

**QUEBEC**

# **HOME AND SCHOOL**



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- **PESKY PARENTS**
- **LEADERSHIP WORKSHOPS AVAILABLE**

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# QUEBEC HOME AND SCHOOL

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DOUGLAS WALKINGTON

## THE PRESIDENT REPORTS TO YOU

**I AM** writing this while attending the mid-term executive meetings of the Canadian Home & School and Parent-Teacher Federation. We are talking about the shortage of qualified teachers; the educational problems of children moving from province to province; the need for more money for education; how to arouse a greater interest in the subject of education on the part of all types of people; how to be better parents; and in general how to advance the interests of children and youth. It emphasizes the fact that the problems of Home & School in Quebec are the same as those in every other province. We gain by exchanging ideas with each other.

One of the problems common to us all is that of passing on to our members a true understanding of what Home and School stands for and what it is trying to do. Why is there a need for an association of parents and teachers? What good can come from parents gaining more knowledge of teachers' problems, ideals, methods? How can teachers benefit from knowing more about parents and their problems? Why should we be interested in the organization of education in our Province, in the responsibilities of the Protestant Committee and the school boards, in how education is financed? Is it really true that the emotional and physical make-up not only of students but also of parents and teachers can

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### OUR COVER

With some 25% of the children who were given their second Salk vaccine shots failing to appear for their third and final shot, we need a reminder such as our cover of the painstaking care which goes into the production of the vaccine. Here technicians are shown working on one of the last phases at the Connaught Laboratories. Let's make sure every eligible child receives the protection offered!



**MARIANNE MACDONALD**

gives us  
wonderful  
advice in

## CHILDREN AND THEIR BOOKS

*Miss Macdonald, who is the author of "Black Bass Rock" and "Smugglers Cove", is adviser to members of the Snowdon Branch of the N.D.G. Children's Library.*

THE LITTLE girl was one of the many who are brought to my library by their parents. She was quite young, but had a certain air of maturity which went curiously with the age of seven, which was given on her registration card. According to our custom with new library members in second grade, she was asked whether she was a good reader and would like to look at the books in the section for the older children, or would prefer something from the special Easy-Reading section.

"Oh no," said her mother, thrusting her way to the fore with a heart-warming smile. "Betsy has already read ALL the Nancy Drew books."

So I offered Betsy a copy of *Alice in Wonderland*, but she decided that the book was too thin for her.

The trained librarian knows that she must expect this sort of thing when she takes over any library, and most especially when she is working with children. However, I am not a librarian. When I took charge of a small children's library in the Snowdon area of Montreal, serving a number of children from several Protestant, one English Catholic, and several Jewish parochial schools, I had no other preparation than a fairly wide knowledge of children's books and a liking for my customers, who are all of elementary and pre-school age. My job is a little unusual in that my duties do not include any of the technical matters which take up much of the time of a trained librarian running her own library; I am concerned almost completely with the task of "selling" good reading matter to children of many ages and of both great and little inclination to read. And if I am trying to get them to read *Alice*, they are doing their share in educating me.

On the whole, it seems that the elementary school child is being encouraged to read much more than was the case when I was their age, say ten to fifteen years ago. Much of

this work is being done by the schools. The Protestant School Board is spending more than ever before on establishing small libraries in the classrooms, while many of the members of my library tell me that they are given credits by their teachers for reading approved books. Furthermore, a number of children's libraries has been opened outside schools since my day.

And the children, because of their enthusiasm, deserve it all. During November, I visited three schools near my library, going from one classroom to another and spending about five minutes in each, telling the children about the library and its rules, and, most important, about the books on the shelves. I showed them the coloured jackets of a few books appropriate to their grade, and gave one or two thirty-second book reviews. The response was completely unexpected! In three weeks, library membership rose by some 400, and the shelves were almost emptied of books. The experience was heartwarming. Furthermore, it provides a lesson for both librarians and teachers: if they are enticed and encouraged, school children will read good books.

### **They Need Help**

But they do need help. A child judges a book entirely by its appearance. The first thing he demands is a reasonable size of type. It is easy to get a timid young reader to take home a book from the series by Caroline Haywood because, although the books themselves are bulky, the print is very large and the illustrations are plentiful. Pictures, of course, are the second thing required by the beginning reader. This "beginning reader" is not a first-grader; he is any child who doubts his own reading ability. I have had quite a struggle with one "beginning reader", aged ten, grade five, who was taking home pre-school-age picture books because he wanted coloured pictures on the



page. Most children have extremely vivid visual memories and best enjoy the things which please their eyes—imaginative pictures, or the clean pages of new books. Publishers can just about make their elementary books a success or a failure by increasing or decreasing the size of the type and number of interesting illustrations.

It becomes increasingly evident, in considering these things, that parents, librarians and teachers must be for the child what the book-reviewer is for the adult reader. The child who learns to read easily and quickly is the one whose parents have always provided picture books and have read these to him. The child who continues to read easily and interestedly is the one whose parents occasionally take the trouble to recommend a good book which they themselves once enjoyed. It is sad to realize that some parents do not bother to find out what their children are reading, or what they ought to read. When I first started work at the library there was a book in circulation entitled *Just Jane*. I have no idea how this book could have been acquired, for it is one of the few really vulgar and illiterate children's stories I have read. Written in atrocious English, it chronicles the successes of a small girl in showing up all the adults in the book; any real child who acted as Jane does would let herself in for a long session with psychiatrists. However, the one child who took this book out before I discovered what it was seemed to enjoy it; at least, her mother appeared at the library asking for ". . . more books like that one called . . . *Just Jane*, or something. Sandra liked that!"

#### **A Child's Book Should . . .**

However, it is rare to see anything as vulgar and illiterate as this book. The minimum to be required of a child's book is, surely, good English and a reasonable moral standard. As a sign of this minimum demand, crime comics have been banned. Far, far more prevalent are the indifferent books, and it is much easier for parents to be taken in by these. I have no doubt that Betsy's parents have presented her with an entire set of Nancy Drew books. They are probably thrilled to find their seven-year-old reading so easily and quickly. I myself am only sorry to think of the books which Betsy is missing. I know that she has never heard of Christopher Robin and Pooh Bear, never followed Alice down the rabbit hole, or laughed at Mr. Popper and his troupe of penguins. There is no real harm in the books of the cheap series such as Nancy Drew and the Hardy Boys—they are merely joyless and unimaginative. The real

argument against them is that they distract the child from good books and waste his reading time.

The fact is that the most ardent reader of cheap books is thrilled by good stories, if he can be made to read them. At one time or another, most young library-goers ask for "a Nancy Drew" or "one of the series—you know"; and if they are given, instead, Kaestner's thrilling *Emil and the Detectives*, or one of the Bill Bergson books newly translated from the pen of Astrid Lindgren, author of the old favourite, Pippi Longstocking, they will usually show up again within a week, wearing an expression of intense excitement and demanding, "Help me find another!"



#### **A Child's Preference**

A thing which is not recognized often enough is this: the elementary school child does prefer good books to bad. He may read his way through piles of comic books and slick detective series, but the adult with a thorough knowledge of children's books and preferences, and a certain amount of tact, can introduce the young reader to a fund of literature which can form life-long reading habits. This task cannot be undertaken in ignorance, or on a part-time basis. The goal must be pursued unremittingly and wisely; for children no more enjoy having ugly books with yellowed pages and tiny print thrust upon them for their own good, than do their parents. Children love beautiful books.

