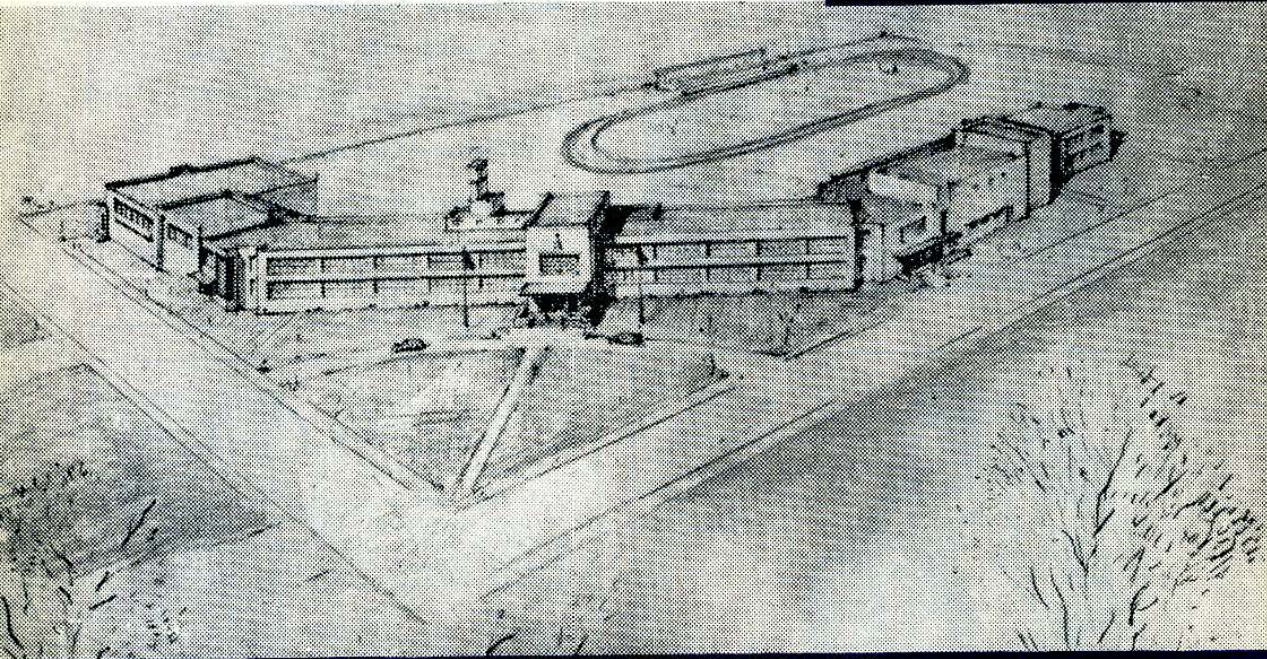


# Quebec Home and School

PUBLISHED MONTHLY BY

THE QUEBEC FEDERATION OF HOME AND SCHOOL



VOL. IV, No. 7

MONTREAL, QUEBEC

APRIL, 1952



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# QUEBEC HOME AND SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS  
4589 Wilson Ave., Montreal 28.

Honorary President: DR. W. P. PERCIVAL

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Please address all magazine correspondence to the Editor.

## Editor

MRS. S. L. RICHARDSON  
34 Finchley Road  
Hampstead, Que.

Advertising Manager: EDWARD A. GROSS, 202 Cote St. Antoine Road, GLenview 2815, Westmount

Subscription Manager: REV. M. W. BOOTH

Authorized as second class mail, Post Office Department, Ottawa.

## Associate Editors

MRS. G. N. MOSELEY  
225 Carlyle Ave.  
Town of Mount Royal.

MRS. N. S. MCFARLAND  
3649 St. Leon Street  
Montreal 9.

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April, 1952

## Good Citizenship



Mr. L. M. CLARK

The other day as I was re-reading the Home and School Creed, this section caught my attention particularly — "We believe that it should be a co-operative effort to produce Canadian citizens who shall be capable of perpetuating the best in our national life." There is no question but that this is fitting for a creed

which is a statement of belief. On analysis, however, one must admit that it is idealistic and to achieve it in everyday living even in a small degree is a "tall" order. I do not wish to infer that because this is so we should not attempt it, for if we do not "reach for the stars we will not even reach the tree tops."

Let us think on these things for a few moments. It seems to me that such Canadian citizens should possess tolerance, tolerance of the other races in the community, of the other religions and of persons who speak a different language than their own. But such tolerance comes only with knowledge, and

here we run into difficulties immediately. Young children will associate with other children regardless of colour or creed and they will accept each other for what they are worth as "people". In order to have this come about, however, they must have the opportunity of mingling together in work and play, of getting to know each other. But how can they do this when they are segregated into groups for their whole school life, the time when their basic ideas and impressions are formed? Undoubtedly our forefathers thought they were doing the right thing but I wonder how they thought we could achieve a united citizenship of common ideals and purposes with tolerance toward all when for the first eleven years of life children are segregated into Protestant Schools and English Catholic Schools and French Catholic Schools; into Y.M.C.A.'s and Y.M.H.A.'s. We have all seen the effect of continuous pressure from the wind on the growth of even rugged trees like those which grow on our mountain ridges. Before such groupings of our citizens and their undesirable effects can be eliminated, proper attitudes within the home must be developed.

