

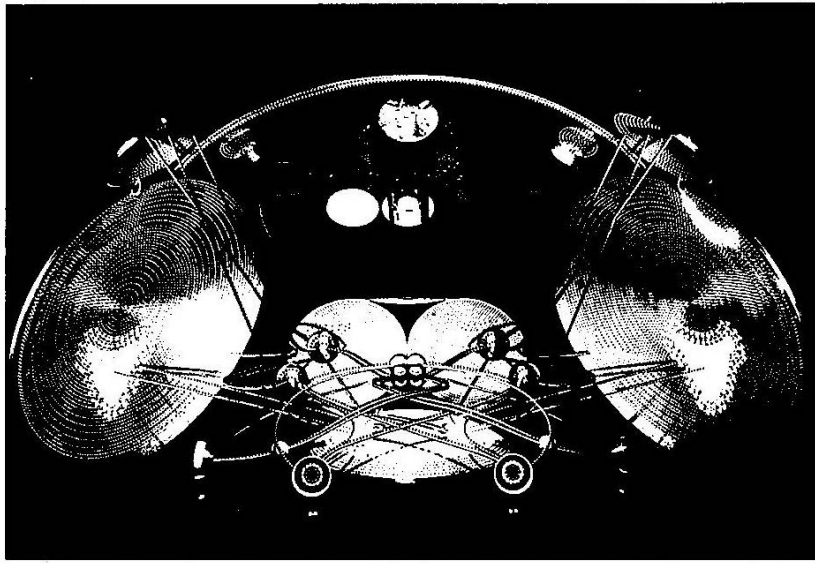
QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

Volume 2, No. 6

Montreal, P.Q.

April, 1965



The mystery of how a thought is born is brought to life in this giant model of the human brain in the Hall of Science at the New York World's Fair. This piece of electronic wizardry, which is part of The Upjohn Company's Exhibit, graphically demonstrates the exciting progress scientists have made in understanding the physiology of the mind. Fifty persons at a time can watch and listen to the brain reacting to sights and sounds, making decisions and commanding the body to reach. (See story page 8).

Montreal Educator Calls for Changes In Attitudes To Technical Education

A prominent Montreal educator has called for rapid and drastic changes in the province's vocational and technical schools so that they will not become stumbling blocks to Quebec's economic development.

Prof. Guy Rocher, vice-dean of social sciences at the University of Montreal and a member of the Parent Commission, told the annual dinner of the McGill Associates on Apr. 26 that technical and vocational schools are looked upon today as "second class institutions".

"Yet ours is an economy which relies increasingly on highly-trained technicians of various sorts — we have been advised by the Economic Council of Canada that industrial progress in this country may be slowed by the lack of such technicians".

Prof. Rocher pointed out that a "good proportion" of students in college now should have been oriented toward a more technical course.

"But as long as the technical institute is a segregated institution trying to compete with the college, as long as the technical course is merely practical training completely cut off from general education, its prestige will be low, its recruitment will be poor quality, and it will not meet the needs of our industrial society".

He said the technicians and technologists of the future will need more general and theoretical education than technical and vocational schools provide now.

"General education will be necessary for them to adjust to technological change and to have greater mobility on the labor market."

"Democratic society needs active and enlightened citizens who have learned to think for themselves."

Prof. Rocher stressed he was not suggesting that the number of students entering university be restricted.

"The aim is rather to open the university door to the right boys and girls including the great number of those who should be there but who are elsewhere."

"As for those who shouldn't be in college it will be extremely important to help them find their way and to provide them with the adequate training they need".

"We must think in terms of post-high school orientation instead of selection, by means of a new formula both for the type of institution and for the program of studies."

Prof. Rocher said the composite institute proposed by the Parent Commission is that new formula.

The institute would integrate the present vocational and technical schools with the first two years of college.

He listed several points of improvement the institute will offer:

- Provide advanced general education to all, whether technologists or transfer students.

- Raise the level of theoretical courses in technical training.

- Provide a period of orientation and preparation for students who plan to go to college.

- Allow the granting of a degree to those who will go no further.

He said the institute will be beneficial to both the students and the universities.

"With the rapidly increasing number of undergraduates foreseen in the coming decades the university will no longer be able to ensure good general education for all."

"After Grade 13 the university will receive students from the institute for a three year course to the first degree."

"The university will have the opportunity to develop an undergraduate course of a higher level thus making better use of the resources at their disposal."

Prof. Rocher explained that the institute will also introduce a greater unity in the educational system of Quebec, establishing a uniform system for the transition between secondary and higher education throughout the province.

Entrance Requirements Upgraded For Montreal Trade Schools

By William Asherman
Executive Vice-President

In the March issue of the News we informed our members of facilities available to English students for Technical and Vocational education in the Province.

After publication of that issue the writer learned that changes in entrance requirements for trade schools were contemplated for the coming school term. On checking into the matter with the Trade Schools West Section and with the local office of the Ministry of Education the following information was given to the writer:

It was decided, quite recently, by local trade school authorities that it will be necessary for students, who want to enter a trade school in fall of 1965, to have finished grade IX instead of Grade VII, as required heretofore.

The principal reason for considering this change was that pupils, who entered trade school from Grade VII, were found to have too little background in mathematics and subsequently encountered difficulties in coping with the curriculum in trade school.

Furthermore, in accordance with the recommendations made by the Parent Commission, it was thought that pupils from Grade VII are too young to start working after having finished a two-year trade course.

However if a pupil had to stay in elementary school longer than

usual and leaves this school only at the age of 16, trade school authorities will investigate such specific cases and may make an exception by accepting such pupil after Grade VII.

The writer has been told that there is no official decision as yet regarding application of this change generally in all trade schools of the province and that for the time being it is applicable to the Montreal area only.

Members are advised to consult the trade school of their choice or the writer if additional information is required.

We shall do our best to keep our members up to date on further developments in the matter.

MATH PROBLEM!

If you cannot understand your youngster's "new maths" homework, take heart — neither can Ontario's Minister of Education, William Davis.

Mr. Davis admitted at the annual convention of the Ontario Education Association: "It's time the minister himself took a course in new maths."

He added that he does not understand it as his "eldest child hasn't quite reached that stage yet."

We need Your Help! What Is Your Opinion?

Federation is preparing a brief for presentation to the Royal Commission on Bilingualism and Biculturalism. One of the subjects being considered for inclusion is the question of neutral schools. And we want YOU to guide us:

Should the Brief recommend separation of church and state in the area of education, which would mean the end of the Confessional school system as it now exists?

Should creation of a neutral school system be recommended? It is felt that the school, while it should not neglect cultural and moral values, should be primarily occupied with the secular education of the child and that he should be taught to appreciate, tolerate and respect the conviction of others. Is it not for the home and church to educate in religious matters in accord with the desire and conviction of the parents?

The questions are personal ones. They are important ones. What do you think? We are seeking a personal opinion from each member.

Please complete the coupon with a simple YES or NO in the space provided and mail it to Federation by May 26, 1965. If you have any comments to make please send them in a letter to Federation at the address shown on the coupon.

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QUEBEC FEDERATION OF PROTESTANT HOME AND SCHOOL ASSOCIATIONS

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YES..... NO.....

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QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

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Neutral Schools - Yes or No?

Quebec Federation needs your help in determining its stand on the vital question of neutral schools. As explained in the story on Page 1, one of the sections of the Federation brief to the Royal Commission on Bilingualism and Biculturalism will deal with the question of neutral schools.

A great deal of sentiment, both official and from parents, is building up within the province for the establishment of a neutral school system, thus doing away with the present Protestant and Catholic confessional systems.

In dealing with this question, Federation will be guided by the opinion of its members. Therefore it is of vital importance that readers fill out and return the coupon on Page 1 before May 26. This will enable the committee drawing up the B & B brief time to tabulate the results in order to include the section on neutral schools in the draft of the brief which will be presented to the Federation Board meeting in June.

SO DON'T WAIT. FILL OUT AND MAIL YOUR COUPON TODAY!

Parents... Apathy... and Elections

Why are parents apparently so apathetic about education? This question puzzles many active Home and Schoolers. Drawn from questionnaires, hard working executives plan requested programs, put them on — and a handful of parents turn up.

