

QUEBEC HOME AND SCHOOL

... This Issue

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QUEBEC HOME AND SCHOOL

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A COMMUNITY INTEREST



L. M. CLARK

Home and School members are in many cases in a unique position. As taxpayers they are the people who pay the bills for education. The costs of the building, whether it is a new building or new addition to the building or maintenance of an old building come out of their pockets. The salaries of the teachers, of the principal, of the janitor and anyone else employed by the School Board are met by them.

However, besides being the proprietor or owner so to speak of the education business these same people find themselves in the position of the consumer. It is their children who attend the school, receive the training of that institution and come out as the product. Not only is this product of vital concern to these members but in most cases it is tragic if the product is not satisfactory, for the clock cannot be turned back. Time once passed cannot be retrieved and we must live with the results.

All our children cannot be geniuses—it was not meant to be so. Therefore, we must be satisfied with their progress when it is commensurate with their abilities. Even when they do not measure up to their abilities the responsibility is a joint one between the school and the parents.

But there is another responsibility in which we share. It is the responsibility for the kind of schools we have. Not only for the kind of school buildings but also for what the school is trying to do. Parents, as the persons directly affected must work with the educational authorities and the teachers in determining the philosophy behind our schools. Only by joint participation can a philosophy satisfactory to all be achieved. History affords examples of the tragedies which have occurred when what is taught deviates too far from the aims and desires of the people.

Some of the provinces have already taken steps to search out the opinions of the community and have them reflected in the determination of the school curriculum. Saskatchewan has set up a co-operative council to study curriculum and Ontario has set up an Association for Curriculum Development. Both these organizations are made up of

(continued on page 4)

LATEST LAYCOCK BOOKLET OF INTEREST TO PARENTS

QUESTIONS PARENTS ASK by S. R. Laycock, Ph.D., Dean of Education, University of Saskatchewan; Director of the Division on Education and Mental Health, The Canadian Mental Health Association. Talks given in The School for Parents Series of the Canadian Broadcasting Corporation in co-operation with The Canadian Mental Health Association. 44 pp. Ryerson Press, Toronto, Jan. 1953. 75 cents.

Once again Dr. Laycock, the Canadian Broadcasting Corporation and the Ryerson Press have co-operated in giving us in more permanent form the latest series in Dr. Laycock's radio talks parents.

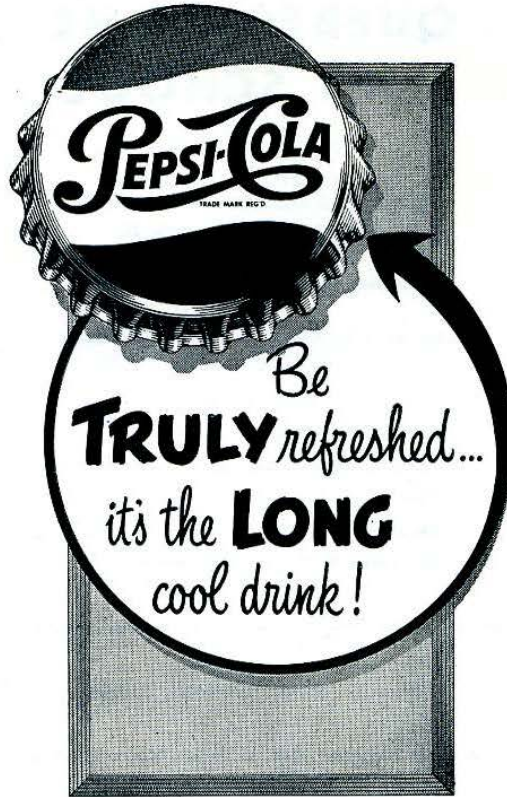
The questions parents ask are specific: about allowances, comics, sex education, manners, prejudices. The author, in his easy conversational tone, is skilled in presenting everyday situations that are thought provoking for all of us. Underlying the whole of Dr. Laycock's long service to education is the principle that mental health for everyone lies in wholesome family life where each member, according to his age, makes his conscious contribution. This little 44 page booklet contains the scripts of eight short talks, an appendix entitled "Questions for Discussion", and suggestions for further reading. The queries raised are not only useful as material for parents' discussion groups, but good matters to ponder as you do the dishes or wash the car. The reading material mentioned is excellent and easily accessible—in fact a good deal of it should be found on any good Parents' Bookshelf.