(Continued on next page)

But there is more to achieving tolerance than just getting to know others. Knowledge is one thing but using it is another. Each one of us has a dual nature, we are creatures of intelligence and understanding but we are also creatures of "feelings." The latter are mysterious. Few of us know from whence our feelings come or what causes them. And even if we do, can we control them? Schopenhauer said, "A man can do what he wills to do but he cannot determine what he wills." Perhaps only through self-analysis and conscious efforts towards self-control can

we hope to free ourselves from some of our prejudices. This is not easy, but the greater the knowledge and understanding we have the more chance we have of achieving our goal.

"Canadian citizens capable of perpetuating the best in our national life" must possess these things we have been talking about. This is a worthy section of our creed and each of us in our individual actions and in our Home and School Association activities should govern ourselves accordingly.

L. MOWBRAY CLARK, *President.*

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

*Children's Leisure Reading:* Mrs. F. Willows, (Acting) 29 Canal Road, Beauharnois.

*Health:* Dr. Chas. W. MacMillan, Faculty of Medicine, McGill University, Montreal.

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

*Program Planning:* Mrs. R. W. Coutts, 5662 McLynn Ave., Montreal.  
Mrs. F. Willows, 29 Canal Road, Beauharnois.

*School Finance:* Peter W. Gooch, 232 Brookfield, Ave., Mount Royal.

*Traffic Safety:* Douglas C. Borden, 146 Balfour Ave., Mount Royal.

*Vocational Education:* Henry Wright and Andrew Watson, Verdun High School, Verdun.

*Publications:* Mrs. W. M. Hick, 3823 Melrose Avenue, Montreal.

*School Education:* Miss Ruth Low, 141 Bedbrooke Ave., Montreal West.

### BANCROFT

Dr. J. M. Paton, Executive Director of the Provincial Association of Protestant Teachers was our guest speaker at our January meeting. His topic was "Needed, More Good Teachers." That, of course, is his aim. He is without question the foremost authority on the subject and the parents of our association were indeed enlightened on the grave problem facing us today.

Dr. Paton pointed out that the parents must recognize their responsibility in this matter and when they start showing an interest, then and only then will something be accomplished.

Dr. Paton especially lauded the Quebec Federation of Home and School Associations in that he has their promise of co-operation if and when he needs it.

Our February meetings are traditional in that the teachers take over. This one was no exception. Teachers with specialized training worked with pupils: Miss E. Chananie, *Songs by the senior girls' choir*; Miss D. Glickman, *Play reading with the drama*

*group*; Miss M. Karn, "*Square Dancing*"—a Grade IV group; Mrs. M. Smith, *Selections by the speech choir.*

It was an excellent program and the teachers and pupils alike deserve special mention. This program consisting of extra-curricular activities gave the parents a clearer picture of the grave loss to the children if these activities should be dispensed with.

The business portion of the meeting was very short but most significant. A resolution was passed by a unanimous decision of the parents to lend full support to the teachers in their demand for higher salaries.

*Methods and materials are both different from those used in former times, and this difference, when not understood, is looked upon as a weakness. All these reasons are sufficient to explain why the statement is made that people do not read as well nowadays as they used to. From the National Parent-Teacher.*

Let's find out how reading is taught in our schools. A good way to start is by attending the Reading Forum at the President's Reception on Friday evening, May 9th.

# WE NEED MORE "GOOD" TEACHERS

J. M. PATON

*The writer of this article, who is the executive director of the Provincial Association of Protestant Teachers of Quebec, is expressing personal opinions which are not necessarily held by the Officers of the P.A.P.T. nor endorsed by the editorial board of this magazine.*

The NUMBER ONE problem in Canadian education today is not the provision of adequate physical facilities, nor the inroads of progressivism and soft discipline, nor the alleged shortcomings in our teaching of the three R's. It is the continuing and growing shortage of qualified teachers in the elementary grades and our failure to induce enough of the best young people to enter the teaching profession.

Other professions have long achieved prestige in the eyes of the public by progressively increasing entrance requirements and by raising the price tag on their services. It has been calculated that the six professions of accounting, dentistry, engineering, law, medicine, and pharmacy require an average of 4½ years of college education built on senior matriculation, whereas an average of less than one year of training after junior matriculation must suffice for Canada's teachers.