It seems that a large number of parents are "Slide Walk Superintendents" free with criticism of our educational system and full of advice as to what should be done. However, they do not have the slightest intention of studying the problems in depth to make the criticism constructive, and they make no effort to see whether their advice is practicable.

At a time when education in Quebec is undergoing the biggest revolution in its history the thing that parents choose to ignore is that if they are alert now and express well-considered opinions through the proper channels, such as Quebec Federation, the educational changes now going on are more likely to meet with their support and approval.

Another way parents can show their interest and express their opinions on the state of education is through the exercise of their vote in the school board elections on June 14. Now is the time for parents to determine that the people they elect as school commissioners or trustees will be the best people available.

Elsewhere in this issue are listed some of the qualifications for a candidate and for electors and a reminder that parents have rights and responsibilities regarding the election of school officials. It is the duty of the electors to find good candidates. Home and School has a responsibility to encourage electors to take an active part in selecting suitable candidates and electing them.

While it has been established that a Home and School association should not support a particular candidate, it can, nevertheless, organize meetings where all candidates can be heard, giving the electorate a chance to listen, question and make their choice accordingly. Home and School Associations can also promote a large turnout on election day through newsletters, telephone campaigns and other publicity.

**Mail Your Vote On
Neutral Schools Today**



The Editor's Notebook

The current issue of Home & School News contains much food for thought for Home and Schoolers, and indeed for all parents.

Two stories on Page 1 indicate the changes that lie ahead in the field of vocational and technical education. The lead story tells about the upgrading of entrance requirements for trade schools in the Montreal area.

Pupils wishing to enter trade schools next term will have to have finished Grade 9 instead of Grade 7 as previous. Principal reason for the change is that students from Grade 7 are found not to have sufficient background in mathematics to cope with the trade school curriculum.

The other story deals with a speech by Prof. Guy Rocher, vice-dean of social sciences at the University of Montreal and a member of the Parent Commission.

In his speech, Prof. Rocher calls for rapid and drastic changes in vocational and technical schools so that they will not become stumbling blocks to Quebec's economic development. He also said we are doing a great disservice to our youth and our province by looking upon technical and vocational schools as "second class institutions".

This I believe is extremely important. We must realize that the technological and economic development of Quebec can only be brought about by highly-trained technicians. We must be prepared to change our thinking as far as technical training goes.

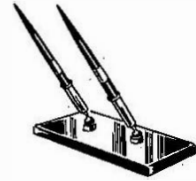
No stigma should be attached to those who take vocational and technical courses. The trained technician will be the backbone of the new Quebec.

Technical and vocational education must come of age: the sooner everyone accepts and realizes this, the better off for our youth and our province.

Another article that provides much food for thought is that on Page 6 dealing with the biological aspects of the race question. This important document, drawn up by leading experts in the field, gives the lie once and for all to those racist theories which pretend to base their claims on scientific fact. It's recommended reading.

Also important are the item on neutral schools and the listing of qualifications for upcoming school board elections. Readers are urged to return the neutral school coupon on Page 1 post haste.

Letters



An Open Letter to a Grade 1 Teacher

Editor,
Quebec Home & School News.

Dear Sir:

I am enclosing a brief manuscript which I wondered if you would use for publication.

I have called it "AN OPEN LETTER TO A GRADE 1 TEACHER". By having it published, I would be able to pay credit to our particular Grade 1 teacher, Mrs. Marion Hackwell of the Waterloo High School, and to call attention to the exceptional place that this group of women occupy in any community. I am sure that my sentiments are echoed by mothers of 'First Graders' everywhere.

Is it suitable at all for your Paper?

Sincerely,

KATHERINE SNOW
Waterloo, Que.

Dear Mrs. Hackwell,

I am sending you this open letter because if I simply wrote to you, you might suspect my motives. You might not realize as fully how deep and eternal is my gratitude to you.

First of all, I want to thank you for making school the wonderful experience it has proved to be for our one small boy. He will go through his entire academic career and, I believe, his whole life, a finer, better adjusted man because you, out of the deep wells of your kindness and understanding, have given him the basic foundation.

I marvel endlessly at your unflagging enthusiasm and interest in all your pupils. Just yesterday I drove some of your Grade Ones home because it was raining and I received three, separate, glowing accounts of how you had done a dance at noon to remove the mud from your shoes. I think that this must be the key to your magic. Instead of performing the necessary but uninteresting task of wiping off your shoes you took the time to make a game of it and to give delight and laughter to twenty-two children.

I remember the Christmas party when you made the closing of school such a joyous time for them. All those carefully designed decorations must have entailed unbelievable patience and endless persuasion and compromise.

I shall never forget the all important "appendectomy" that my son underwent in the wee hours of a March morning. The first letter to reach the hospital was from you. It was warmly, but not lingeringly, sympathetic. It was full of news and gaiety, exactly what he needed to bring his own familiar, normal world into focus amid the intravenous fluids and penicillin injections. You sent him some kind of message every day assuring him that his own world remained intact and awaiting his return.

I know, too, that it was only your influence and gentle pressure that caused those dozens of grimy and misspelled notes to pour in from his friends.

Do you remember the time my Charles wrote some musical notes down in his hodge-podge fashion and presented them to you? He came home that noon, full of

joyous satisfaction and said "You know, Mummy, Mrs. Hackwell told me that my music was exactly what they had been looking for to complete the score for the Grade X concert!" My husband and I sent you unspoken thanks from our hearts.

Your compassion towards this same small boy when the privilege of playing a tambourine in the school band was taken from him, quite justly because he was unable to maintain the rhythm, remains a warm memory to me. Your gentle courtesy in thanking him for a totally inadequate performance on some inaudible thing called a "clapper" was lovely to behold.

There are many more things that could be said. I wanted you, personally, and Grade 1 teachers everywhere, to know that Mothers do not underestimate you. You are most truly appreciated. I am sure that, very often, it must seem that your work goes unacknowledged. I have written this letter so that, on occasions like that, you might have this to recall.

You carry on a wonderful function. You are without discrimination. Your love and warmth are shared by the rich and the poor; by the clean and the not too clean, by the good child and the naughty child, the clever and the oss gifted. You have opened your own mind and heart to permit these eager young to share the world with you. In all your life time you will never be alone because across the entire land your ideas and convictions have taken root.

I pray that every blessing will always rest with you. I beg of you to remain constant and to let nothing stop or discourage you in your work. Let your love burn bright and high. Let it spread and warm all the very young lives you touch. Remain as you are, gentle to them all, compassionate, even when you are weary and they are exasperating. Give them joy and give them dreams and be always comforted by the knowledge that, to each child you are the most beautiful, the most understanding person in his world and thus enshrined in his heart, you stay forever!

With affection and gratitude,
KATHERINE SNOW
Waterloo, Quebec

Teaching Graduates Disturbed By Shortage of Teaching Posts In Montreal Protestant Schools

By Stanley Cohen

(Reprinted by Permission of The Montreal Star)

There is no shortage of elementary school teachers in Montreal's Protestant system. That news has disturbed many students at McGill University's Institute of Education.

For years a teacher shortage had practically guaranteed positions in the city's schools to all graduates of the institute, located at Macdonald College.

The Protestant School Board of Greater Montreal will probably hire as many new teachers for next September as it has in recent years. But the institute, the province's main teacher-training school, is now turning out more graduates than Montreal and neighboring school systems can handle.

The Greater Montreal Board says it wants "the best" graduates. It has already sent offers to 192 applicants from the institute. But others of the 438 who applied have been warned that the board cannot act at the moment because it is still somewhat uncertain of its needs for next year. (Teachers currently in the system have until April 30 to notify the board if they do not intend to renew their contracts. The board also has until that date to advise teachers it will not require their services after this academic year.

(Attempts are being made to have the deadline moved to March 31, the same as that of most other Protestant systems in the province.)

Some of this year's applicants not rejected outright might still be offered Montreal contracts; but, said John Perrie, personnel director of the board, "we have gone as far as we can go for now."

He admitted that the board had probably sent more discouraging letters this year than before.