—T.M.A.

COMMUNITY Cont'd

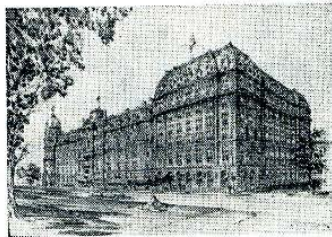
representatives of the many associations comprised of persons interested in education.

Home and School, representing as it does a working partnership of teachers and parents, is the logical place for such a development to have its beginning. It is merely an extension of our interest in the education of our children. Let us all work toward this goal in the spirit of co-operation which our aims and policies lay down.



WELCOME

To The Delegates of
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OF THE
HOME and SCHOOL
ASSOCIATIONS



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MAYTIME IS

• You'll want to attend Conference. Here's a brief summary of the programme. Dr. LaZerte was the chief speaker at the Canadian Home and School Annual Meeting at Banff last summer.

CONFERENCE TIME

Dr. M. E. LaZerte, retired Dean of the Faculty of Education, University of Alberta, will be the speaker at the Quebec Federation Conference Dinner on May 2nd. He will speak on "The Parent's Role in Education".

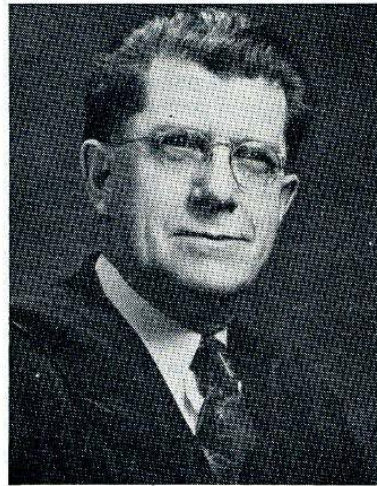
Few Canadian educators are in as great demand today to address meetings as Dr. LaZerte. Last June, he was guest speaker at the Annual Meeting of the Canadian Home and School and Parent-Teacher Federation at Banff. Quebec Federation delegates to that meeting brought back enthusiastic reports of Dr. LaZerte's talk.

Despite his retired status he is still very active as head of the Research Committee of the Canadian School Trustees' Association.

In coming to Quebec Federation Dr. LaZerte will be returning to the region of his birth. He was born in Iroquois, Ont., not too far from the Quebec border. He received his B.A. from the University of Toronto and won M.A. and B.Ed. degrees from the University of Alberta. Later he took his Ph.D. at the University of Chicago. He taught school in Hardisty and Medicine Hat and was inspector of schools at Bassano, Macleod, Edmonton, and Vegreville.

He was first appointed to the staff of the University of Alberta in 1925. In 1929 he became Principal of the College of Education and Dean of the Faculty of Education in 1943. In addition to Dr. LaZerte's address there are other highlights which promise to make the conference this year one of the most instructive and enjoyable on record. At the President's Reception, Friday evening, a panel of school principals representing schools both on and off the Island of Montreal will give the teacher's viewpoint on many questions which commonly arise.

Friday afternoon will be devoted to resolutions, the reports of the president and treasurer, and of some standing committees.



DR. M. E. LAZERTE

On Saturday morning there will be section meetings on Program Planning, Parent Education, and the Conduct of Meetings and Duties of Officers. These meetings will be two hours each. In addition there will be one-hour sessions on the Problems of Smaller Communities and the Parent-Teacher Conference; and half-hour sessions on Traffic Safety and Children's Leisure Reading.

Saturday afternoon will again be devoted to Association Highlights, Reports of Standing Committees, Nominating Committee, elections, and the Art Contest. It is important to note that under Association Highlights, delegates should be prepared to tell only of the highlight of their season, not, a condensed report of the season's activities.