Despite these low requirements—lower, by the way, than in Great Britain and in most states of the Union—the shortage of qualified teachers in Canada will be 25,000 by 1955 according to a 1950 estimate of the Bureau of Statistics. At the time this estimate was made, enrolment in our teacher-training institutions had not shown the drop that is now being reported by nine provinces, ranging from a high of 37% in Prince Edward Island to a low of 10% in Ontario. This decrease (it is 12% in Protestant Quebec) will come as a shock to those who assumed that current improvements in teachers' salaries would serve to keep the normal schools well supplied with recruits. The melancholy fact is that, with very few exceptions, the improvements have not kept pace with the cost of living. Teachers today are actually worse off than they were five years ago, and much worse off than they were fifteen years ago.

Our own Protestant school system has not, it is true, diluted professional standards by introducing short courses for teaching certificates as a number of provinces have done.

It has, however, resorted to the expedient of giving permission to school boards to engage as teachers boys and girls right out of high school, some of them with low academic qualifications. Last year there were 130 "classroom sitters" of this type outside Montreal. This means that one out of every eight or nine teachers in Protestant schools off the Island of Montreal last year was inadequately educated and wholly untrained for his or her responsible tasks. The number this year will probably be higher.

## *Higher Standards Required*

Well informed adults, and parents in particular, are beginning to realize that all teachers, whether they teach in Grade I or Grade XII, should be as highly educated and trained as the members of other learned professions. The teacher in charge of six-year-old children needs more than a high school education plus a year at normal school. She ought to be a well-educated, mature person, with the knowledge and understanding of child development and the psychology of learning that come from several years of study and observation after she has graduated from high school.

These words must not be taken as an indictment of our elementary teachers as a group. I am quite certain that they compare favourably with teachers elsewhere in Canada whose training has been similarly restricted, and that after some years of successful experience and continued study, they stand comparison with elementary grade teachers anywhere. Many of the armchair critics of our schools are unaware of the changes that have taken place since the 1920's—the enriched curriculum, the attention to individual needs, the improved techniques—all of which demand much more of the teacher than keeping order, conducting repetitive drills, and hearing lessons from a book. Some of these critics have been repeating the familiar complaint: "We shall gladly pay teachers better when you give us better teachers."

This is a policy of despair. Better teachers presuppose more rigid selection of candidates, higher standards of certification, and longer periods of training. We have a serious shortage now. Where are the larger numbers of candidates for a longer course to come

*(Continued on next page)*

## WE NEED MORE "GOOD" TEACHERS

### *Continued*

from, without the inducement of professional status and equivalent remuneration?

The answer was given, I think, by the investigation reported by the teacher shortage committee of this Federation in 1950, when 8,753 replies from high school students in this province said they did not plan to become teachers because salaries were too low, other work paid more, there were not enough opportunities for advancement, the teacher's work was never done, and there was too much preparation and correction of exercises. The situation could hardly be clearer. Professional recognition and salary improvement must come first, closely followed by higher standards of certification.

### *Better Salaries Essential*

That is why I deplore the prevalence of the attitude among school trustees (not all of them, of course) that the beginning elementary teacher is worth no more in wages than the beginning stenographer or book-keeper, and that it is sound policy to offer less money to the college graduate who has been trained as a high school teacher than to an engineer, a lawyer, or an accountant. This point of view may be explained or defended as cutting the suit according to the available cloth, but as a policy for the future it amounts to a denial to Canadian youth of their educational birthright. Has the time not come in the province of Quebec for Protestant parents to inquire more closely into the educational philosophy and other qualifications of the men and women whom they elect (or have named) to represent them on Protestant school boards? Is this not a challenge that ought to be taken up by individual home and school organizations?

Ironically enough, the logic of events has compelled these same trustees and their supporters in the community to pay scales of wages in business far beyond a comparable level for teachers. A few days before the present writing, I saw two advertisements of the Montreal Civil Service Commission, one for a Protestant assessor of property and the other for police constables aged 19 to 30. The minimum educational requirements were the equivalent of grade nine in each case. The salary scales proposed were \$4,778 to \$5,968 and \$2,589 to \$3,439 respectively. The Protestant School Board of Greater Montreal is offering, to the single male high school teacher, for the year 1952-53, a scale of \$2,000 to \$4,700, and he must have **seven years** of education and training beyond grade nine. Is there any reason to

wonder why the men teachers of Montreal have lost patience this year at the nature and the method of the salary offer made to them by their educational superiors?

### *A Crisis Is Looming!*

We are rapidly approaching a crisis in educational finance in this province. It will not be resolved by the same exhortations to patience and restraint which have been directed to the teachers by those in authority for several years now, if at the same time there is no evidence of a sincere and determined effort to get at the root of the problem. It will simply not do to retreat behind the smoke screen that has sometimes been set up in the past—namely, that Quebec spends more money on education than any other province or state on the continent, and that the Protestant taxpayer is now taxed to the limit.