Mr. Perrie said there was a continuing, slight decline in elementary school enrolments. That, coupled with the increasing number of qualified graduates from the province's teacher-training institutions (at McGill and Bishop's universities, has created the unusual problem of over-abundance.

There are approximately 3,000 teachers in the PSEGM's 100 schools, 80 of which are at the elementary level. The average staff turnover for the past five years has been 16 per cent. Last year 338 institute graduates were hired.

Mr. Perrie said norms established by the Department of Education for teacher-pupil ratios did not affect the Montreal board because it does not have an operational budgetary deficit, "and we are not planning to become a deficit board."

For years, Mr. Perrie, explained, many Montreal students mistakenly believed that the Institute of Education existed to fill the needs only of the Montreal Protestant system.

"The institute is not solely for Montreal; it is for the entire province. And there are teacher shortages in a number of communities in the province," he said.

Unfortunately, he said, many of the institute's graduates are unwilling to take teaching positions outside the Greater Montreal area.

Prof. Wayne Hall, director of the Institute of Education, said: "There is no problem at all of a graduate getting a teaching position next year somewhere in the province."

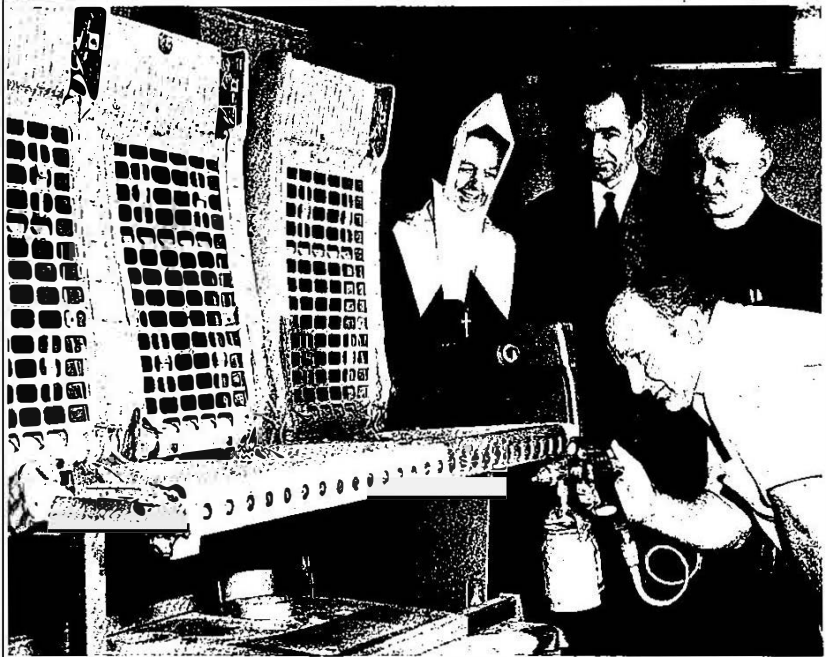
There are more than 400 persons in Quebec teaching on temporary permits without full qualifications, he explained, and school boards have to prove they have no other applications for those positions before hiring persons with temporary permits.

Selection of new teachers is based on several factors, Mr. Perrie said:

- Their academic record at the teacher-training institute;
- Evaluation of their practice teaching by an inspector from the institute and by the principal of the school in which they perform their student-teaching; and
- An interview by two representatives of the school board (the board sent out 12 two-man teams made up of education officers, members of the personnel department and principals.)

At present there are three main teaching categories, each of which is represented by programs of study at the institute:

1. The temporary permit plan is based on one year of training at the institute. It will be abolished at the end of this year.
2. The Class II diploma is based on either two years at the institute or one year of university and one year at a teacher-training school.
3. The Class I diploma is granted to graduates of the four-year (bachelor of education) program or to holders of an academic bachelor's degree who have completed one additional year of teacher preparation.



BUSINESS-EDUCATION DAY — Visiting the paint shop at Air Canada's Maintenance and Overhaul Base, Dorval, on Business-Education Day, sponsored by the Montreal Board of Trade, was a group of High School teachers from the Catholic and Protestant School Boards who toured a number of Montreal commercial firms on April 19. Watching an aircraft seat being painted are, left to right, Sister Ste Dorothy from D'Arcy McGee High School, Roger Haeberle from Sir Winston Churchill High School, and Rev. Paul Gibson, Anglican chaplain from McGill University.

BOOK REVIEW

"Children . . . Their Ways and Wants"

Reviewed by Hanna Lambek

Children . . . Their Ways and Wants
By Katherine Reeves
Educ. Pub. Corp., Darlen
—122 pp.—

While this little book is primarily addressed to grade school teachers, it is full of interest to parents or anyone working with children.

Professor Reeves is a master of style: she introduces solid psychological facts with concrete examples and weaves her discussions with vivid imagery and quotations by writers such as Lewis Carroll (Alice in Wonderland) and Arthur Jersild (Child Psychology). The book contains some excellent photographs and a bibliography.

"Children . . . their Ways and Wants" is divided into three parts. The first stresses the uniqueness of each child and the problems of growing up.

The second, titled "Problems are a Way of Growing," forms the major part of the book. In it we find chapters on the rebel, the tease, the cruel child, the boundary-seeker (that's the child who misbehaves to find out just how far he can go), the shy child, the solitary child, the over-anxious child, the tired child, the child who lacks faith in himself, the too-good child (an excellent chapter), the jealous child, and many others. Katherine Reeves makes these children come to life for us. she shows them in school situations and shows how the teacher deals with each child.

The third part talks about teachers and their problems and contains, among others, chapters dedicated to the growth of discipline, the growth of morale and — a delightful chapter — the growth of love.

As the chapters of this book were originally separate articles, some repetition is unavoidable. This is no disadvantage as the author's strong feelings come through all the more clearly — we cannot put the book down without feeling her love for children — and we are imbued with the importance of recognizing each child for what he is, of trying to

get to know him as an individual and of sensing his needs, as unfulfilled needs create tension and the child who is not helped often finds ways to ease such tension that may hurt both himself and others. Professor Reeves is a firm believer in the importance of dramatic play for the emotional growth of children.

Teachers are idealized in this book; they are without exception loving, understanding mature people. Conditions also are somewhat better than we are used to in this province (Professor Reeves is at Cornell University, Ithaca, N. Y.): it is taken for granted that classes are small, that schools have guid-

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New Regional Boards Formed

Formation of the St. Francis Valley and Chateaugay Valley Protestant Regional School Boards has been announced by Education

Minister Paul Gérin-Lajoie.

This brings to four the number of Protestant regions already created under the Operation 55 program for the regionalization of secondary education in the province. The other regions are Bedford and North Island. Five more Protestant regions are yet to be designated.

The St. Francis Valley region

will encompass the following local school districts: Bury, Compton-Waterville, Cookshirc, East Angus, Westbury, Island Brook, Sawyer-ville, Scottstown, Agnes, Megantic, Lennoxville, Sherbrooke, Ayr's Cliff Village, Beebe-Rock Island-Stanstead, Coaticook, Hatley Village, Magog, North Hatley, Stanstead Township and Dudswell.

The Chateaugay Valley region will include local school boards from Lac St. Louis, Valleyfield, Chateaugay, Howick, Ormstown, Franklin, Dundee, Hemmingford and Huntingdon.

1964-65 EDUCATION PICTURE IN QUEBEC

Fewer Schools, More Classes, More Teachers and More Students

The preliminary Statistical Report on Education in Schools Under Control of School Boards shows that for the 1964-65 school year in Quebec there were fewer schools, more classes, more teachers and more students remaining longer at school.

Prepared by the Quebec Department of Education, the report indicates the major developments taking place in education under the control of Quebec Protestant and Catholic school boards.

The figures for the Protestant and Catholic systems follow the same pattern in three of four categories. The exception is in the number of schools. The Protestant figure is stable while the number of Catholics schools decreased by almost 10 per cent in a year as a result of the policy of consolidation and regionalization.

Highlights of the overall report are:

1. Decrease in Number of Schools:

The total number of Québec schools in 1964-1965 is 4,966 in comparison with a figure of 5,447 for 1963-1964. The decrease is 8.8 per cent.

2. Increase in the Number of Classes:

At present 45,586 classes are in operation. In 1963-1964 the number was 43,639. The increase is more than 4.4 per cent.