All reports of Standing Committees are included in this issue of the magazine. This has been done to give delegates and others full opportunity to study them in advance of the meeting. In this way time will be saved at Conference and all delegates will have a complete background for discussion.

ANNUAL REPORTS

FOR CONFERENCE

PARENT EDUCATION

MRS. G. B. CLARKE

If we may be allowed to begin with the 1952 conference to report on our year's work, we can say that this has been a banner year. At the Conference we were privileged to have the Guest Speaker, Dr. E. G. Osborne of Teachers College, Columbia University at our morning Workshop and to participate with him in a broadcast in "Home and School on the Air".

In November there was the Institute on Parent Education and Family Living sponsored by the Mental Hygiene Institute, the Council of Social Agencies and our own Federation. Our leaders were present at all three sessions and were greatly inspired by meeting with and hearing Dr. Whiteside-Taylor. At the morning session the program was planned especially to meet the needs of leaders of Child Study Groups.

This Committee feels that it is moving in the right direction in spreading the worth of Parent Education outside the Island of Montreal. This year our leaders have kept speaking engagements at Association meetings at Knowlton, twice at Bedford, at Three Rivers, and four went to St. Johns to lead discussion after that Association had produced the play "Scattered Showers". We can report too that five of our study groups were held for off-the-Island Associations, three being on the immediate South Shore, one at MacMasterville and a second at Chambly. The Committee is hopeful of planning help for still more distant Associations in the coming year.

We regret to report that several of our more experienced leaders have not been able to function this season due to family or health reasons. This has placed a heavier share of the work on other leaders and has meant that we have had to refuse a few

IMPORTANT

• The material on the following pages consists of the annual reports of Federation Committees. It is the story of what Federation has accomplished during the past year. The reports are published here so that you will be able to discuss them effectively at Conference. Even if you do not attend Conference these reports give valuable insight into the work of your Federation.

speaking engagements and two study groups. It is hoped that as more leaders finish their training with the Mental Hygiene Institute the pressure will be relieved.

The work of the Parent Education Committee is largely carried on by Sub-committees and the following report on their work.

ORGANIZATION AND PROMOTION OF STUDY GROUPS

(Mrs. T. B. Hughes)

During the season 40 groups have been organized, meeting weekly for a period of 8-10 weeks. Twenty-one of these groups met before Christmas and 19 in the New Year. There are 28 leaders, 12 of them leading more than one group. The plays about "The Climate of the Home" that were so popular last year were produced by five Associations and twice by the St. Lambert Thespians for South Shore Associations. Fifteen leaders were needed for the discussion period following. Sixteen leaders spoke at Association meetings promoting Child Study and one new departure was made when three leaders with a group of members of Rosedale Home and School acted out a Study Group from the platform with Mrs. Hughes acting as the Leader. This proved a very successful evening.

ANNUAL REPORTS, *cont'd*

MENTAL HEALTH FILMS

(Mrs. E. L. Margetts)

Mrs. Margetts reports that help in choosing films has been given and films shown to 27 Associations and the Nursery Schools who have Study Groups. There have been five of these this year. Twenty of these Associations requested Discussion Leaders from Parent Education. The film "Preface to a Life" was the most popular and was shown nine times.

LEADERS' WORKSHOP

(Mrs. R. D. H. Heard)

This workshop which meets often during the winter acts as a post-graduate course for leaders who have finished their formal training at the M.H.I. Leaders are able to discuss the problems they meet in their groups, to preview films they may be asked to lead discussion on, to hear the work done in Parent Education in other provinces and to develop new and better ways of carrying on this work.

LEADERS' BOOKSHELF

(Mrs. R. Ayre)

There are 42 titles on this shelf. The books are borrowed by leaders for source material and the Librarian is able to advise the leaders on books that will best fill their needs. It is hoped to add to this shelf more frequently. In the Fall the Norah Bailey Bookshelf was presented to the M.H.I. for use of Leaders in Parent Education by the leaders who had taken their training at the Institute under Miss Bailey.