Besides, adults can easily make mistakes. A pre-school child, introduced to a number of picture books, will surprisingly often make a

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## LAURENCE PATTERSON

urges us to  
take our part in

# DECIDING TODAY'S EDUCATION PATTERN

*Dr. Patterson is Director, The School for Crippled Children, Montreal*

FIRST, I wish to establish that there is a problem and then define it. Next, we should spend some time on some basic assumptions that must be made before one can proceed to a solution or solutions. And then some aspects of possible answers in practical terms will be presented for your consideration.

### The Problem

In the Protestant schools of Quebec our pupils can be divided into three main categories: (1) about two-thirds will have I.Q.'s ranging from 90 to 110. About one-sixth will lie below 90 and the other sixth will be above 110.

Please remember then, that as definite statements are made in what follows, there is no attempt being made to be dogmatic or 100% right but to save time and for simplicity a fair amount of qualification and explanation is being omitted. What is said, however, will be defended as being generally and substantially true and having more evidence than less in its support.

We can now return to this somewhat arbitrary division. It is not a fortuitous division for 110 I.Q. is usually taken as the lower limit for a successful college career and that only for a person of unusual application. The middle group is a large, rather homogenous section, and the lower sixth shades off rapidly into special problems of its own.

Here then we have three major groups of young people, and I submit to you that the problem of their education raises today an important, if not the most important, questions to which we must find an answer.

There are two statements which are implied above and which must be defined: First, that we have three groups which differ sufficiently to warrant somewhat different approaches. Second, that whatever education they are getting now is either poorly designed to meet their needs, or inadequate, or both.

*These are extracts from Dr. Patterson's address to the QAPSA and the QAPSB last year.*

To put it another way, what we are doing is to dispute Hutchins' famous dictum that "Education is everywhere the same" and face the fact that what we must do is to tailor our curriculum to meet the needs of both a variety of differences and a large body of similarities.

Let us examine then our three groups, both to see if they are actually different entities and also to find any commonness of educational need.

The largest group, roughly 70% constitutes the great body of citizens, the bulwark of the nation. Here we have the people. Here are those who do most of the manual and routine work; who vote; whose thinking is not complex but who make decisions on complex issues; who are often leaders in community life; who have most of the children; who can either give stability and soundness to society or who, as an ignorant rabble, can plunge it into revolution and chaos.

At the bottom of the intelligence scale we have those who need special care and training which proceeds at a slower rate; who, with the exception of a very small per cent, can be made into self-sustaining citizens, and who can very easily become charges upon the state, at a much higher cost.

At the other end we look for our professional and managerial class, our geniuses, our people to open up new horizons and to evolve new and original thinking. Here are the people who, having been gifted with more talents, have at the same time incurred a greater responsibility to use them but who, if not properly educated, may not only be useless, but through perversion of their intellect, may actually be a menace.

On the other hand, we must not forget that these folk so diverse in ability have much in common. They will be members of society in their community, their nation, and their home. They will all have the problems of health, food, clothing, and shelter, and since these items have to be paid for, our children all need saleable skills. Furthermore, all children



should be trained in clear thinking and should, at their own level, be given a cultural education and some appreciation of the values by which society lives and seeks to improve.

I hope that this brief outline is sufficient to show that these divisions are fundamental in nature, but at the same time that the division must not mean complete separation.

If these philosophical considerations still leave you unimpressed, I would like to quote some figures compiled by Norman Wood from data in publications of the Department of Education. He finds that of 7900 pupils in Grade I in 1943-4 only 2469 were in Grade XI 10 years later. In other words, of 10 children starting school, 5 stayed for Grade IX and only 3 reached Grade XI. But let us examine a 10 year average. Of 42,208 pupils in Grade IX, only 13,978, or one-third, received a High School Leaving Certificate, and of course less than that matriculated.

Now I am not saying that the examinations are too difficult, but I am saying that when 7 out of 10 children who start school do not finish, and when two children out of three in Grade IX fail to complete high school, you have a problem of the first magnitude on your hands, and it is about time that the ostrich took a look.

Now, let me state the problem more precisely: How can we educate these three groups so that each individual reaps the maximum benefit, both as a person and as a member of society, and furthermore, so that society reaps the greatest benefit from his education, for we must not lose sight of the fact that society provides educational facilities in its own interest, as well as in the interest of the individual.

### Basic Assumptions

We now turn to certain basic assumptions which must be made before a program can be laid down, for philosophy must precede action. Probably all of these assumptions can be debated, but the decisions for or against will decide the action you will take.

1. Every child has a right to an education consonant with his abilities and needs.

No one would dispute this idea at first glance, but let us look further. First of all, it does not say that there is only one best curriculum and that all children must be educated the same way. Secondly, it protects what are called exceptional children and provides them with an education. Thirdly, it places no arbitrary limit upon public education and allows extension to the graduate level at the university. Fourth, it provides for a differentiation of



WORKING  
WITH  
CANADIANS  
IN EVERY  
WALK  
OF LIFE  
SINCE  
1817



curriculum, equal in esteem, but unequal in content.

2. Today's society has both the right and the responsibility to decide today's educational pattern.

Too often in education we find crystallization of opinion, vested interest, constituted authority, tradition, and sacred cows.

Let us remind ourselves, and this is important. Our present educational pattern was not divinely ordained. It was brought about in the last century by a group of sincere men and was designed to meet the needs of that time within its economic framework. We have not only the right but also the responsibility to see that present day education meets present day needs by using present day increases in wealth.

Let me reiterate. There is nothing about our educational system which cannot be changed. There is nothing sacrosanct. It is a human institution and should be the most effective instrument possible to accomplish those ends which, we feel, are desirable for our children and society.

I hasten to say, too, that this does not mean that all is wrong, or that all must be changed: Far from it! But let us examine. As St. Paul says, "Prove all things, hold fast to that which is good". Let us keep in mind that something is good, not because it is old or new, but because it produces good things.

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## PESKY PARENTS

*A short address by the Principal of Bedford High School to a meeting of the District of Bedford Regional Council.*

MY SUBJECT to-night is "Pesky Parents. I might say the title was given to me for I couldn't have thought it up myself. Moreover, it was given to me with the stipulation that I speak for only three minutes and that I must, for heaven's sake, be tactful.

I presume you are all parents — I'm one too — and none of us want to be considered pesky, so I'm not going to call us pesky. Instead I shall discuss an imaginary, abstract parent. Actually I've never met a real pesky parent in my ten years as a teacher but I was asked to be tactful so I'm making my position clear — I'm talking merely of an abstract or hypothetical pesky parent. I assure you it bears no flesh and blood relationship to anyone here to-night.

All this preamble reminds of when I was a little boy in the dentist chair. Whenever the dentist stopped his drilling to tell me "This won't hurt, son", I soon discovered it was just the time it did. None the less, I hope what I say to-night won't hurt. My plan is to describe various types of parents we might all try to keep from being like.

One type is like the old mother who went to see her son marching off to war. The parade passed by her with the bands playing, the soldiers marching and the crowds cheering. It was a wonderful sight and telling her friends about it afterwards the old mother always ended by saying . . . "and you know all those soldiers were out of step but my son John." I know it's an old joke, for it was one of my father's favourites, but it illustrates one type of parent; the proud parent. However, the proud parent is not a pesky parent.