3. Increase in Number of Teachers:

From a total of 54,249 teachers in 1963-1964 the number has risen to 58,130 this year. This is an increase of 7.2 per cent.

4. Increase in Student Population:

A total of 1,298,690 pupils are in attendance at elementary and secondary schools, in comparison with 1,249,353, in 1963-1964. The increase is 3.9 per cent.

The greatest increase has occurred at the secondary level, where there are 322,103 students, as against 293,360 in 1963-1964; or an increase of 9.8 per cent. The elementary grades include 976,587 pupils, this year, in comparison with a total of 955,993 last year; giving an increase of 2.2 per cent.

PROTESTANT EDUCATION

The preliminary report contains detailed information on education in schools under the control of Protestant school boards.

1. Stability in the Number of Schools:

This year there were 335 Protestant schools in comparison with 334 in 1963-1964.

2. Increase in Number of Classes:

The number of classes, which was 4,356 in 1963-1964, has risen to 4,539 this year, an increase of 4.2 per cent.

3. Increase in Number of Teachers:

The total number of teachers in 1964-1965 shows an increase of 6.8 per cent, rising from 5,718 in 1963-1964 to 6,109 this year.

The preliminary report notes that the increase is particularly impressive in the case of male teachers. There are 1,935 male teachers this year (an increase of 12.3 per cent over 1963-1964) and 4,174 female teachers (an increase of 4.4 per cent over 1963-1964).

The division, according to duties, of this teaching body is as follows: 4,540 class teachers, 1,299 specialist teachers, 257 principals, 13 administrators.

As was the case in Catholic schools, the teaching personnel in Protestant schools has more than doubled since 1951-1952. There were 2,906 teachers in 1951-1952 and 5,099 in 1961-1962.

4. Increase in Student Population:

The present enrolment represents a gain of 2.1 per cent over 1963-1964. The preliminary report shows that, of a total enrolment of 126,502 pupils, 87,141 are in the elementary grades. The increase in the secondary grades is 3.8 per cent; that of the elementary grades is 1.4 per cent.

The growth of the school population also follows a constant curve: in 1951-1952, there were 75,407 pupils in schools under Protestant direction. In 1961-1962 the number was 116,186 pupils.

SUMMING UP

RESUME OF QUEBEC STATISTICS OF EDUCATION FOR 1964-65

	SCHOOLS		
	Catholic	Protestant	Total
I — SCHOOLS.....	4,631	335	4,966
II — CLASSES.....	41,047	4,539	45,586
III — TEACHERS:			
Lay Men.....	10,766	1,935	12,701
Religious Men.....	2,285	—	2,285
Lay Women.....	31,808	4,174	35,982
Religious Women.....	7,162	—	7,162
Total.....	52,021	6,109	58,130
IV — STUDENTS:			
a) Summary			
Boys.....	602,932	65,184	668,116
Girls.....	569,256	61,318	630,574
Total.....	1,172,188	126,502	1,298,690
b) Course level			
Elementary			
Regular.....	855,691	79,717	935,408
Special.....	33,755	7,424	41,179
Elementary Totals.....	889,446	87,141	976,587
Secondary			
Regular.....	277,234	39,161	316,395
Special.....	5,508	200	5,708
Secondary Totals.....	282,742	39,361	322,103
GRAND TOTALS.....	1,172,188	126,502	1,298,690

DISTRIBUTION OF TEACHING PERSONNEL ACCORDING TO DUTIES AND ACADEMIC LEVELS IN ALL SCHOOLS UNDER PROTESTANT DIRECTION

LEVELS	Elementary and Secondary			Totals
	Elementary	Secondary		
TEACHERS:				
1) Men				
a) Position in schools:				
Class teachers.....	390	8	764	1,162
Specialists.....	121	82	362	565
Principals.....	92	54	50	196
b) Unattached to particular schools:	—	—	—	12
Totals.....	603	144	1,176	1,935
2) Women				
a) Position in schools:				
Class teachers.....	2,771	7	600	3,378
Specialists.....	368	110	256	734
Principals.....	30	9	22	61
b) Unattached to particular schools:	—	—	—	1
Totals.....	3,169	126	878	4,174
AGGREGATE				
a) Positions in schools:				
Class teachers.....	3,161	15	1,364	4,540
Specialists.....	489	192	618	1,299
Principals.....	122	63	72	257
b) Unattached to particular schools:	—	—	—	13
Totals.....	3,772	270	2,054	6,109

DISTRIBUTION OF CLASSES IN SCHOOLS UNDER PROTESTANT DIRECTION

LEVELS	Elementary and Secondary			Totals
	Elementary	Secondary		
CLASSES				
1) Regular.....	2,930	15	1,354	4,299
2) Special.....	231	—	9	240
Totals.....	3,161	15	1,883	4,539

RESUME OF DISTRIBUTION OF PUPILS BY SEX AND ACADEMIC LEVELS

LEVELS	Elementary		Secondary	Totals
	Boys	Girls		
1) Regular Classes				
Boys.....	41,163	20,116		61,279
Girls.....	38,564	19,045		57,609
2) Special Classes				
Boys.....	3,805	100		3,905
Girls.....	3,619	100		3,719
Aggregate				
Boys.....	44,968	20,216		65,184
Girls.....	42,173	19,145		61,318
Totals.....	87,141	39,361		126,502

DISTRIBUTION OF BOYS AND GIRLS IN THE ELEMENTARY GRADES OF SCHOOLS UNDER PROTESTANT DIRECTION

	Boys	Girls	Aggregate
Regular Classes			
Grade 1.....	5,975	5,520	11,495
Grade 2.....	5,801	5,427	11,228
Grade 3.....	5,843	5,351	11,194
Grade 4.....	5,882	5,603	11,485
Grade 5.....	6,015	5,687	11,702
Grade 6.....	5,976	5,538	11,512
Grade 7.....	5,671	5,430	11,101
Totals.....	41,163	38,554	79,717
Special Classes			
Kindergarten.....	3,344	3,347	6,691
Others.....	461	272	733
Totals.....	3,805	3,619	7,424
Elementary Aggregates.....	44,968	42,173	87,141

DISTRIBUTION OF BOYS AND GIRLS ACCORDING TO GRADES IN THE SECONDARY GRADES OF SCHOOLS UNDER PROTESTANT DIRECTION

	Boys	Girls	Aggregate
Regular Classes			
Grade 8.....	5,874	5,620	11,494
Grade 9.....	5,151	4,871	10,022
Grade 10.....	4,678	4,478	9,156
Grade 11.....	3,987	3,799	7,786
Grade 12.....	426	277	703
Totals.....	20,116	19,045	39,161
Special Classes.....	100	100	200
Secondary Aggregates.....	20,216	19,145	39,361

Department of Education Survey Seeks Insight Into Future Plans Of Province's Grade 11 & 12 Students

Quebec's Department of Education is now compiling the results of an unprecedented survey designed to gain an insight into the future plans of the province's 70,000 Grade 11 and Grade 12 students.

The survey, recommended by the Planning Committee on Pre-University and Vocational Education, was carried out in both public and private schools after the Easter recess.

The information obtained in the survey will enable the Planning Committee to recommend to the Department of Education the most suitable measures to take for meeting the educational needs and requirements of all students now enrolled in Grades 11 and 12.

Details of the survey were announced early in April by Education Minister Paul Gérin-Lajoie.

The minister said the survey was aimed mainly at estimating the number of those who will terminate their studies, but also at establishing for the next academic year what the requirements will be for regular induction into the university stream, and then again, to decide what the needs will be for remedial, makeup and upgrading courses to meet the students' special needs.

"It may be, for instance," the minister said, "that we will find possibly a number of high school general course students who could qualify for further studies at university level, while we will likely find a number of such high school general course students who could be given the opportunity of finishing trade school in a one-year crash course or technical school in a no less crash course of two years."

"We simply want to know," Mr. Gérin-Lajoie said. "In both cases we want to make available the necessary facilities so that their needs can be met with a minimum loss of time."

He indicated that expert vocational guidance "has been and still is one of our great problems. Whatever was done or not done in the past, we have to take the situation as it is now and we cannot pretend to solve every problem by next September either."