Let us have a coldly scientific, non-political inquiry into the validity of such claims, using expert investigators and Gallup poll techniques. Let us discover the reasons for the discrepancy between provincial government figures which imply that in education we top the ten provinces in per capita expenditure, and such figures as the Dominion Bureau of Statistics released a few weeks ago in what it called a preliminary study of education statistics for 1949-50. This study attempts to isolate expenditures in the ten provinces for PUBLIC ELEMENTARY AND SECONDARY EDUCATION, omitting the many items of expenditure on post-high-school training, colleges, trade schools, and social welfare projects which are sometimes loosely described as educational expenditures in this province. The most revealing statistical table in this publication estimates total expenditures by local school boards and provincial departments on public elementary and secondary education in 1949 in terms of average daily pupil attendance and of total population. In each instance Quebec stands in seventh place, Ontario in fourth place, while British Columbia and Alberta share the honours for first and second place.

### *Impartial Inquiry Needed*

I should like to make it quite clear that I am not suggesting that the above comparison be accepted as the last word, nor am I saying that the claims of Quebec authorities to Canada-wide leadership in education expenditures are wrong **when taken in their own context**. I **am** asking that the apparent discrepancies in the figures be examined impartially so far as the public elementary and secondary schools are concerned, for the

*(Concluded on page 18)*

YOU can register now to attend the

# *Annual Meeting & Conference*

of the  
**QUEBEC FEDERATION OF HOME AND  
SCHOOL ASSOCIATIONS**

to be held

**FRIDAY and SATURDAY, MAY 9 - 10**

in the

**WINDSOR HOTEL, MONTREAL**

This is the annual get-together of Home and School members from all parts of the Province.

YOU are cordially invited to attend all events on the Conference program.

Complete details will be available from your Association Secretary and from Home and School on the Air. The tentative agenda is on page 13 of this magazine.

All-inclusive Conference Fee: \$3.00 (Official Representatives: \$5.00).

**For registration forms see the March issue of Quebec Home and School or your Association Secretary.**



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Monklands High School contains 22 classrooms and 22 special rooms such as, lecture rooms and laboratories, a music room, woodworking department, metal shop, art room, commercial and typing department, sewing room, arts and crafts room, and model home equipment for the teaching of Home Economics. In addition to the principal's office there is a general office suite, teachers' rooms, medical suite, and library with conference room. Separate gymnasiums for boys and girls are equipped with lockers.

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## WILLINGDON'S EDUCATIONAL FORUM AT CONFERENCE

Something new will be presented at this year's President's Reception. Willingdon Home and School Association's Educational Forum will hold a discussion on "Reading" with all interested Home and Schoolers invited to listen in. We hope that some of them will find it interesting enough to go back to their own Association and start a similar forum.

What began as an experiment is now an important part of our association. Those of you who attended last year's Conference may remember two resolutions which were adopted at the time. The subjects of these resolutions, namely, Guidance and Co-education in the High Schools, are being investigated by committees set up for that purpose. These resolutions were the direct result of several discussions at Willingdon's Forum.

Informality is the keynote at our meetings. The speaker is free to stand at the front or sit in an easy chair. When he is finished he becomes the target for some intelligent and penetrating questions and the resulting discussion is both stimulating and down to earth.

Out of these friendly bouts of give and take we hope to learn some of the facts behind the problems of those concerned with education. One immediate result is a better parent-teacher relationship. Since a group has the power to do more than the individual, the possibilities of what could be accomplished are unlimited.

D. H. PATERSON,

*Chairman, Willingdon Educational Forum.*

*They (tests administered) show beyond all doubt that a large proportion of the scholars in our first classes, boys and girls of fourteen and fifteen years of age, when called on to write simple sentences, to express their thoughts on common subjects without the aid of a dictionary or master, cannot write, without such errors in grammar, in spelling, and in punctuation, as we should blush to see in a letter from a son or daughter of their age.*

*This statement was made by the Grammar School Committee of Boston in 1845. From the National Parent-Teacher.*

Be sure to attend the Reading Forum at the President's Reception, May 9th at the Windsor Hotel.

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*of*

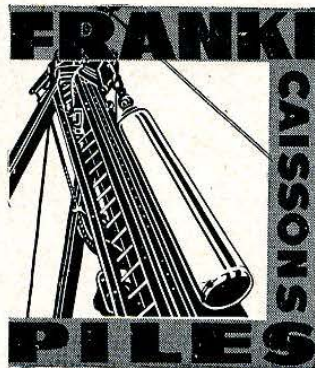
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# WHAT'S IN IT FOR ME?

## 5th ANNUAL CONFERENCE —

CHARACTERS—*Regular Member*: Has never attended a Conference.

*Old Timer*: Has attended last three Conferences and won't miss a future one if at all possible.

\* \* \*

*Old Timer*: I certainly hope you're planning to attend the Spring Conference. It looks better than any of the others.

*Regular Member*: Is that the same thing as this Fifth Annual Conference I've read about in *Quebec Home and School*?

*O.T.*: Same thing!

*R.M.*: Well, actually I haven't given it a thought. After all, I'm not on the Executive of our Association or anything.

*O.T.*: That doesn't matter. You don't have to be; any one can attend.