Another type is the parent who 'phones up the school on a rainy day and asks the teacher to keep Johnny in the classroom at recess for he must not get his feet wet playing outside. This is the possessive parent, who wants to possess Johnny's feet and his whole person. However, the possessive parent is not a pesky parent.

There is also the parent who complains that the teacher is good but why does she not check to see that Herbert has all his books for homework before he leaves school; or how could she let Herbert start for home with his coat unbuttoned; or how did Herbert get two left hand overshoes. Teachers in charge of thirty or forty youngsters should attend to these details for after all they are an important part of education. This is the punctilious parent, but the punctilious parent is not a pesky parent.

There is another type of parent who was more apparent in the old days before report cards were marked with A, B, C, and D. During a hush in the conversation at a party it could be mentioned that her child got 90 in Arithmetic, knowing full well that another guest's child obtained only 89. There are still ways to get around the modern report card but remember I'm speaking of the abstract parent. This type is the petty parent. However, the petty parent is not a pesky parent.

An interesting type is the parent who comes to a new school to register a pupil. The principal's office may have a basketball in the corner, a first aid kit left on a chair, and it is rather smaller and less expensively appointed than the office of a successful industrialist. The parent rightfully sniffs and looks down his nose. This is the pompous parent, however, the pompous parent is not a pesky parent.

The voluble type of parent who says "I can't do anything with that child of mine, but what's wrong with those teachers? What do we pay them for if they are not supposed to be able to handle children." In other words, this parent expects the school to straighten things out for him but is not going to do anything himself. This is the passive parent. However, the passive parent is not a pesky parent.

There is also the type of parent who wants his child to be perfect. This parent wants his child to be everything good that he was him-



self, as well as everything good that he was not. The child must have all the opportunities that the parent missed. This parent is a perpetual prodder. However, the proding parent is not a pesky parent.

The final type of parent is well illustrated by the introductory remarks of a famous educator, who had been asked to address a group of people representing a cross section of a community. He began by saying "I hesitate to speak to you on matters of education, because I realize you are all experts on the subject." Some people have all the answers to the problems of education and if they had time they could come into the schools and straighten out the teachers in no time at all. This is the positive type of parent. However, the positive parent is not a pesky parent.

In all cases whether parents are proud, possessive, punctilious, petty, pompous, passive, proding, or positive, they are simply very perplexed parents. They are groping for a way to do everything that is best for their child. Sometimes parents become nearly frantic in their efforts and if they become pesky from time to time we teachers must try to understand their reason. ●

### **YOU DO IT WITHOUT REHEARSAL!**

SOMETHING NEW in program material in the form of short skits is now available from the Parent Education Committee. These popular ten minute unrehearsed play readings by members of the audience are fun to do and easy to put on. A discussion guide accompanies each skit to help get things going after the applause has died down and the subjects touch on incidents in family living we encounter every day. The titles which follow are examples, "Three's a Crowd at the TV Set", "What Price Tidiness?", "Teen Time Troubles" which brings in that perennial bone of contention, the use of the family car, and "Life With Homework and Junior".

Write or phone Mrs. G. B. Clarke, 182 Desaulniers Blvd., St. Lambert, for copies of the skits. Her phone number is OR. 1-7128. At the same time write to the Adult Education Service, Macdonald College, stating the topic you have chosen, and they will send you samples of pamphlets relating to the subject which members can order as a useful addition to their private book shelf. The Convenor or Secretary could arrange a display at the back of the room and take orders for the pamphlets.

**LOIS CALLAN**



## **TWO VIEWS OF THE FUTURE**

For the youngsters, the future is the next game of cowboys or "playing house." For you, it is the efforts and worries of providing them with a good start in "grown-up" life. Here the Sun Life Assurance Company of Canada can help you. A Sun Life Educational Fund policy, designed to meet your needs, will give your children that all-important essential for their success — a proper education. Ask your nearest Sun Life agent for full details.

# **SUN LIFE OF CANADA**

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# LEADERSHIP WORKSHOPS AVAILABLE

ALTHOUGH MANY of us would have been disappointed at the very poor response to the Leadership Workshop of November 9th and 10th — fewer than 20 Associations were represented! — our Executive Officers have great faith and zeal. Feeling that the Leadership Workshop must go to the Associations if the order can't be reversed, they have offered an extraordinary service to member Associations. This is it:

Any interested President of a local Association may take the initiative to arrange for a Leadership Workshop by contacting Mrs. S. Shuster at 3525 Girouard Ave., Montreal, or Mrs. C. Woolfar at Box 465, Rosemere.

*Time:* Any Friday evening or all day Saturday in February, March, April or June;

*Attendees:* Executive members of any 5 or 6 Associations located within reasonable distance;

*Place:* In any suitable central spot preferably with the initiating Association playing host.

*Program:*

1. Aims and functions of executives
2. Discussions on —
  - (a) money raising
  - (b) school board relationships
  - (c) programming
  - (d) committee work
  - (e) membership
  - (f) community liaison
3. Other topics to be indicated by the interested Associations.

## HIGHLIGHTS FROM NOVEMBER WORKSHOP

Those attending the November 'shop felt that the discussions were fascinating and stimulating. Many thought that the panel leading in the discussion churned up enough ideas to keep all of us going for decades to come.

Examining the question of breakdowns in Executive groups the conclusion was reached that lack of continuity of jobs is the crucial point and the following suggestions were offered as correctives:

1. Out-going and in-coming executives should get together for the turning over of all records.
2. Past and new executives should meet more than once.
3. Every chairman should have at least one committee member who can assume the chairmanship if necessary.
4. Half of the executive should be elected each year.
5. The school principal should be on the executive.

It was also suggested that for a smooth running executive the following points would be helpful:

1. The details of every executive position should be made very clear to the incumbent at the outset of the year.
2. The appropriate Federation Officer should be contacted occasionally during the year.
3. Avoid too great formality in the conduct of meetings.
4. Try to discover the memberships wishes and needs in the matter of activities and program.
5. Keep all business sessions which are part of general meetings as short as possible.
6. Be courteous and considerate of guest speakers.

The Workshop was of the opinion that there are many areas in which groups of Associations could work together. It was undecided as to whether these groupings had to be regional or could be on the basis of mutual interest. There, in itself, was a starting point! There's the matter of liaison between Federation and the local Associations; there's the pooling and exchanging of ideas between Associations; helping new Associations get going; assessing community needs, facilities and planning suitable action; training of new members for acceptance of responsibilities.

## HANDSOME GIFT TO PURCHASE BOOKS

WILLINGDON'S VARIOUS projects, such as dancing, art, drama and piano classes have been extremely successful and a Child Study group was recently started. This shows every indication of being as popular as our other activities. Our current membership stands at 654.

It is with pride that I point out this very interesting fact. \$1,000 was presented to the

School at the Association's November meeting, to be used for the purchase of books and a new screen. We have already presented the School with a projector so that this new addition will most certainly add to the usefulness of that earlier gift. This is, indeed, a milestone in the life of our Association.

Our Association is very active and we trust that we shall continue to help Willingdon School in every way possible.