Mrs. Ayre and her Committee undertook the pamphlet display at last year's Conference and again at the Institute on Parent Education in November. With co-operation of the Adult Education Department of MacDonal College they were able to have book lists printed for distribution at the Institute.

PARENTS' BOOKSHELVES

(Mrs. H. Marshall)

This committee also co-operated in the Conference and Institute with the exhibit of a Bookshelf, and brought out a revised and up to date book list for distribution at those times. At the Conference 16 Associa-

tions indicated their interest. Plans are already underway so that this committee will be able to do more to help with ideas on how to develop new shelves and maintain interest in those already formed.

PUBLICATIONS

(Mrs. T. F. Hoskin)

This committee is in the process of being re-organized and hopes very shortly to have a selected record of pamphlets. They will be catalogued in such a way that leaders and study group members will know just what will fill their needs and where they may be purchased and the price thereof.

Parents' Magazine. This magazine is being subscribed to by many of our group members. Through subscriptions taken out through our Treasurer, Mrs. P. F. Kerrigan they are able to get the reduced rate of \$1.50 instead of \$3.50 per year.

This is not the real sum total of our years work. As this report is being made well before the end of the year, it is more than likely that more calls for speakers and films will be received. No record is kept of the endless letters that have to be written, or the numerous telephone conversations that have to take place. Our Secretary Mrs. A. C. Sheppard is kept busy. The Committee took part in a second "Home and School on the Air" program in February.

In closing we would like to express our appreciation of the help and interest in our work given by Dr. Silverman of the Mental Hygiene Institute and to the close co-operation we have with Mrs. E. W. Crowe in her work of Leadership Training.

One last thought. Parent Education would go forward with more ease and speed if some plan could be worked out with Presidents of Associations, so that new Convenors of Child Study Groups could be appointed right after their annual meetings. It would be possible for the new Convenor to take over from the old one and plans could be made before the summer for organization in the early Fall.

F. David Mathias
ARCHITECT

MONTREAL

PROGRAM PLANNING

MRS. P. J. DOW

This report consists of two parts:—

A. Work of committee to date

B. Future plans and recommendations

The work of the committee to date (October to March) has been:—

1. To give all available information and assistance to program chairmen of associations requesting such data.
2. To make available copies of program planning manual to associations in need of one or additional copies.
3. To revise, where necessary, the manual, including the introduction, index and list of speakers and topics. This revision, now being undertaken, will be ready for distribution at Spring conference.
4. To attend and assess as many meetings of Home and School Associations and Regional Councils as possible in search of new ideas in programs.
5. To collect samples of advance notices, monthly letters, news-sheets, etc. sent out by associations to members, which may be helpful to future program chairmen. These form of committee's exhibit at Conference.
6. To explore possibilities of the "workshop technique" now becoming increasingly popular as demonstrated by various associations and Councils.

All the above-mentioned items, fall within the terms of reference designed for this committee. Because of the tremendous task undertaken and completed by the past committee under Mrs. Vela Coutts and Mrs. Lola Willows, our task has not been arduous. The committee believes, however, that the full scope of program planning has not been yet realized. We envisage the future program planning committee as one much more dynamic and far reaching.

We feel that a great many more people throughout the province should take an active part in the work of such a committee; that this committee should serve as a means whereby program ideas from as many associations as possible may be pooled, so that the aims and ideals of the Home and School movement may be promoted.

FUTURE PLANS

(To be presented as recommendation at Federation Conference)

We recommend that:—

- A. A program planning conference be planned for early Fall, where chairmen (including those newly elected) may exchange ideas and formulate directions for the provincial committee.
- B. This conference, if possible, use workshop techniques under the leadership of a specialist in that field, to produce active participation.
- C. Liaison between the provincial and national program planning committees be more actively encouraged and maintained.