*R.M.*: You mean you don't have to be a Representative or something?

*O.T.*: No, of course not!

*R.M.*: Well, at our last meeting I heard our President announce the names of our Association's three Representatives. I'm sure I did!

*O.T.*: Probably he did. But didn't he also say anything about how the rest of you would be welcome? Well, he should have!

*R.M.*: At least not that I heard. But what about this official Representative business, anyhow?

*O.T.*: Each Association is entitled to send three official Representatives. They are the only ones with the right to vote on business matters. But any one can be what's called a "Delegate" just by registering and paying the fee which includes attendance at the President's Reception and at the Dinner on the Saturday night.

*R.M.*: What's the fee, by the way? Ten bucks, I suppose!

*O.T.*: Don't be silly! It's three dollars for a Delegate and five for a Representative. And remember, there are refreshments on the Friday evening at the President's "do" and, as I just said, there's the Dinner.

*R.M.*: That is cheap. But what would be the point of my going? What would I get out of it?

*O.T.*: (*smiling reminiscently*) Those are good questions! As you know, I've been a member of our Association these last ten years — a charter member, by golly! Well, when the first Conference came along I didn't pay much attention to it. Frankly, like you, I figured it was for officers and committee chairmen. So I didn't go. When the second one rolled around I was appointed a Representative. I have attended the last two just as a Delegate and I wouldn't miss the coming one for a whole lot.

*R.M.*: (*smiling at the other's enthusiasm*) Okay, o-kay! But what benefit — or entertainment — or whatever you want to call it — do you get from them?

*O.T.*: First of all I realize all over again what a great movement this Home and School thing is. Did you know that it's the largest national body in the country today? Frankly, I also get an ever growing respect for those who are shaping the destinies of this wonderful movement. Mainly, though, there's good fellowship — the crackle of bright ideas being exchanged — the satisfaction of learning that others have overcome difficulties and found answers to problems we're all facing — but above all, there's the heart-warming sense of belonging — of being a part, no matter how small — of something really worthwhile. Besides, you know, it's fun!

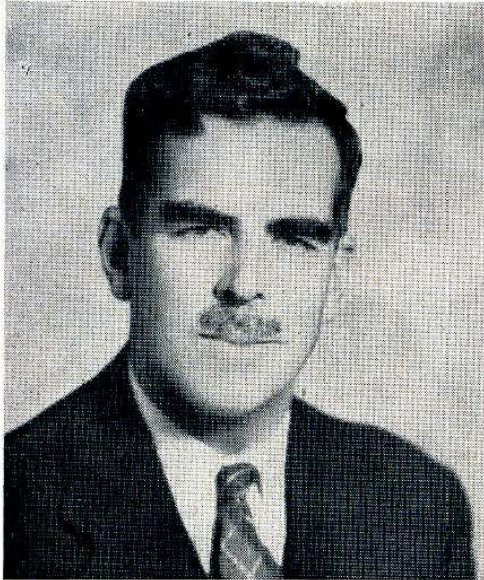
*R.M.*: Sounds good! But *two days* — !

*O.T.*: Naturally, as a Delegate, just on your own, you don't have to attend every session. But — I'm warning you! — you'll want to once you get there. However, suppose you start with the President's Reception on the Friday evening. Then the Saturday afternoon business session is very interesting. Just to hear the highlights from the various Associations is to feel a thrill over what a bunch of moms and pops and teachers can accomplish! And, of course, the Dinner is a fitting climax. You'll enjoy some parts more than others, naturally, but you'll be glad you went.

*R.M.*: Well, you've sold *me*! Could I meet you at the Windsor Hotel on the Friday night? I think I'll take your suggestion and start off my *first* Conference by going to that Reception.

*O.T.*: It'll be a pleasure!

# Introducing Our Conference Guest Speaker



**DR. E. G. OSBORNE**

All members of Home and School, teachers and parents alike, will warmly welcome the President's recent announcement that Dr. Ernest G. Osborne is to be the guest of Home and School at our Annual Conference Dinner on the evening of May 10th. It is also anticipated that Dr. Osborne will be present at the special Panel meeting conducted by the Parent Education Committee on the morning of May 10th.

It is very appropriate that Dr. Osborne should be the first speaker from the United States at an Annual Conference dinner. He acts as adviser and consultant to the National Congress of Parents and Teachers in the United States, the sister movement in that country comparable to our own Home and School. Moreover, as Professor of Education at Teachers College, Columbia, Dr. Osborne is able to present the view of the educationalist and to do so from a rich background of service in the interest of growing children. Our teachers will, therefore, have a special interest in Dr. Osborne's remarks. Dr. Osborne has served many national organizations in either executive or consulting capa-

city, including the Child Study Association of America and the Girl Scouts of America. He has just completed a three-year term as President of the National Council on Family Relations and had much to do with the arrangement of the National Conference on Family Life which was held at the White House in 1948. Dr. Osborne is an advisory editor of Parent's Magazine and himself writes a daily featured newspaper column—"Family Scrapbook".