(Mrs.) LILLIAN RICHER



better choice than will his parents. It is the children themselves who pick out books with the simple, clear stories, the good, colourful pictures. They choose and love *Babar*, and Bemelmans' *Madeleine*, which looks like becoming the picture-book classic of this generation. Shoddy work rarely gets by young critics. Similarly, the book which an adult might consider good for the older child is not always appreciated by the audience for which it is intended. Adults — even some who make it a part of their careers to read and judge children's books — can be badly mistaken. Why do they sometimes consider things good for children which they know are bad for themselves? Panels of judges, as well as the lone parent, have been taken in by precious writing, laboured description. The child is very quick to hate pretention. Do we adults read, or skip over, such passages? Are we impressed by lumbering, descriptive novels, or do we complain that they lack warmth and the human touch? Good books fulfil the purpose, not of a camera, but of a story teller. One fine collection of fairy tales is titled *Granny's Wonderful Chair*.

#### Test of a Good Book

In other words, the good book for children contains the sort of story which would be told in easy, almost conversational tones by a human story-teller who knows and loves children; who understands them and does not talk down to them like some timid maiden aunt bestowing verbal pats-on-the-head. This story teller must be one who remembers clearly the love of activity and the imagination, continuously at work, of his audience. Children are the most active people, in both body and fancy. The modern child wants to read about children — or animals, or even understandable adults — who are more active and adventurous than he, not less.

In fact, really good books for children, like the classics and near-classics of Belemans, Brunhoff, A. A. Milne, Lewis Carroll, Robert Louis Stevenson, Kenneth Grahame, Mark Twain, Kaestner, and all the others, will pass a very simple test. They will be as enjoyable to the adult reader as to the child. *Alice in Wonderland* should be read by the ten-year-old for enjoyment, the twenty-year-old for wonder, and the forty-year-old for wisdom. There are not nearly enough such books for the rapid young reader, but there are many which have a touch or two of the same genius, and these must be offered to the child. If they are not, he is being cheated of his rights.

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of

# SCHOOL COMMISSIONERS

THE EDITORS of your magazine have asked me to write a short article on how the school commissioners hold office, and what their principal duties are. This is very timely, because many of you reading this will have come from other provinces, or places where the educational system is different from that in Quebec; and others of you, even though residents of Quebec for many years, are likely to be unaware of the facts.

Education in the Province of Quebec is governed by the provisions of the Education Act, a statute passed by the legislature of the Province of Quebec. This Act sets out in detail how school districts are established, how they shall be run, the manner in which school commissioners are elected to office, and what they are responsible for doing. In the short space allowed by this article, it is impossible to go into detail and I shall deal only with the post of school commissioner.

### QUALIFICATIONS

To become a school commissioner a person must have the following qualifications:

1. be a British subject of the age of at least 21.
2. be able to read and write.
3. be a "Non Roman Catholic" resident of the school district; and
4. be a taxpayer shown on the valuation roll as owner of a property assessed at a value of not less than \$50.00 and have paid all current school taxes.

There are five school commissioners, each of whom holds office for a period of three years. Election of school commissioners take place each July, two commissioners having to be elected in July, 1957, two in July, 1958, and one in July, 1959. Although school commissioners are not elected to represent one specific district of the school community, it has been a practice of long-standing in Pointe Claire and Beaconsfield to have the school commissioners live in different parts of the community — to ensure adequate representation for all.

*This is reprinted from  
Pointe Claire's bulletin,  
The Cedar Post.*

On the first legal Monday in July of each year nominations are received at the office of the School Commission's Secretary-Treasurer between the hours of ten and eleven o'clock in the morning. Candidates for school commissioner must be eligible, as set out above, and must be nominated in writing by two non-Roman Catholic ratepayers in good standing. If there are no more nominations made than the number of vacancies existing, the persons so nominated are automatically named as school commissioners — but if there are more nominations than vacancies, an election is held on the following Monday at which all non-Roman Catholic ratepayers in good standing are eligible to vote. The two candidates or one — as the case may be, receiving the greatest number of votes are then held to be elected.

### Duties

Once elected, the first duty of the school commissioner is to take the oath of office prescribed by the Educational Act. When this has been taken, the school commissioner is responsible for the many, and sometimes onerous duties, imposed by law. The more important of these duties are:

- (1) to engage sufficient 'qualified' teachers and to see that accommodation is provided for all school children entitled to education.
- (2) to see that the courses of study taught and the text books used, are those prescribed by the Protestant Committee of the Council of Education.
- (3) to make proper regulations governing the operation of schools.
- (4) to ensure that proper discipline is maintained.
- (5) to see that sufficient taxes are imposed to produce revenues adequate for the running of the schools.
- (6) to see that proper books of account are kept.
- (7) to settle all disputes with parents and/or parents; and
- (8) to see that all legal regulations are followed and that any and all other things are done as are required for the



proper carrying on of the schools under the control of the School Commissioners.

The above list of duties serves only to give a cursory idea of the actual work and responsibilities with which a school commissioner is faced. In Pointe Claire and Beaconsfield it has been found necessary to set up sub-committees to look after many phases of the work — for example, there are sub-committees on education, property and maintenance, finance and health and transportation — there being usually two commissioners on each sub-committee. The sub-committees study the matters assigned to them and submit reports and recommendations to the full board, which usually adopts the recommendations without further study. It is only by the use of such

### BOX LUNCH PARTY A FEATURE

A SQUARE dance was held by the Royal Vale H & S Association early in December. Mike Dodman and his Berkshire Boys set the mood for a gala evening. Admission tickets were sold and each couple brought their own box lunch. The door prizes were many and varied, and all the folks who attended agreed it was a most enjoyable evening.

A. FROIMOVITCH

sub-committees that the commissioners can hope to do the job with the limited time they have to give.

In conclusion, school administration is frequently a large and complicated business. Pointe Claire and Beaconsfield, to give an idea of the extent of their operations, now spend over one million dollars a year, have nearly two hundred employees on their payroll.

### ASSOCIATION AWARDS

WE ARE happy to publish the names of winners of scholastic awards given by H and S Associations. If any Association wishes to have the names of its award winners published they should send the information to Mr. C. E. Jack, 333 Curzon Avenue, St. Lambert. The data needed is (a) name of scholarship or bursary, (b) value, (c) form, i.e., cash, etc., (d) conditions, i.e., merit, need, etc., (e) name of last winner, his grade and school.

**Bedford H. & S. A.** — Alice Ingalls, Bedford High, now attending Macdonald College School for Teachers.

**Devonshire H. & S. A.** — Golda Fine and Shirley Shoub, attending Devonshire.

**St. Lambert H. & S. A.** — Jean Wrigley, attending Chambly County High.

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February, 1957

[ 13 ]

Quebec Home and School



# Rough Notes

by Al. Rough

**OF PEOPLE:** Congratulations to **Norman Wood**, formerly vice-principal at Montreal West High, now Assistant to the School Curriculum Director . . . And a welcome to **Mrs. Jean Gordon**, new Chairman of the Parent Education Committee. Mrs. Gordon is a past President of Kensington H. & S.A. . . . **Dr. Mary Winspear**, who as a member of the Fighting Words Panel at the Annual Conference in May delighted the President's Reception audience, had a provocative article in *Chatelaine Magazine* for November. It was entitled, "Let's Stop Talking About the School Crisis."

**Items of Action:** The MRT School of Theatre conducts the **Van Horne H. & S.A.'s** children's theatre group. If your Association is thinking of anything along these lines it would be worthwhile to contact MRT . . . For plenty of action you should see **Crawley Films'** new "How To Play Hockey" — write Crawley Films, 19 Fairmount Ave., Ottawa . . . **CBC's "Speaking French"** program on TV still has several weeks to run. Besides, if you want the written material used just write CBC, Dorchester Street, Montreal.

