even the most careful sifting of the evidence will not produce an answer, complete, final and fixed for all time. The examination of the task of education is a continuing process. Quite properly it is one of the concerns of our Federation. What are the fundamentals? What are the virtues we cherish and hope to see preserved in our children? Are manners and morals a major or a minor concern of the schools? What is the proper place of vocational training, or of recreation, or of athletics? How may we best help the children who are in our schools now, that they may be equipped to face their future? ●

*Johnny Jones has lost a leg
Fanny's deaf and dumb.
Marie has epileptic fits;
Tom's eyes are on the bum.
Sadie stumbles as she walks;
Mabel has T.B.
Morris is a splendid case
Of imbecility.
Gwendolin's a millionaire;
Gerald is a fool;
So every one of these darned kids
Goes to a special school.
They've specially nice teachers,
And special things to wear,
And special things to play in,
And a special kind of air.
They've special lunches right in school,
While I — it makes me wild!
I haven't any specialities;
I'm just a normal child.*

Quoted by N. V. Scheideman
in "The Psychology of Exceptional Children"

Announcement was made in August by the Department of Education in Quebec of the retirement of the Director of Protestant Education in the Province, **DR. W. P. PERCIVAL**. Quebec Federations joins Dr. Percival's many friends in wishing him and Mrs. Percival great happiness in the less hurried years ahead.

Quebec Federation also takes this opportunity of welcoming the Doctor's successor, **DR. E. S. GILES**, and of wishing him every success in the discharge of his heavy and important responsibilities.



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