PAUL GERIN-LAJOIE

He said that such surveys would become a permanent feature in his department, and that all the necessary mechanizations had been effected "and only needs further refinement now."

He added that as of High School leaving there would be no strict "compartmentalization" between English and French in Quebec. The requirements and abilities of a student would be the only criteria on which would be decided in what institution a student would proceed on to further studies.

The results of the survey would also be broken down on a regional basis, and help decide how the plant educational needs of the 55 Catholic and nine Protestant regions, in addition to those in Montreal and Quebec City areas, can best be met.

Music & Drama Feature Meeting At Northmount

A unique musical and dramatic program will be a highlight of the Northmount High Home and School Association annual meeting on Thursday, May 13 at 8 p.m. in the school auditorium.

The musical program will consist of the Grade 10B Girls' Classroom Choir conducted by Eva Koranyi; the String Ensemble conducted by Mr. S. Rosemarin; a solo by baritone Brian Albert; the Girls' Ensemble; and the Girls' Trio conducted by Mr. Norair Artinian.

The dramatic portion will consist of two one-act plays presented by Grade 8 and 9 students. The plays are "A Marriage Proposal" by Anton Chekov, and "Fantastic Flight" by Sydney Cox.

Musical directors for the program are Mr. S. Rosemarin and Mrs. D. Cameron. Drama directors are Mr. M. André and Miss M. Gregson.

Language Service Valuable Aid

The Language Advisory Service is operated by Major Douglas H. Tobler, a language specialist and consultant whose private courses for industry and schools are well known in the Montreal area. It aims to define for parents the present and future language needs of young people in relation to their capabilities and to help them decide what can be done to meet these needs. Close contact is maintained with recognised academic institutions.

Consultation and guidance are most likely to be needed in the choice of the following:

Private Tuition & Special Courses — Consultation will determine the degree of fluency achieved and provide liaison with carefully chosen tutors best able to match the needs of the individual boy or girl.

Summer Schools — Parents are provided with complete details of courses available, including conditions for enrolment.

Summer Camps — Following consultation and guidance, parents are put in touch with camp directors. Placements can be arranged.

French-speaking Families — Liaison is arranged between parents and French-speaking families.

Consultation is by interview only. Since the service is selective in character and has no pecuniary interest in any individual or group organization recommended, parents are required to pay a consultation fee that will vary according to the amount of guidance and assistance they may receive.

Federation Publications Can Make Executive's Job Much Easier

By Staff Reporter

Every year at this time, Home and School Association Nominating Committees are searching for people to fill the vacancies on their executives, and replace committee chairmen.

The most common reply they are met with is "Well, I don't mind helping out, but I wouldn't want to take the presidency (or whatever other post it may be) — I wouldn't know what to do."

It would seem that many potentially active Home and Schoolers are not aware that at Federation Office there are many publications to cover almost every facet of running a Home and School association.

These include the handbook — the basic manual for all Home and School Associations; the program manual — suggested programs for both elementary and high school associations; the membership kit — if your association is not getting the number of members it should the ideas contained in this kit will help your membership chairman; the President's personal program — a course of study for executives (explaining their duties); How to start a study group; and District Councils — what is their purpose and how can the work to help associations in a local area.

So if you are asked to serve your association take the job and make sure your association provides you with the Federation publications to assist you to do a good job.

Federation office will also put you in touch with the various Federation Vice-Presidents and Committee chairmen to answer your questions and give you ideas and suggest publications to guide you.

Quebec Federation offers local executive members training Workshops throughout the year, but any interested Home and Schooler is most welcome to attend.

Any three or more associations in a geographical area may request Federation to help them put on a local workshop provided they state the points they want discussed. Federation officers will gladly attend and participate in whatever way necessary.

The Annual Conference to be held at the Sheraton Mt. Royal Hotel, October 22-23, 1965, is an opportunity to see the work of Home and School at the Provincial level.

So take that job — make sure your associations use the Federation services available to it, because federation is only an extension of your local association working at the Provincial level.

Social Service Directory Ready

The 1965 revised edition of the "Directory of Health, Welfare and Recreation Services of Greater Montreal" is now available.

The Directory (which is issued every two years), provides a description of the services available from over 300 community organizations serving the English-speaking population of Montreal, along with their addresses and phone numbers.

Services listed include: Children's Services, Camps, Protection and Correction Agencies, Health and Nursing Services, Family and General Assistance Agencies, and many others.

Copies may be obtained for \$1.00 from the Montreal Council of Social Agencies, 1040 Atwater Avenue, Montreal 6.

Quebec Branch of Ontario Group To Study Childhood Education

The Quebec Branch of the Ontario Council for Childhood Education will hold its Annual Conference October 29 and 30, 1965, at the Queen Elizabeth Hotel, Montreal.

This is the first time in the history of the organization that this conference is being held in the Province of Quebec, and a very special program is being planned.

The O.C.C.E. is concerned with the education of children beginning at the Nursery School level, through Kindergarten, and including the Primary school up to the third grade level.

Its purpose is to work for the education and well-being of children, to promote desirable conditions, progress and practice in the schools, and to raise standards and encourage professional growth of teachers in the field.

The 1965 Conference will have as its morning speaker Dr. Leland Jacobs, of Columbia University, New York. Dr. J.D. Jefferis, Director, Dept. of Education, Bishops University, will be the luncheon speaker.

The Conference theme is "Today's Children for Tomorrow's World". There will be Panel discussions in the areas of Creative Arts, Learning Problems, Language, Mathematics, and Science.

These panels will be headed by specialists, both French and English, in their respective fields. There will be a large display of creative work done by children at pre-school and Primary levels, and also an extensive exhibit of children's educational toys, and books in both French and English that will be of specific interest to teachers of the young child.

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BIOLOGICAL ASPECTS OF THE RACE QUESTION

(Reprinted from the UNESCO Courier, April 1965)

The undersigned, assembled by Unesco in order to give their views on the biological aspects of the race question and in particular to formulate the biological part for a statement foreseen for 1966 and intended to bring up to date and to complete the declaration on the nature of race and racial differences signed in 1951, have unanimously agreed on the following:

1 All men living today belong to a single species, Homo sapiens, and are derived from a common stock. There are differences of opinion regarding how and when different human groups diverged from this common stock.

2 Biological differences between human beings are due to differences in hereditary constitution and to the influence of the environment on this genetic potential. In most cases, those differences are due to the interaction of these two sets of factors.

3 There is great genetic diversity within all human populations. Pure races — in the sense of genetically homogenous populations — do not exist in the human species.

4 There are obvious physical differences between populations living in different geographic areas of the world, in their average appearance. Many of these differences have a genetic component. Most often the latter consist in differences in the frequency of the same hereditary characters.

5 Different classifications of mankind into major stocks, and of those into more restricted categories (races, which are groups of populations, or single populations) have been proposed on the basis of hereditary physical traits. Nearly all classifications recognize at least three major stocks.

Since the pattern of geographic variation of the characteristics used in racial classification is a complex one, and since this pattern does not present any major discontinuity, these classifications, whatever they are, cannot claim to classify mankind into clear cut categories; moreover, on account of the complexities of human history, it is difficult to determine the place of certain groups within these racial classifications, in particular that of certain intermediate populations.

Many anthropologists, while stressing the importance of human variation, believe that the scientific interest of these classifications is limited, and even that they carry the risk of inviting abusive generalizations.

Differences between individuals within a race or within a population are often greater than the average differences between races or populations.

Some of the variable distinctive traits which are generally chosen as criteria to characterize a race are either independently inherited or show only varying degrees of association between them within each population. Therefore, the combination of these traits in most individuals does not correspond to the typological racial characterization.

6 In man as well as in animals, the genetic composition of each population is subject to the modifying influence of diverse factors: natural selection, tending towards adaptation to the environment, fortuitous mutations which lead to modifications of the molecules of deoxyribonucleic acid which determine heredity, or random modifications in the frequency of qualitative hereditary characters, to an extent dependent on the patterns of making and the size of populations.

Certain physical characters have a universal biological value for the survival of the human species, irrespective of the environment. The differences on which racial classifications are based do not affect these characters, and therefore, it is not possible from the biological point of view to speak in any way whatsoever of a general inferiority or superiority of this or that race.