Conclusion

This report, though general in character, comes from the chairman of the urban area. Other aspects of program planning, pertaining more directly to rural associations, are covered in the report of my co-chairman, Mrs. J. A. Bilton, of Beloeil. Without her advice and help, many of the above ideas would not have been forthcoming.

RURAL PROGRAM PLANNING

MRS. J. A. BILTON

The committee for the rural division was organized with members from Asbestos, Farnham, Otterburn Park and Beloeil. Of necessity, these members rely almost solely on correspondence and have held no regular meetings. It is expected that they will meet together before the Conference.

One of the most important duties of the Program Planning Committee is the task of keeping the program planning manual revised and up-to-date. Since a very excellent manual was put out in 1952 it has been decided to continue this manual with a few changes. The general introduction is being revised partly with a view to introducing new material on types of programs, stressing particularly audience participation.

Speakers' lists are being brought up-to-date by means of a supplement which will be included in each manual. Each speaker is being asked if he or she is willing to allow their names to remain on the speakers' lists. For the time being, the film lists are being left intact although information on new films is being gathered and may be included in the supplement.

ANNUAL REPORTS, cont'd

An article on "Room Parents" was printed in the Quebec Home and School magazine. This was written because it is thought that the practice of having Room Parents is excellent and should be followed more generally. At present plans are under way to have a small column on program situations in each issue of the magazine.

Inquiries Answered

Several inquiries on different types of programs were received throughout the winter. Each of these was answered by letter, passing on as much information as was available. It is hoped that in this way, a few associations were directly helped with their program difficulties.

Our terms of reference include enlisting the aid of local newspapers for a column on Home and School news. Two members of our committee have undertaken this phase of our work stressing the reviews of successful programs. These will appear in the "Sherbrooke Record", and it is expected, "The News" of St. Johns. If successful we hope to enlist the co-operation of other local papers.

Plans are under way for a broadcast on "Home and School on the Air". This time will be devoted to having experts discuss the value of and methods used in having programs with audience participation.

Conference plans are under consideration. These include the exhibit and the seminar which will be developed along workshop lines to help program planners bring stimulating programs to their own associations.

WHAT'S WRONG WITH THE SCHOOLS

The teachers are afraid of the principals; the principals are afraid of the supervisors; the supervisors are afraid of the school boards; the school boards are afraid of the parents; the parents are afraid of the children; the children—hang it, the children aren't afraid of anybody.

—From the letter of resignation of an English schoolteacher.

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SCHOOL EDUCATION

RUTH M. LOW

This Committee submits the following interim report for the past six months. Seven sub-committees come within this division of Federation work; of these one did not function for lack of a chairman, in spite of repeated efforts to get one; one will submit a revised shortened report for the annual meeting; three have sent in progress statements which have been unified to appear with this; the last two have co-operated to produce a detailed joint report which appears separately.

A follow-up report on Co-Education, by the Co-Chairmen, Mrs. M. E. Dow and Mr. H. R. W. Goodwin shows some satisfying developments.

1. The Protestant Central School Board of Greater Montreal has asked schools to implement mixed classes when feasible.
2. West Hill High School now has four mixed classes; more are expected in the coming year.

3. Westward Intermediate is completely co-educational.

4. Mount Royal High and Montreal West High Schools are co-educational.

The Committee feels that the trend is toward mixed classes.

Discriminatory Practices

Mrs. E. T. Bourke, Chairman of the investigation into Discriminatory Practices reports that Jewish children have been admitted to the Hampstead School. However, it appears that a number of school municipalities are still reluctant to appoint qualified Jewish teachers. This condition could form the basis of further study by this group.

The Committee on Study group programmes has been working under the Chairmanship of Mr. Lorne Hamilton. A number of outlines for Home and School Association study are in preparation. These will be model programmes dealing with some of the critical issues in education. They will also present relevant bibliographical material. The first of these, "The Three R's" will be available shortly.