**About More People:** It was with regret that Federation accepted the resignation of **Mrs. R. Strauss** as Recording Secretary . . . A welcome and best wishes are extended her successor, **Mrs. Lorne Macey** of Montreal West H. & S.A. . . . **William Asherman**, 3888 Clark Street, Montreal ('phone MA. 7617 or HU. 9-5722) is looking after affairs of the new Citizenship Committee. He will be glad to hear from Associations needing help with citizenship problems. . . . **Mrs. W. E. Kesler**, 6367 Chester Ave. (DE. 7113) is another person willing to help — this time it's in connection with Parent Education Committee work, such as securing discussion leaders.

**We Read It Somewhere Dept.:** "Thoughts of God for Boys and Girls" is a 3-times-a-year publication obtainable from the Women's Missionary Society Literature Dept., of any Protestant denomination — 35¢ a copy . . . "The worry that your teen-ager will 'wear himself out' with activities may be more a reflection of your own slowed-down pace than an accurate view of his needs . . . It is only when the squirrel-cage whirl spoils his appetite, disposition or ability to get to sleep that warning flags should be raised."

**Watch It:** According to a study by Dr. Carle C. Zimmerman and Rev. Lucius F. Cervantes, the chances for family success are much greater if parents have common background, interests and religion. Also, families with much in common have a better chance of seeing their children complete high school and remain free of delinquency than families with different views and interests. Children of families with incomes of less than \$2,000 and more than \$10,000 have much higher police records than children from middle-income families.



"Hello...Coke!"





3. Children have both similarities and differences.

This idea has been referred to before but should be spelled out in more detail. The following divisions can be sub-divided or collected, but give, I hope, a reasonably complete picture.

First of all, our children are different in the following ways:

- a. Their social and economic status.
- b. The attitudes of their parents toward education.
- c. Their cultural background.
- d. Their intelligence and aptitudes.
- e. Their occupational interests.
- f. Their personal and avocational interests.
- g. The availability of education.
- h. Their mental and physical health.

They also have these things in common:

- a. They are citizens.
- b. They are members of a family.
- c. They live in a Canadian Culture.
- d. They have some degree of mental and physical health.
- e. They must work.
- f. They must learn to think rationally.
- g. They must learn to make decisions.
- h. They must have knowledge of what is good.
- i. They need inspiration and an enquiring mind.

These items are only mentioned and not enlarged upon in any way, but the point is here made and must not be forgotten, that any education worthy of the name must, as far as is possible, take each of these factors into consideration.

4. No subject is extrinsically more valuable than another.

I am here calling for some incisive thinking regarding the side effects of subjects. We

hear a great deal about the cultural value of Latin, the patterns of logical thought developed by Geometry, how History transmits the heritage of the past, the cultural values of the Humanities. Do these disciplines — this use of this word itself reflects the viewpoint of many people — actually have these bonus values? Personally I feel that they are vastly overrated, particularly as they are taught today.

The value of a subject or area of study is contained in its contribution to the educational advancement of the pupil toward the goals which society has set, and too often this contribution is frequently a matter of opinion, not one of measured fact.

Let us look at this question from another angle. Some schools advise their brighter pupils to take Latin. Other schools advocate Science. Most schools suggest a commercial course to their duller pupils. How many courses have you in your schools which were made up, not because they met the educational needs of your pupils, but because they were composed of a group of subjects which allowed a percentage to pass, which otherwise might have failed.

This may be practical administration but it is not education.

There is no question about it but that some of our courses and subjects have more social prestige than others. Generally speaking, if you take Latin and Mathematics you walk among the elect, but at the same time don't mention that Mathematics is a good foundation for engineering. We talk a great deal about cultural values yet music and art are considered frills. How many of our schools have the time for a course in poetry, either inside or outside of the literature course, where pupils might be stimulated to write, analyse, develop originality, and think deeply about such matters. Geography is an upstart, but what is more fundamental to our life and to our civilization?

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Isn't it about time we really examined our beliefs and opinions and subjected them to analysis, and, most important of all, accepted the logical conclusions? What an educational revolution we would have on our hands if we substituted reason for custom.

5. Education is not a sieve, but a positive development of the child's potentialities.

This is not the philosophy of the schools that I, and probably most of my listeners, went to. They could be called Darwinian, because they were based upon "The survival of the fittest". Education then perhaps served two functions. First, there was in the early grades the teaching of a minimum amount of reading, writing, and arithmetic, suitable for a society which worked long hours and which had little time for any of these diversions, except in the limited fields of their work. Later in their schooling came the curriculum designed for the scholar, who gathered knowledge for its own sake, who might speculate upon the Universe, but not upon the stock market. But little shrift was granted to the student who could not stand the pace. He left soon unwept, unhonored, and unsung.

If we take the viewpoint that the former failures, the drop-outs of yesteryear, have a valuable place, indeed a right to that place, in our schools, we are advocating an educational revolution. Is it an evil revolution? Would it be a waste of money? Many think so. I think not.

We do not discharge our responsibilities to the bright youngsters by neglecting the poorer students. We do not handicap the bright by developing the slower learners. We do contribute to the welfare of all by educating all, each, as far as possible, according to his abilities.

Failing Joe, particularly if he can't accomplish the task in the first place, does not make Sam a better educated person. Failing Joe because he is lazy is another question and I am all for it. Setting standards of competence and seeing that they are met is also sound.

But we should remember one or two things: (1) there should be more than one degree of competence; (2) the test should measure the competence we require; (3) we still have a duty to those who fail after honest effort.

It was not long ago that I read a plea from some university person that we must fail more people so that our education will be better. It is not my place here to discuss the policies or functions of a university, but I may comment that for a school to say that a boy is best educated by throwing him out might lead to the conclusion that the school was not a fit place for him to be in.

In my kindergarten there are not weeds and flowers; there are only flowers. I do not pinch off all of the buds on the chrysanthemum except one, so that only one magnificent bloom can be obtained. I am not raising flowers for show. I am raising flowers for their own sake.

Everyone, especially school board members, thinks he knows how to teach. Do we tell doctors how to operate? Do we tell lawyers how to argue in court? Do we tell engineers how to build bridges? No! But everyone knows what to do in a classroom, until he gets into it.

All jokes aside, and that was a fairly grim jest, we do have some responsibilities as professional people. Let me outline a few.

We must do a better job of analysis, diagnosis, and evaluation. We have got to know Johnny inside out before we start to teach him to read or to do anything else. When you have the possibility of several programs for Johnny, you have a spoiled life on your hands if you bungle, and that is an awful thing to contemplate.

And so the placement of each child in a course would be based upon

- (1) an assessment by an educator of his
  - a. past record
  - b. his ability
  - c. his interests
  - d. his background



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- (2) an interview with his parents.
- (3) an interview with him.
- (4) the breadth of the curriculum offered.

There should be no barriers to taking some courses of one degree of difficulty with those of another. Patterns should cut across the three main groups.

The next thing is to acquaint Johnny and his parents of our decision and tell them why it was made. If Johnny has an average I.Q., he should not be in the College Entrance course. Here we shy away too much, preferring to let Johnny fail rather than hurt someone's feelings or get them upset. So we should be fairly firm in our opinions regarding Johnny's placement. Having said that, I would not get too dogmatic in any given situation.