Since our guest has long been interested in children and youth and has specialized in child development, family relations and parent education, he will be assured of a warm welcome. In many ways in our own Province, Quebec Federation has pioneered in the field of parent education and we will have much of interest to gain from Dr. Osborne's visit to the Annual Conference. We would suggest to all members that if they have not already secured their Conference and Dinner tickets they should do so immediately to ensure that they will have an opportunity of meeting and hearing Dr. Osborne.

**A. LESLIE PERRY**

ARCHITECT

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QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

**FIFTH ANNUAL CONFERENCE**

WINDSOR HOTEL, MONTREAL

PROGRAM (tentative)

**Friday Afternoon, May 9**

1.00 — *Registration.*

2.00 — O Canada.

Invocation.  
Adoption of Minutes of Last Federation Council Meeting.  
President's Report.  
Treasurer's Report.  
Report of Resolutions Committee.  
Resolutions.  
Art Contest . . . Presentation of Prizes.

**Friday Evening**

8.00 — *The President's Reception.*

Welcome to Delegates: L. Mowbray Clark.  
Education Forum.  
Refreshments.

**Saturday Morning, May 10**

9.30 — *Reports of Standing Committees:*

Children's Reading.	School Finance.
Citizenship.	Special Child Needs.
Health.	
School Education.	

9.30 to 12.30 *Section Meetings.*

Children's Leisure Reading.	Program Planning.
Parent Education.	Traffic Safety.

**Saturday Afternoon**

1.15 — "Home and School on the Air", Station CFCF.

2.00 — *Greetings:*

Canadian Home and School and Parent-Teacher Federation.  
Provincial Association of Protestant Teachers.  
Provincial Association of Protestant School Boards.

*Association Highlights:*

"Our Outstanding Achievement of the Year" as told by Association Presidents.

*Reports of Standing Committees:*

Parent Education.  
Program Planning.

*Report of Finance Committee:*

Federation Budget for 1952-53.

*Report of Conference Committee.*

*Report of Nominating Committee.*

*Election of Officers and Directors.*

**Saturday Evening**

7.30 — *Conference Dinner:*

Chairman: L. Mowbray Clark.  
Guest of Honour: Dr. Ernest Osborne.  
Presentation: The Buzzell Award; The President's Award.  
God Save the Queen.

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WILLIAM A. STEEVES, M. Ed., *Inspector of Schools*  
*Department of Education*

The last half century saw many revisions in the curriculum. There is no reason to believe that changes in the next fifty years will be any less extensive. Society around us is rapidly changing and the schools must train children to adapt themselves to the world in which they live and work. The school is being called upon to accept ever increasing responsibilities for the development of good citizens. For this purpose the curriculum is no longer limited to traditional subjects studied in the classroom but includes all the activities and experiences of the child within the precincts of the school. Instead of a rigid prescription of material to be studied the modern curriculum sets up a broad framework for the guidance of teachers.

**The Curriculum and the Democratic Life:**—There are two concepts of the school which have been evolving slowly through the years and which will effect the curriculum greatly in the next half century; the concept of the school as an agent for teaching the democratic way of life and as an agent of social progress. Let us look at these two functions briefly.

“Democracy in education” or “education in a democracy” is still a vague idea. Some think that the first function is made clear by the phrase “equal opportunity for all”, which being interpreted means that the doors of all schools be open to all. It implies that all can benefit from entering therein. Can they?

Schools have gradually opened their doors wider and wider to the children of all the people. In spite of the many vast improve-

ments, however, the schools of the twentieth century still fall far short of meeting the needs of all. We have compulsory attendance laws and all children must attend school, but have they equal opportunity to get an education suited to their needs? All children, rich or poor, whatever their race or religion, may attend school, but does this provide equal opportunity? Has the under-clothed or the under-nourished child equal opportunity with the privileged child? Has the slow learner equal opportunity with the bright child? If our schools are to meet the needs of a democratic people, democratic economically and socially as well as politically, they must provide a program which will enable children to obtain an education to the fullest extent of their individual abilities. This implies that the schools must help each child to know his capabilities. The schools must also help parents to appreciate the abilities of their children in order to avoid misdirected effort.

The second function, the school as an agent of social progress, is that which Plato contemplated in “The Republic”. Plato expressed the idea that part of the school’s task was that “of progressively bringing the ideal society into existence.”

If the curriculum of tomorrow is to provide opportunities for helping their pupils to learn democratic ways of life, and ways and means of improving our society, it must be revised continually and each revision must receive the most serious thought.

**The Curriculum in the Elementary School:**—The curricula of the nursery school and the kindergarten provides activities intended to assist the child to care for his



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physical and social needs. Here he begins to learn to take responsibility for simple duties, to obey, to co-operate, to respect the rights and privileges of others and to be tolerant; to learn, in short, all the fundamentals of good citizenship.