7 Human evolutions presents attributes of capital importance which are specific to the species.

The human species, which is now spread over the whole world, has a past rich in migrations, in territorial expansions and contractions.

As a consequence, general adaptability to the most diverse environments is in man more pronounced than his adaptations to specific environments.

For long millennia, progress made by man, in any field, seems to have been increasingly, if not exclusively, based on culture and the transmission of cultural achievements and not on the transmission of genetic endowment. This implies a modification in the rôle of natural selection in man today.

On account of the mobility of human populations and of social factors, mating between members of different human groups which tend to mitigate the differentiations acquired, has played a much more important rôle in human history than in that of animals. The history of any human population or of any human race, is rich in instances of hybridization and those tend to become more and more numerous.

For man, the obstacles to inter-breeding are geographical as well as social and cultural.

8 At all times, the hereditary characteristics of the human populations are in dynamic equilibrium as a result of this inter-breeding and of the differentiation mechanisms which were mentioned before. As entities defined by sets of distinctive traits, human races are at any time in a process of emergence and dissolution.

Human races in general present a far less clear-cut characterization than many animal races and they cannot be compared at all to races of domestic animals, these being the result of heightened selection for special purposes.

9 It has never been proved that inter-breeding has biological disadvantages for mankind as a whole.

On the contrary, it contributes to the maintenance of biological ties between human groups and thus to the unity of the species in its diversity.

The biological consequences of a marriage depend only on the individual genetic make-up of the couple and not on their race.

Therefore, no biological justification exists for prohibiting intermarriage between persons of different races, or for advising against it on racial grounds.

10 Man since his origin has at his disposal ever more efficient cultural means of non-genetic adaptation.

11 Those cultural factors which break social and geographic barriers, enlarge the size of the breeding populations and so net upon their genetic structure by diminishing the random fluctuations (genetic drift).

12 As a rule, the major stocks extend over vast territories encompassing many diverse populations which differ in language, economy, culture, etc.

There is no national, religious, geographic, linguistic or cultural group which constitutes a race ipso facto; the concept of race is purely biological.

However, human beings who speak the same language and share the same culture have a tendency to inter-marry, and often there is as a result a certain degree of coincidence between physical traits on the one hand, and linguistic and cultural traits on the other. But there is no known causal nexus between these and therefore it is not justifiable to attribute cultural characteristics to the influence of the genetic inheritance.

13 Most racial classifications of mankind do not include mental traits or attributes as a taxonomic criterion.

Heredity may have an influence in the variability shown by individuals within a given population in their responses to the psychological tests currently applied.

However, no difference has ever been detected convincingly in the hereditary endowments of human groups in regard to what is measured by these tests. On the other hand, ample evidence attests to the influence of physical, cultural and social environment on differences in response to these tests.

The study of this question is hampered by the very great difficulty of determining what part heredity plays in the average differences observed in so-called tests of overall intelligence between populations of different cultures.

The genetic capacity for intellectual development, like certain major anatomical traits peculiar to the species, is one of the biological traits essential for its survival in any natural or social environment.

The peoples of the world today appear to possess equal biological potentialities for attaining any civilizational level. Differences in the achievements of different peoples must be attributed solely to their cultural history.

Certain psychological traits are at times attributed to particular peoples. Whether or not such assertions are valid, we do not find any basis for ascribing such traits to hereditary factors, until proof to the contrary is given.

Neither in the field of hereditary potentialities concerning the overall intelligence and the capacity for cultural development, nor in that of physical traits, is there any justification for the concept of "inferior" and "superior" races.

The biological data given above are in open contradiction to the tenets of racism. Racist theories can in no way pretend to have any scientific foundation and the anthropologists should endeavour to prevent the results of their research from being used in such a biased way as to serve non-scientific ends.

Prof. NIGEL BARNICOT, Department of Anthropology, University College, London (U.K.).

Dr. YAYA KANE (Vice-Chairman of the meeting), Senegal National Centre of Blood Transfusion, Dakar (Senegal).

Prof. JEAN BENOIST, Director, Department of Anthropology, University of Montreal (Canada).

Prof. RAMAKHRISHNA MUKHERJEE (Vice-Chairman of the meeting), Research Professor of Sociology, Indian Statistical Institute, Calcutta (India).

Prof. TADEUSZ BIELICKI, Institute of Anthropology, Polish Academy of Sciences, Wrocław (Poland).

Prof. BERNARD RENSCH, Zoological Institute, Westfälische Wilhelms-Universität, Münster (Federal Republic of Germany).

Dr. A. E. BOYO, Head, Federal Malaria Research Institute, Department of Pathology & Haematology, Lagos University Medical School, Lagos (Nigeria).

Prof. YAKOV Y. ROGUINSKI, Head, Chair of Anthropology, Moscow University (U.S.S.R.).

Prof. VICTOR V. BUNAK, Institute of Ethnography, Academy of Sciences, Moscow (U.S.S.R.).

Prof. FRANCISCO M. SALZANO, Institute of Natural Sciences, Porto Alegre, Rio Grande do Sul (Brazil).

Prof. CARLETON S. COON, Curator, The University Museum, University of Pennsylvania, Philadelphia, Pa. (U.S.A.).

Prof. ALF SOMMERFELT (Vice-Chairman of the meeting), Honorary Professor, Oslo University (Norway).

Prof. GEORGI F. DEBETZ (Chairman of the meeting), Institute of Ethnography, Academy of Sciences, Moscow (U.S.S.R.).

Prof. JAMES N. SPÜHLER (Vice-Chairman of the meeting), Department of Anthropology, University of Michigan, Ann Arbor, Michigan (U.S.A.).

Mrs. ADELAIDE G. DE DIAZ UNGRIA, Curator, Museum of Natural Sciences, Caracas (Venezuela).

Prof. HISASHI SUZUKU, Department of Anthropology, Faculty of Science, University of Toyo (Japan).

Prof. ROBERT GESSAIN, Director, Centre of Anthropological Research, Musée de l'Homme, Paris (France).

Prof. J. A. VALSIK, Department of Anthropology & Genetics, J. A. Komenský University, Bratislava (Czechoslovakia).

Prof. SANTIAGO GENOVES (Vice-Chairman of the meeting), Institute of Historical Research, Faculty of Science, University of Mexico (Mexico).

Dr. JOSEPH S. WEINER, London School of Hygiene & Tropical Medicine, University of London (U.K.).

Prof. JEAN HIERNAUX (Scientific director of the meeting), Laboratory of Anthropology, Faculty of Sciences, University of Paris (France); Institute of Sociology, Free University of Brussels (Belgium).

Dr. Vsevolod P. YAKIMOV, Director, Institute of Anthropology, Moscow University (U.S.S.R.).

School Board Elections To Be Held June 14

Election of school commissioners and trustees will take place throughout the province, with the exception of Montreal and Quebec City, on June 14. No elections are held in Montreal and Quebec City as these positions are filled by appointment in the province's two largest centers.

Parents in municipalities where elections are held have the duty and responsibility to see that the best people available are running school affairs in their community. Only by making sure that qualified people present themselves for election, and then by going out to vote for the best candidates, can parents ensure that the administration of school boards and their children's education will be in competent hands.

The following are extracts from the Education Act covering the election of school commissioners and trustees.

Section 122. Every person who has been domiciled in the municipality for at least the last twelve months, able to read and write, qualified to vote under paragraphs 1, 2 and 3 of section 125 and who has paid all his school taxes before the 1st of June, and every Roman Catholic cure and every minister of any other religious faith ministering in the school municipality, shall be eligible as school commissioner or trustee. No person may be elected as school commissioner or trustee or hold such office on a school board of which his spouse is a member.

Section 123. In any municipality in which there are school trustees, no person may be a school commissioner if he forms part of the dissentient minority, and no person may be a school trustee if he forms part of the majority.