Every parent, quite properly but not rightly, thinks that his or her child is only a little lower than the angels. So if the parent of Johnny does not take your advice I would still give him an opportunity to prove you wrong. Let him try. Johnny is a complex being. Disagreement with you may be just the stimulus he needs. You will be right nearly all of the time, so why worry. And when someone comes along whose interest and talents have been hidden, and now blossom forth, rejoice with him that he is now on the right path. If he fails, he will be much more amenable to suggestion and have a much clearer perception of his limitations from then on, especially if his next year's courses are suited to his abilities.

Somewhat in keeping with this present theme would be allowing the teacher complete freedom in the classroom. This would show up the incompetent and lazy teacher rather badly. It would make a rather sad hash of many regulations, and such things as provincial examinations. It would utterly dispel that happy mirage called standards. It would do the competent journeyman no harm and would allow the exceptional teacher the scope that he needs. It would allow more exhaustive consideration of what is being learned accompanied by the exclusion of other things, of course. The question would be met head on as to whether it is better to do a few things well than many things superficially. It would allow for differentiation in curriculum both between good classes and average ones, and also between good students and average.

I would like to suggest that many regulations are based upon fear. We are afraid that someone will do something wrong. And of course if you take away regulations, some-

one will do something wrong. But can't we take the positive viewpoint that it is better to free nearly all of your teachers than it is to inhibit all because of a few who are irresponsible.

May we look for a moment at some of our administrative devices, grades, length of school term. These are all modern concepts now being sanctified by time. But in my role of idols I will have no hesitation in trying to topple a few more.

A grade is a very noble concept until you start to examine it. The presumption is that you have a group of children all knowing the same things and all progressing at the same rate. No wonder we learned the word automation so easily. It sounds so like education. But in fact it is easily shown that within any class there is a range of at least five grades, as measured by standardized tests. To put it explicitly in an example; in a grade four you will find pupils at the levels of grades two, three, four, five and six, and maybe others.

Without dwelling upon the further complexity that within each proper grade level you would also find variation within subject levels, we can see that the beautiful sausage concept of grades is rather illusory.

The length of the school year was, I suppose, originally set up on economic grounds. In a rural society the boy, during the summer, was a necessary addition to the farmer and his horse. The girl had to be home to help her mother. Today with mechanization both on the farm and in the home this situation scarcely exists. Just what educational reasons there are for a ten week summer vacation, except that a benevolent state is trying to ensure that its teachers don't go completely mad, I don't know.

The school day starting at nine reflects perhaps the urbanization of society, for farmers certainly don't start their day then. The hour and a half at noon may represent the time it takes pupils to get home, gulp a lunch and get back. The closing at three-thirty may be set up to allow important things called extra-curricular activities to start. Certainly it is not to allow children to get home before dark.

In any case it seems to me that to build a tremendous plant to be used only five hours a day, five days a week, is an inefficient use of the taxpayers' money. I am sure that we could have more teachers teach more children more things without any great increase in our overhead, or in other words, better education at a lower cost per pupil.

And so the first step to consider is a lengthening of the time when the building is open.



The number of hours that any child would spend in that building would depend upon two factors: (1) his health and (2) the optimum period for learning. I hasten to add, and this remark applies in principle to the next suggestion, that the hours of classroom time for the teacher should be lessened considerably with the hours spent on evaluation and preparation somewhat increased.

In regard to the length of term, you might wish to consider the following possibilities:

- (1) two terms of 18 weeks study, 2 weeks testing each term.
- (2) three terms of 12 weeks study, 1 week testing each term.
- (3) four terms of 9 weeks study, 1 week testing each term.

with 12 weeks of holidays divided to give one long period of 8 weeks, and the remainder divided between the other recesses.

You may wish to argue this at length but may I present one or two opinions: (1) I am quite sure that the retention of what was learned would not suffer on account of shorter terms, (2) interest is easier to hold over a short period, (3) failure would not be a year's curse. On the other hand, this plan would add to the work of administrators, but this is not an educational argument, and one result might be more higher salaried jobs, a consummation devoutly to be desired. We could balance this extra cost by better mental health on the part of the teachers.

Now that the philosophy has been outlined and some new mechanics suggested, we should spend a few minutes on "what we should teach", but this can only be done within the framework of "why we teach".

It seems to me that it is important to teach our young people the following, arranged somewhat in the order of ability required:

- (1) the things we need in every day life; e.g., reading writing, arithmetic, social amenities, health and home making.

- (2) some knowledge of the world about us and what has made it so.
- (3) some vocational skills.
- (4) some appreciation of what are called refinement and culture.
- (5) the ability to discriminate between what is best from what is good, and the good from the bad, and what Whitehead calls "The habitual vision of greatness".

I would like to make a special plea for the last four: culture, what is best, the questing mind, creative thought. To me, they are fundamental. But it is here, more than any other place, that we ostriches have our heads in the sand, have substituted custom for reason, the form for the substance. Too much of our time is spent memorizing things not considering ideas. Too often, we learn about the result but do not learn from the painful steps or the flash of brilliance which produced it. Too often, we teach for scholarships not for scholarship.

Industry knows this, for hardly a week goes by without an address being quoted in the press which says in effect: We can hire men who know much but who cannot apply it; who can learn but who cannot create; who cannot express what they **do** have within themselves.

Professors in the humanities, and many others, like to lay the blame for this sad state of affairs upon what they call progressive education. Let me remind you that the only time progressive education ever had the opportunity to match its methods in 30 schools with over 3200 scientifically paired students, it showed its great superiority on every count.

No! the blame can only be laid upon our traditional schools and our traditional curriculum, for they are what we have today.

And so I plead with you to see that we spend some of our time in schools, at least, upon these intangible but so important potentials in the development of our children.

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Oh! I know the stock counter argument: Children cannot think until they have something to think about and so our first job is to give them the tools. Of course children must have a store of knowledge. No modernist ever suggested the contrary. But often they get nothing else but tools. Too often they learn to differentiate between the three Punic Wars without discovering why there was a Punic War or seeing what effect the Punic Wars had upon civilization or speculating upon what would have happened if the Carthaginians had won.

I know, too, that our best teachers spend some time on what I am advocating, in spite of the fact that it does not pay off in High School Leaving Results. But such academic bootlegging should be legitimized. We should require our teachers, each in his own way and in his own field, to see that growth takes place in each of the seven ways enumerated above. Can we do less? Many people say we should do less. We certainly are doing less.

And now in closing, let me summarize briefly what has been said:

### 1. Establishment and definition of the problem

- a. Division of pupils into slow (1/6) average (2/3) and bright (1/6).
- b. Present curricula do not provide adequate for this division.
- c. These groups have many needs in common.

### 2. Basic assumption

- a. Every child has a right to an education consonant with his abilities and needs.
- b. **Today's** society has both the right and responsibility to decide **today's** educational pattern.
- c. Children have both similarities and differences and education must take both into consideration.
- d. No subject is extrinsically more valuable than another.
- e. Education is not a sieve, but a positive development of the child's potentialities, each at his own level and speed.

### 3. Practical steps

- a. Re-orientation of school people to accept broader view.
- b. More professional education for teacher.
- c. More responsibility for teacher.
- d. Better evaluation of pupils.
- e. Re-examination of length of school day, school term, school year, for both students and teachers, and the device of grades.
- f. Some suggestions re divisions and subject matter of the three curricula.

And now a final word, but not one to be construed as an apology.

The canvas has been painted in black and white, in fiery reds, cold blues, and harsh greens, but the picture was commissioned to be provocative. For public exhibition some greys would be introduced, the edges softened, the impact lessened, but the picture would still be there in its harsh reality.