The curricula of the primary and elementary schools of many school systems are very complete. The verbalized objectives are most impressive, and one wonders what more can be added. These objectives have as their aim the education of an enlightened democratic citizenry.

The basic skills of reading, writing, and number are learned, not for themselves alone, but that they may be used by the child in his daily life both in and out of school. These are the fundamental skills in communication and understanding that we commonly call the three R's. The child of tomorrow will find the curriculum planned more definitely around "centres of interest" based on a study of his needs. He will find many of the artificial partitions between subjects and barriers between grades removed. Revised curricula show that this demolition has already begun. The child will find himself concerned with such topics as "The Canadian Home", "The Canadian Community", "Canada! Our Country", "The World Beyond", and such questions as "Where do we get our food?" and "Can Canada be self-sufficient?"

He will find the timetable more flexible so that relatively long periods may be spent on these topics. He will find better opportunity to help plan how these topics are to be studied, and the information recorded.

He will find opportunities to assume responsibilities, to assign tasks, to co-operate with his classmates, and to appreciate the importance of a job well done. He will find work suited to his individual ability which will enable him to develop his talents without frustration. His parents will notice that he is showing more signs of independence and initiative, that he is learning high standards of personal conduct and concern for the general welfare, that he is learning to assume social responsibility and co-operate, and that he is discussing community needs and how to meet them.

Learning develops out of experience, and the future curriculum will provide more opportunity for varied experiences. We have seen a beginning of this in the Enterprise Method, the increased use of museums and Art galleries, and class excursions to other places of interest.

***The Curriculum in the Secondary School:***—The greatest single problem facing

*(Continued on next page)*

## CURRICULUM, con't

the secondary school is the problem of individual differences. This is the problem of ensuring that all students will get a good, sound, basic general education up to the limit of their respective abilities. The individual differences among the pupils in our secondary schools are so many and so varied that this is a problem of almost frightening magnitude. The greatest obstacle to its solution is the attitude of many of those most deeply concerned, the pupils, the parents and the teachers.

There is a dismaying reluctance on the part of many parents and teachers to break with the traditional single track, college preparatory course of the secondary school. Too many seem to think that anything which is not acceptable to the university is not good enough, or is watered down. This is a regrettably false assumption. Ask yourself this

is, a core of certain basic subjects which provide a good general education along with a wide choice of options of equal status or "equally honourable".

Whatever the school organization, changes in the curriculum must provide a good general education for the pupils of each of the categories mentioned above. For those pupils who are slow learners it may be desirable that the curriculum provide a course terminating at the end of grade IX or X with suitable outlets into industry either for apprenticeship training or full-time jobs. It is the responsibility of the school to maintain contact with its drop-outs and to facilitate their return to school for further education on either a full-time or a part-time basis. The co-operation of industry will be of great assistance in meeting the needs of those who leave school before graduation, and every effort should be made to co-ordinate the educational program of school and industry.

In our efforts to meet the needs of the slow learners and the average students we have too often forgotten the bright child. A democratic country must have wise leadership, above all else, and it is to the above average group that we must turn. How long will it be before we meet the needs of the bright child and stop this wastage of human resources?

How can the secondary school provide a better general education? One immediate need is a willingness to re-examine and evaluate the subject matter of our present



curriculum for gaining experience in the ways of democracy. Many of our so-called extra-curricular activities should become an integral part of the curriculum, and some which are now barely tolerated must become fully accepted. Sports, debating societies, dramatic clubs, and similar organizations should be fitted into the regular school program. Excursions such as visits to the United Nations Organization and to our capital city should be more frequent.

Student councils provide definite practice in democratic practice. Guidance has proved its value and should be given parity with the other aspects of the school program. How can all this be done when the school day is already crowded? Actually we are doing much of it and perhaps that is why the curriculum appears crowded. Would better organization help? Should we lengthen the school day? In our Protestant schools, should we add another year to the high school course? Would dropping some subjects help, and if so, which ones?

It is generally conceded that character education, *per se*, is ineffective. The development of good character is a by-product of many learnings. Nowhere in the school should there be an opportunity for the child to learn that anything short of his best is acceptable, his best in conduct as well as in intellectual activity. Every activity of the whole school, from learning to read to participating in the major school activities,

should contribute toward teaching the child good behaviour and the abiding spiritual values. Religious teaching helps to provide the inspiration so that the individual will desire to do right, to do his best, and thereby gain real satisfaction.

Condensed from "*The Educational Record*."

#### HERBERT SYMONDS

The Herbert Symonds Home and School Association had as guest speaker at their monthly meeting on January 29th, 1952, Mr. Robert Sparks, Director of the Speech Clinic at the Royal Victoria Hospital. Mr. Sparks, who holds a B.Sc degree from Northwestern University at Evanston, Illinois and a M.Sc from Stanford University in California, delivered an address on "Speech Defects in Primary Grades." He described the various types of speech defects and what is being done to overcome them. A question and answer period was also held.