Section 124a. None of the following persons may be nominated for office as school commissioners or trustees, or elected to such office:

1. Keepers of inns, hotels, taverns, restaurants, cabarets or cafes, holding or having hold, within the preceding twelve months, a permit for the sale of alcoholic liquor in the municipality;
2. Any person who has been convicted of any criminal offense punishable by imprisonment for at least two years. Such disqualification shall continue for five years after the term of imprisonment fixed by the sentence. However, if the term of imprisonment to which such person is liable is less than two years, or if only a fine was imposed, such disqualification shall continue for two years after the term of imprisonment fixed by the sentence, or, from the date when the fine was imposed, or, if sentence is suspended, from the date when the sentence was suspended.

Section 125. To have a right to vote at any election of school commissioners or trustees, it shall be necessary:

1. To be of the age of majority and a Canadian citizen;
2. To be entered on the electoral list; and
3. To be the owner of real estate or of a building, be entered as such on the valuation roll or to be the spouse of such owners and have been domiciled in the municipality for the last six months; or
4. To be the father, mother or tutor of a child who was less than eighteen years old on the preceding thirtieth of June and have been domiciled in the municipality for the last six months.

Section 125a. In any municipality in which there are school trustees, no dissentient may vote at the election of school commissioners and only dissentients may vote at the election of school trustees.

Section 126. Any person who votes without having the qualifications of an elector shall incur a penalty of twenty dollars.

Section 129. Before the 1st of April in each year, the secretary treasurer shall prepare, for the municipality or for each ward where an election is to be held, as the case may be, a list of the persons qualified as electors.

Section 130. Such list shall be prepared by taking from the valuation roll and census book or, if need be, the census for municipal purposes, the names of the persons qualified as electors under section 125.

Section 131. The electoral list shall be deposited on the first judicial day of April at the office of the secretary-treasurer who shall forthwith give public notice of such deposit.

Section 133. Within fifteen days after the notice of deposit of the list, any person who believes that his name or that of another person has been wrongfully omitted from or entered on the list, may file in the office of the secretary-treasurer a written application to have such name entered on or struck from the list.

Section 151. Except in the case provided for in the second paragraph of Section 79 (refers to new municipalities) the election of school commissioners and trustees shall be held on the second Monday in June in each year, or, if that day is a holiday on the following judicial day.

Section 151a. In municipalities where the election of school commissioners or trustees is not held on the prescribed date, the Lieutenant-Governor in Council, on the recommendation of the Superintendent, may appoint the necessary school commissioners or trustees.

The Lieutenant-Governor in Council may nevertheless order an election and fix the date thereof.

On failure by the persons concerned to hold the election ordered by the Lieutenant-Governor in Council at the proper time, the commissioners or trustees shall be appointed by him on the recommendation of the Superintendent.

Section 151B The nomination of candidates for office as school commissioners or trustees shall be held on the first Monday in June, each year, from noon to two o'clock in the afternoon. If that day is a holiday, it shall be held at the same hours on the next judicial day.

The returning officer shall announce the date, time and place of the nomination of candidates by public notice given at least seven clear days beforehand.

Section 151C Two electors may nominate, by a writing delivered to the returning officer on the day and at the place and time fixed, any eligible person as a candidate for the office of commissioner or trustee to be filled.

The writing must state the name in full and occupation of the candidate and the number of the seat or ward, if any, and be signed by the electors making the nomination.

Section 151D If at the expiration of the delay fixed for the nomination of candidates there are not more candidates than offices to be filled, the returning officer shall proclaim them elected.

Similarly he shall proclaim elected any person who is the only candidate for a seat or ward.

In every other case he shall order a poll to be held.

Section 151E Any candidate may withdraw at any time before the closing of the poll, by sending to the returning officer a written declaration to that effect, signed by him, all votes cast in favour of such candidate shall then be null.

If, after the withdrawal of a candidate, only the required number remain, the returning officer shall forthwith proclaim the remaining candidates elected.

Similarly, if after such withdrawal only one candidate remains for a seat or ward, the returning officer shall forthwith proclaim him elected.

Section 152 The voting, when it is necessary for the election of school commissioners or trustees, shall be by secret ballot.

Section 153 Voting shall take place on the day fixed for the election from nine o'clock in the morning to seven o'clock in the evening. The school board, however, may fix by resolution the opening of the poll at eight o'clock in the morning and the closing at eight o'clock in the evening.

Section 154. At an election a single polling-station shall be established at a central point in the municipality, or at a point determined by resolution of the school commissioners or trustees in a neighbouring city, town or village municipality, if such neighbouring municipality form part of the same parish or township.

If the electoral list contains more than three hundred and fifty names, the returning officer shall divide it into as many parts as necessary in order that each shall contain not more than that number and he shall establish as many polling stations.

Guidance Teachers Too Busy With Failures-U.S. Educator

A U.S. educationist has called for a re-evaluation of the role of the guidance teacher.

Dr. Herman J. Peters of Ohio State University told the Ontario Educational Association meeting this month that guidance teachers spend too much time with failures instead of with students who will be leaders in society.

Development of normal students is too important to leave to chance, "yet guidance departments are so busy acting like clinics for the sick they have little time for anything else," Dr. Peters stated. He called on guidance teachers to spend more time "guiding" the normal student.

Another educationist, James Williamson, principal of South Preparatory School in Toronto, called for a break for the student who doesn't conform to the 10-month set-course system of education.

He told the meeting that there should be more effort to meet the needs of students who can progress faster than the average.

Make Parents Responsible

In another discussion, the Ontario School Trustees and Ratepayers Association asked for non-sense legislation making parents responsible for their children's school vandalism. Trustees said the school damage bill amounts to hundreds of thousands of dollars a year in Ontario.

The trustees also recommended a course in handling money for all secondary students. A resolution said many young people founder early in life on overtaxed budgets.

Allan Gordon, registrar of the University of Waterloo, outlined plans for a central clearing house to handle university applicants in Ontario. Such a centre could handle all applications for first-year students and direct them to universities with vacancies.

Delinquency Blamed On Rigid Discipline

There is no ground for the belief that juvenile delinquents come mostly from disunited homes, Miss Anna Mari ePigeon, training director at Centre Berthelet, told members of the Montreal Riche-lieu Club yesterday.

Statistics prove, she said, that juvenile delinquents come overwhelmingly from families where discipline is either non-existent or too rigid.

Centre Berthelet was founded in Montreal less than two years ago to provide rehabilitation for young boys and girls who have proved unresponsive to other rehabilitation attempts.

The average age ranges from 14 to 18 but some may be retained until they are 21.

"We have no statistical evidence to support our work yet," she said, "but we have several indications yet that we are working in the right direction."

New Director

Mrs. J. P. Skelton of Victoria Ave., Westmount has been appointed to the Board of Directors of Federation. Mrs. Skelton, who has served on the Executive of the Roslyn Home and School Association for a number of years, will represent Westmount area schools on the Board. The schools are Westmount High, Westmount Park and Roslyn.

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200 Boys and Girls Exhibit At 5th Montreal Science Fair

Over 150 scientific projects, representing the efforts of some 200 boys and girls from high schools and classical colleges in the Montreal metropolitan area, were exhibited at the fifth annual Montreal Science Fair at the Chalet on Mount Royal on April 23 and 24.

The Grand Prize, comprising the Lieutenant-Governor's Medal and a Department of Education scholarship for \$500, was awarded to Pierre Bellefleur of the Seminaire de Ste. Therese for a project on "Comment trouver la troisième loi de Kepler en photographiant le system de Jupiter."

Winners of first prizes (\$300 bursaries or \$150 cash grants) in each of four main project categories were:

Pure Physics and Mathematics:

1st Prize — Robert Czerny, Loyola High School

2nd Prize — Margot Doray, College de Joliette

3rd Prize — Marcel Nobert, Ecole Secondaire Richard.

Applied Physics and Engineering:

1st Prize — Philippe Clermont, College Bourget

2nd Prize — Hans Moravec, St. Plus X High School

3rd Prize — Jeannot Lacroix, Ecole Secondaire de Lachute.

Biology:

1st Prize — Denis Latendresse, College de Joliette

2nd Prize — Mario Veronneau, College Bourget

3rd Prize — Alain Simard, College Bourget

Chemistry and Geology:

1st Prize — Agnes Hak and Francine Belsie, College Basile-Moreau

2nd Prize — Alain Godon, College Bourget

3rd Prize — Mary Lustro, Holy Name High School.