Will the ostrich put his head back in the sand? ●

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#### THE PRESIDENT (from page 3)

drastically affect the child's progress in school?

**SOMETIMES** we wonder if we have bitten off more than we can chew — and then we hear of associations having difficulty finding subjects for meetings. We see inexperienced executives uncertain as to how to make a useful place in the community for their association.

We are engaged in a specialized form of adult education. Our job is to study how to be better parents, better teachers and more informed shapers of public opinion in matters concerning our offspring and their education. We should support and encourage and provincial and local educational authorities as well as the principals and staffs of our schools. It is our place to criticize constructively if we feel it is necessary but it is not our place to try to take over the running of the educational system.

Because we feel that the exchanging of ideas will fit us all to do a better job, the Directors of Quebec Federation are prepared to put their experience at the service of local associations and regional councils to a greater extent than in the past. The workshops and discussions at the Spring Conferences have been valuable but more needs to be done.

Early in December an offer was made to send a team of Directors to workshop type conferences organized by regional councils or groups of five or more associations. Naturally sufficient notice must be given and so on, but there was no limit to the distance we would go. Invitations are welcome from Sherbrooke or Hull, Montreal or Noranda, Bedford, or Chambly. Has your association expressed interest?

**THE MAY** Conference committee is hard at work and you will be hearing shortly about the plans. It is time that you got to work on arranging for representation and to consider whether you wish to present any resolutions. I hope that I shall be seeing many of you on May 3rd and 4th. ●



## HAZEL CHANDLER

reports glowingly  
of

# "SHELL OUT" FOR UNICEF

*The project that has put new fun  
and meaning into Hallowe'en.*

"HALLOWE'EN FOR UNICEF" has left us with many happy memories, and it has been said that the happiest children on Hallowe'en were those collecting for UNICEF. The only complaint heard from the public was that there were too few collectors, and, of course, some families were not called upon at all. However, it was the aim of the Province of Quebec Hallowe'en Project Committee simply to publicize the project as much as possible and then leave it to parents, youth leaders and children to organize their own little groups. We did not wish to impose this new conception of Hallowe'en upon anyone and we were indeed gratified by the wonderful response received. The self-sacrificing children who participated in the "Shell Out for UNICEF" this past year really deserve a great deal of praise, and no doubt their various communities must feel proud of them.

This new idea of how to celebrate Hallowe'en originated in the United States in 1950. It was first attempted in Canada in 1955 when a total of \$15,000 was collected — \$972 of which was taken up in the Province of Quebec. It is a thrill to report that the 1956 collection in our Province, with returns still incomplete, amounted to over *six thousand dollars!*

As in any undertaking involving children there were some exciting incidents and some amusing ones, too, Karen Hulme, a 13-year-old pupil of Hampstead School collected \$52.00 in a Pabulum box, the original contents having been used to feed her puppy. Another youngster used an empty syrup tin but because he had been so impatient to get going on his collection, his money had all to be washed before it could be counted! One mother phoned to say her boys wanted to collect because, having lived in India, they "knew the real need for such a fund" and were anxious to do what they could.

### How to plan a UNICEF Hallowe'en

Any Home and School Association — or any existing club or group — in your community can form the nucleus; even two or three teen-age friends can be a good starting

point. When you have agreed that you would like to do your bit for UNICEF, write to your Provincial Representative, Mme. George Garneau, 23 Willow Avenue, Westmount, or to Miss Mary P. Carter, Executive Secretary, Canadian UNICEF Committee, Room 4, 113 St. George Street, Toronto 5. Tell what your organization is and how big your group will be. You will be sent tags to identify your collectors and material that you can use when arranging for local publicity. Remember, the people of your community must be ready to "Shell Out for UNICEF". Each collector should be acquainted with the work of UNICEF in order to tell the contributors how their money will be used. There are pamphlets containing dozens of striking facts about UNICEF ready and waiting for you at UNICEF headquarters, and several are specially designed for children. All monies collected should be sent in the form of a cheque or money order to the Canadian UNICEF Committee, the same Toronto address as mentioned above. All donations will be promptly acknowledged.

As a teacher or parent, you can help by giving leadership to young children's groups; seeing that they are properly equipped with UNICEF tags and collections boxes and that they make their rounds with their friends, never alone. Ask other parents or friends to join you in giving a party before or afterwards, with special Hallowe'en games and refreshments. The children would probably

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enjoy dressing in costumes signifying various countries of the world, and a prize might be given for the best costume. Even if you cannot organize a party you will want to support this very worthy cause in every way you can.

It is hoped, of course, that plans will be laid soon for next Hallowe'en and then carried out most successfully. ●

### THE GODUNCLE

Do you know what a goduncle is? Well, he isn't. At least the dictionary does not mention him. Like me: I was never born, because the event was not recorded in the town register. But my father remembered that I was and did some swearing to a judge or somebody to prove it. So, I hereby declare that there is a goduncle, lots of them — yes, and godaunties too — only they don't know that's what they are.

Everybody — well, nearly everybody — knows what a godfather is. No, you didn't guess it; a goduncle is not a godfather's brother, nor is a godauntie a godmother's sister. You see, godfathers and godmothers have certain responsibilities and their godchildren, whether they like their godparents or not — or have ever seen them since that significant baptismal day — are supposed to show a certain amount of respect. And like their own parents, the children have to accept their godparents without having any choice in the matter.

On the other hand, a goduncle has no responsibilities — only opportunities to be kind and helpful. He is a whimsical sort of chap, usually kind of old, who finds that he is fond of some young one and just makes himself a goduncle so he can think he has the privilege of doing all the nice things he can for that person.

It is really a lot of fun being a goduncle. One may then have the joy of loving some child and being a source of happiness that in itself brings true satisfaction. For example, one may not have any children, or he may have all of one kind and have a place in his heart for one of the other sex. Goduncing is a good way to better the situation. The joy that comes from just loving somebody is quite worthwhile, even if that person doesn't care a hoot.

To sum it all up; a man who enjoys helping a boy build a boat, or fix his bicycle, or find a job, or giving a girl a bouquet may be an "uncle", but if his heart feels a tug of affection for these young folks, he is a "goduncle". ●

**J. N. STEPHENSON**  
Gardenvale, Que.

## THE QUEBEC DANCE TEACHER'S ASSOCIATION

and Affiliated Artists

### AIMS

1. To gain strength of purpose through unity of dance teachers.
2. To further and develop the teaching profession.
3. To promote activities calculated to raise the standard of dancing, and dance teaching, through Guest Teachers, Lectures, Open Classes, Demonstrations, Panel Discussions, Dance Films and Social Functions.
4. To promote a more wide spread public interest in the Dance and Dance Instruction.
5. To form a unified body of those interested in Dance and its affiliated arts.