*Some critics believe that poor reading is the result of modern methods of teaching, which, they say, neglect such fundamentals as knowledge of the alphabet and of phonetic principles. And some parents assert that inadequate reading skill is caused by practices associated with "progressive education".*  
From the *National Parent-Teacher*.

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## LINKS WITH LIFE

by S. R. LAYCOCK, Ph.D.

*Dean of Education,  
University of Saskatchewan.*

Toronto, Ryerson Press, 1951. 60 pages.

Once again a series of Dr. Laycock's radio talks have been printed in booklet form and as usual it has resulted in highly stimulating and interesting reading.

The content of this booklet deals most comprehensively with the various relationships which affect the lives of all of us. As Dr. Laycock so aptly phrases it, "Every human being from birth to death lives in a veritable network of relationships."

Under the headings "A Boy and His Dad", "A Girl and her Dad", "A boy and his Mother", "A Girl and her Mother", "A Lifetime Partnership", "Brothers and Sisters Together", "Boy Meets Girl", "Grandparents are Human", "Teachers are Human", "Who is my Neighbour?" he discusses the different relationships which promote or retard the healthy development of our children. They determine whether or not they will develop into emotionally mature and responsible men and women.

Having been first presented in the form of radio talks, they make extremely easy reading. At the end of each topic are questions which could be used most effectively as the basis for discussion and also a list of reading references for those who wish to read further on the subject.

Altogether a booklet which parents, teachers and all those interested in children should thoroughly enjoy and benefit from.

E. KATHILEEN CALDER.

## WE NEED MORE "GOOD" TEACHERS

*(Continued from page 6)*

very good reason that it can definitely be shown that we do **not** spend as much on teachers' salaries as some other provinces do, and the salary bill is known to be a large proportion of the total annual outlay in any school system. No one who looks at teachers' salaries today in the principal cities of Canada, and observes, for example, that Montreal's scales for women are by comparison very low indeed, while the men's are far from being the best, will be in any doubt that we need more of scientific inquiry and less of biased opinion in our discussions of the financing of Protestant education.

It would be a notable forward step if such an inquiry as I have suggested could be initiated co-operatively by the four groups most concerned—the provincial authority, the school boards (representing the taxpayer), the parents, and the teachers. All four are organized provincially, all four could contribute to the expense of an independent investigation, and all four are equally concerned with the outcome and could therefore be regarded as equal partners in the project. It is recognized that the first two have responsibilities which place them in a position of authority over the other two in the operating of the school system, but so far as this factual study is concerned, it ought to be possible to work together as partners.

There is surely something basically wrong when any two of the four groups mentioned find themselves opposing one another, rather than working together in a sensible harmony which has room for occasional disagreement but never a drag-out fight. After all, we have the same basic objective—the best possible school system we can build, securely founded on a teaching personnel of the highest calibre.

### **CAN YOU HELP US?**

What does your Peter do outside of school? Are there clubs he can join? Can he work on his hobbies or learn the skills he enjoys? Has your Betty had the chance to join a dance group? Has your association had a square dance or an education forum?

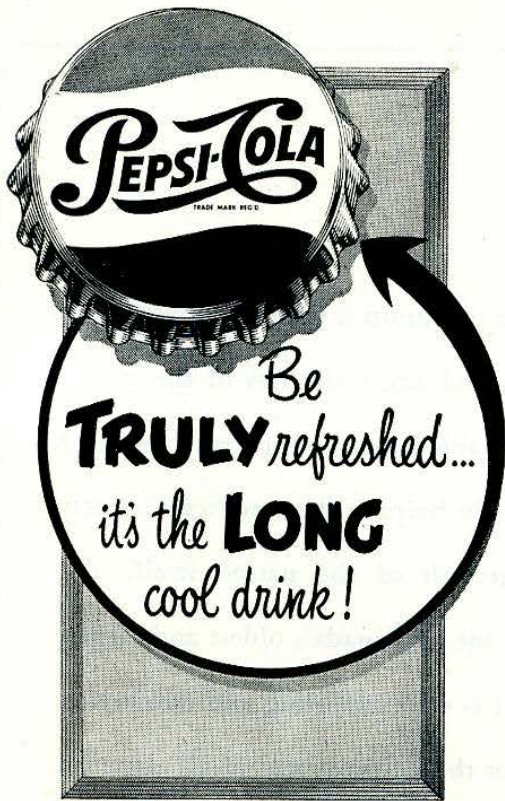
These are the things our committee—the Recreational Activities Co-ordinating committee—wants to know. We want to set up a file of information on all activities to keep for permanent reference.

In order to do this we first have to have the material. This is where your help is *essential*. Many of the associations are very active and are proud of their activities. These are the ones we want to hear from first! We want to make the things you learned available to other groups who are anxious to start similar projects.

Questionnaires from our committee will be coming to you soon. Your cooperation in returning these is necessary so that our work can begin.

MRS. H. R. SCOTT,

*Chairman, Recreational Activities Co-ordinating Committee.*



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