Dr. Henry I. Bolker, president of the Canadian Science Fairs Council, announced the names of the four students who will represent

Montreal at the Canada-wide Science Fair to be held in Winnipeg on May 7 and 8. These were Pierre Bellefleur of the College de Ste-Therese; Philippe Clermont and Alain Godon of the College Bourget, Rigaud; and Denis Latendresse of the College de Joliette.

The Montreal Science Fair trophy, which is given to the school with the largest number of points, was won for the third consecutive year by the College Bourget of Rigaud. Reverend Father Louis Genest, science professor, accepted the trophy on behalf of the students. This classical college was also awarded a set of science reference books by Grollier's Encyclopaedia.

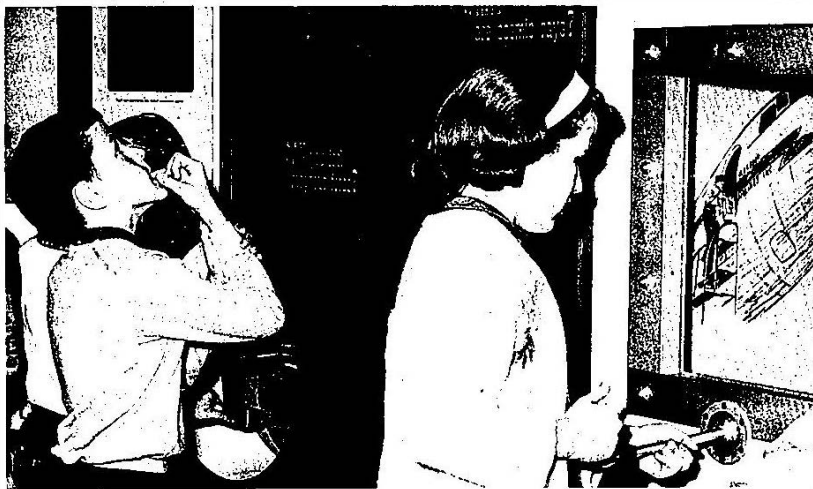
Some 40 scientists from the Universities of Montreal and McGill and industrial research laboratories were called upon by the Fair's executive committee to judge the exhibits.

The Fair was officially opened by Mgr. Irenée Lussier, rector of the University of Montreal, who country arc agreeably surprised at stated that educators across the sudden desire of students to show off their scientific knowledge.

"The development of science fairs in Canada is making extremely fast progress, as can be clearly seen from the number of such exhibitions that are taking place this year," he said. "Students at the secondary school level seem to be more and more conscious of the part they will have to play when they leave school to enter a world where the sciences are of primary importance."

The rector also pointed out that the bursaries distributed to winners in Quebec have helped the cause of higher education.

"As far as science exhibitions go, I cannot help but observe that Canada's metropolis is by no means lagging behind. On the contrary, if I can judge by the number and the extraordinary quality of this year's exhibits, the Montreal Science Fair must be in the forefront."



Youngsters learn about the peaceful uses of atomic energy at the pint-size "Atomsville, U.S.A." exhibit in the Hall of Science at the New York World's Fair.

Drama of Science at New York World's Fair

The Hall of Science, completed late in the 1964 season, promises to be one of the most popular attractions for science buffs at the New York World's Fair in 1965. Not too long ago, much of its subject matter was in the realm of science fiction. Today, however, it is fact, and judging from the Hall of Science, it has not lost any of its drama in the transition from fiction to fact.

Representing the combined efforts of government agencies, scientific and educational societies, and industry, the Hall of Science offers dramatic insights into some of the most significant achievements in the life and physical sciences.

In the towering main hall, visitors span space and time to witness a manned space mission of the future. "Rendez-vous in Space," a presentation of the Martin Company, combines a Cinemascope color film and life-sized models to depict how space scientists will live and work for extended periods of time in laboratories orbiting the earth.

In the climax of the 17-minute show, the movie screen darkens

and a three-man space taxi traverses the great hall to execute its rendez-vous maneuver by gently nosing into the docking port of a manned orbital space station. Dialogue between the two vehicles is audible.

For the visitor, the descent from outer space continues downward into the depths of the sea. Inside of "Chemical Frontiers of the Sea," the American Chemical Society has created the illusion in sight and sound of actually entering the underwater world.

Five underwater stages dramatically portray man's chemical conquest of the sea; the use of chemical analysis to trace the earth's life giving water cycle; the extraction of valuable biological chemicals from the sea; the mining of the ocean bottom for minerals; and man's increasing dependence on the sea for food and water, such as "farming" the sea and sea-to-fresh water conversion.

Because oceans cover nearly three-fourths of the earth's surface, there is a great deal of interest in plants that recover fresh water from sea water. Visitors to the Hall of Science will see in this exhibit an operating model of a chemical plant that produces frozen fresh water from sea water, and duplicates in scale the plant built at Wrightville Beach, North Carolina, for the U. S. Office of Saline Water.

From the sea, the visitor returns to more familiar environments and a fascinating exploration of man himself. Starting with the human brain, visitors will witness the birth, development, and resultant actions of a thought.

The "Birth of a Thought" is a presentation of The Upjohn Company. A 12-foot high electronic model of the brain, containing 28 miles of wire and 30,000 light bulbs, vividly depicts coded nerve impulses to and from the brain when it is confronted with the image of a singer and the sound of her song. The coded impulses are shown traveling between the brain, the eyes, the ears, and finally the hands, when the brain commands applause at the conclusion of the singer's performance.

Most of us are aware that color has the power to brighten our lives. The extent of this power is aptly presented in two exhibits, one of them dominated by the world's largest color tree, a presentation of Interchemical Corporation. With 120 two-sided colored leaves of varying hues, lightness and saturation, it draws the visitor into the wonderful world of color. At the base of the tree are eleven unique demonstrations in color perception and 43 push-button operations that

show how color depends on four factors — light, a colorant, the eye, and the brain. A change in any one of these factors changes the color.

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The world of the atom is truly fantastic when compared to the world we see around us. For example, one pound of body material contains approximately 50,000,000,000,000,000,000,000 atoms, yet the human body is mostly empty space. The Hall of Science contains two U. S. Atomic Energy Commission exhibits. One of them, "Atomsville, U.S.A.," is truly unique. It is a fabulous nuclear laboratory into which only school age children are allowed. Inside, there are over two dozen simulated atomic experiments which must be performed by the visitor, such as prospecting for uranium, manipulating mechanical hands, starting a chain reaction, generating electricity, and operating a swimming pool reactor complete with blue-glowing Cerenkov radiation.

"Science of Sound," explains the miracle of hearing, what happens when hearing is impaired and what to do about it. A tape recorder authentically reproduces how sound appears to be heard with different types of losses.

Diagnosis of disease is a subject of personal interest to almost everyone, and this interest is further satisfied in the Hall of Science. Depicting the human body as a digestive system, liver, heart, and chemical factory, the role of the kidneys in maintaining the body's vital chemical balance is presented.

The "Chemical Man" exhibit starts with man as a recognizable being, then moves in sequence down to cellular and subcellular levels. Depicted in unique fashion are atoms combining to form molecules, the action of enzymes, chromosomes, and DNA (deoxyribonucleic acid, the master code for life).

This is more than just a Hall of Science — it's a world of Science, marvelously designed and presented in lively fashion to have the greatest appeal to a wide range of visitors. The old adage that truth is oftentimes stranger and more fascinating than fiction is vividly demonstrated in the Hall of Science. For the teacher, student, and family having an interest in any of the life or physical sciences, a visit to the Hall of Science will be a richly rewarding experience.

Admission to the building and all exhibits is free. The Hall of Science is located in the Transportation Area between the Ford pavilion and the U.S. space park.



Four students selected to represent Montreal at the Canada-wide Science Fair in Winnipeg on May 7 and 8 are seen here with Dr. Henry I. Bolker, president of the Canadian Science Fairs Council. The four were selected at the Montreal Science Fair held April 23 and 24. From left above are Pierrro Bellefleur of the Seminaire de Ste. Therese, who was the Grand Prize Winner at the Montreal Fair; Denis Latendresse, College de Joliette; Dr. Bolker; and Alain Godon and Philippe Clermont of College Bourget.