*The Quebec Dance Teacher's Association and affiliated artists is ready to assist schools in need of competent dance teachers, assistants and accompanists on a "no charge basis". For further information please call:*

President  
Miss Carrie Biggers  
4517 Harvard Ave.  
WA. 7655

Registrar  
Mrs. Hugh Shoobridge  
5177 MacDonald Ave.  
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*Has your Association  
appointed your 3  
Representatives to the  
Annual Meeting?*



## BROADCAST BRIEFS

By Don Allen

**Cordial good relations** established between Home and School broadcasting and Northern Radio, Inc. now make possible weekly presentation of Home and School on the Air to listeners in Rouyn, Noranda and surrounding communities. The time is Saturday at 5:45 on CKRN. Listeners in the Saguenay and the Eastern Townships also can receive Home and School Broadcasts through local stations. Marconi Radio, CFCF, now nears its tenth year of faithful presentation of Home and School on the Air. For this Montreal outlet, airtime is Saturday at 1:15. Included in recent highlights of Home and School broadcasting have been:

**Public speaking competitions**, in which senior students of various Quebec high schools have been invited before Home and School microphones to deliver informal "oral compositions", with each programme centred about a specified theme. Such special broadcasts are being scheduled each fifth week in the Home and School series, and Professor John Hughes is serving as judge for the talks. Final winner will be decided at the Conference in May.

**The older generation** can be the headache when it comes to worthwhile organization of children's leisure time, Noranda Home and Schoolers assert. Cited was Noranda's unequalled recreation programme, on which the children thrive, but where the youngsters' need to feel the absent parent "there and watching them" is very real. Under strong criticism were situations where both parents work because of belief that "the extra money is needed far more than the attention on the children", according to Mrs. J. C. McDonald, Noranda president, in a special live broadcast for Home and School Radio on CKRN.

**The vast majority** of school children are basically healthy and able to take most academic and social challenges in their stride, asserts Dr. Alastair MacLeod, Assistant Director of the Mental Hygiene Institute. Dr. MacLeod has stated before Home and School microphones that the first problem in establishing any school mental hygiene programme is the persuading of parents and teachers that "despite all the apparent propaganda to the contrary" this basic assumption is so. Looking to "a health programme that aims at increasing the health of the healthy", Dr. MacLeod visualizes assistance to teachers to "enable each child to reach his own best possible performance, academically, emotionally and socially, coupled with treatment of specific problems.

**Quebec Protestant education** came under review when J. G. S. Brash, Supervisor of English for the Department of Education, made an informal appearance before Home and School microphones. "Everyone has a right to be proud" of Quebec schools, "at least as modern and as well equipped as those of any other province", Mr. Brash asserts. A regular visitor to schools of the Province, Mr. Brash spoke of the course of study as "up-to-date and challenging".

**Professor John Hughes**, commenting on his fiftieth year of teaching and a career which had embraced all academic levels from Grade Three to PhD, spoke highly of teaching as a vocation and intimated that he rated the teaching profession along with the ministry at the head of the professions. Professor Hughes has been associated with teacher training in the British Isles (Wales), the Union of South Africa and, for many years, as Macdonald Professor of Education, at McGill University. He stressed, in a broadcast interview, that education must be regarded as a life-long process, and spoke highly of Canada's contributions to adult education.

### BEST PROGRAMS DEAL WITH EDUCATION

THE PROGRAMS which draw out the most parents to a meeting, we find, are those directly concerned with the education of their children. The Outremont H & S Association held such a meeting at the Guy Drummond School mid-December.

Principal J. F. Stewart, together with members of his staff, prepared and executed the entire program. With Mr. Stewart as Moderator, topics discussed were:

1. The Role of the Family
2. Training in Discipline
3. Preparation for Kindergarten

4. The Importance of Health and Appearance.
5. Reading (including comics, radio, TV)
6. Home Assignments & Activities
7. Parent, Teacher & Community Relationship.

The question period that followed gave the teachers the opportunity to show us how home and school can effectively co-operate in the training of our children.

In recognition of her many years of service as our Education Officer, a presentation was made to Miss D. J. Ewing, who has been appointed Principal of Hampstead School.

(Mrs.) IDA UNGAR



# YOU'RE INVITED

to attend the

## QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS Annual Meeting & Conference — 1957 MCGILL UNIVERSITY, MONTREAL

### PROGRAM

- Friday, May 3 — 1.00 p.m. Registration  
Council of Representatives.  
8.00 p.m. President's Reception.
- Saturday, May 4 — 9.30 a.m. Workshop Meetings (open to all members).  
2.00 p.m. Council of Representatives.  
"Our Association's best program of the year."  
7.30 p.m. Conference Dinner: Mount Royal Hotel.

Details of the Conference program will appear in the next number of QUEBEC HOME AND SCHOOL.

**Registration** and attendance at all events of the Conference are open to all Home and School members:

- (a) REPRESENTATIVES—three from each Association, with the right to vote. *Must carry Association credentials*, to be presented on registering.
- (b) OTHER DELEGATES—any number from each Association.

Conference Fee: \$5.00 for Representatives } All-inclusive—Registration  
\$4.00 for other delegates } Reception, Dinner, etc.

Home and School members who are unable to attend the evening events are welcome to attend the other sessions as guests of the Federation.

All delegates must complete the form below, detach it and send it to their Association Secretary, from whom they will receive the Dinner-Reception ticket.

**Billeting** arrangements can be made through your secretary before April 14th.

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### REGISTRATION FORM

Name..... (PRINT) ..... Address.....

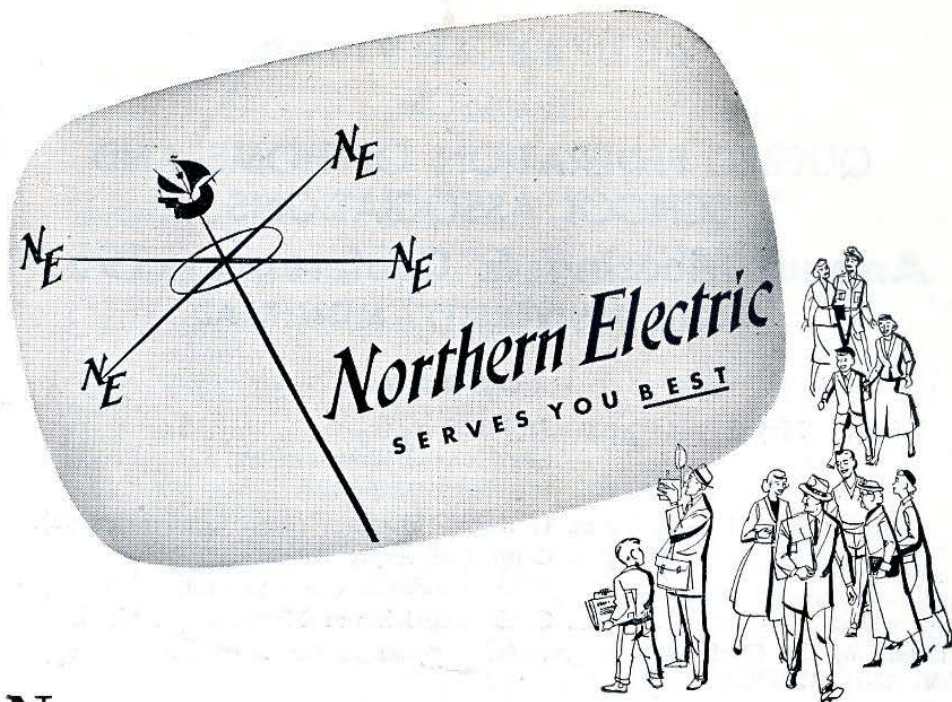
Please register me as a—Representative (or) Other delegate (underline which) attending 1956 Conference from..... Association

I attach cheque/money order for \$..... as my Conference Fee (made payable to Quebec Federation of Home and School Assns.)

I have obtained a Dinner-Reception ticket from the Association Secretary.

Billeting request attached..... (CHECK) ..... Signed.....





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