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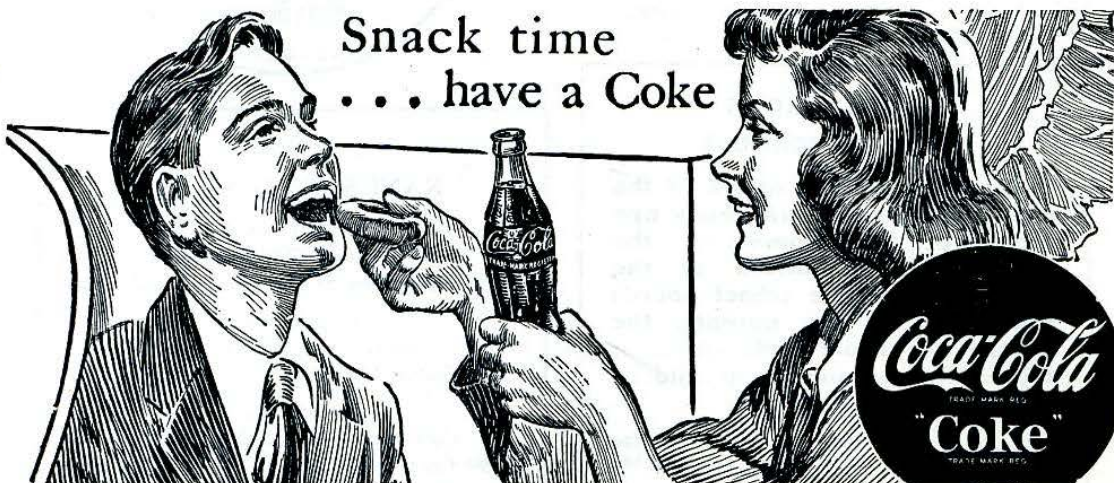
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Snack time
... have a Coke



Miss Audrey Clark, Chairman of the Child Guidance Committee this year co-operated with Dr. Powell, Chairman of the Teacher-Parent Conference Committee in order to give technical and professional advice in the techniques of interviewing and counselling. With others assisting, notably Mr. H. R. Goodwin, Dr. Powell has produced an informative, stimulating, albeit practical, report on how to personalize pupils' progress reports.

Lack of sufficient time for such increased contacts will need consideration, no doubt. The report appears under its own banner elsewhere.

TEACHER-PARENT CONFERENCE

DR. E. C. POWELL

This Committee was set-up as a sub-committee of the School Education Committee in 1951, shortly after the Fourth Annual Conference of the Quebec Federation. The 1952 May issue of the Quebec Home and School magazine carried the Committee's report in full for 1951-52. This report was subsequently adopted at the Fifth Annual Conference. It recommended that Home and School Associations well established in school communities, where the school trustees, principal and teachers are happy to co-operate, study the techniques of the individual teacher-parent conference as a supplement to the pupil's Report Card.

In order that Home and School Associations will be able to study effectively the techniques of the individual teacher-parent conference or interview, the Committee submits the following report, and a supplement for teachers.

I. The Purpose

The conference or interview has a three-fold purpose—

- (1) to increase parents' understanding of their children,
- (2) to give teachers new insights into the behaviour of their pupils, and
- (3) to help children to do their best.

To accomplish such a purpose, interviews must be specific as to time and place, and solely devoted to finding out about children and developing plans to help them to do their best.

The school must take the initiative in arranging the time and place for the interviews. Otherwise the parents will not seek interviews unless there is trouble. When they

do not and the trouble becomes serious, the school may request an interview before the child is allowed to return to school. These interviews are so emotionally coloured that it will be impossible for the school and the home to work out the best method of handling the child.

Since the time for an interview is limited, the parent and the teacher should come to the interview with the pertinent facts about the child ready. These should be carefully sifted out. There should be a give-and-take of suggestions. The parent, however, should look to the teacher as the professional educator for the expert assistance in working out together a consistent plan of training for the child to enable him to do his best.

The interview is centred on the child's best development. It should be carried out in an atmosphere of friendliness and sympathetic understanding of each other's problems. Therefore, controversies of all kinds, complaints and tiresome repetition of unimportant facts should be strictly avoided.

II. Suggested Programme

The following programme has been drawn up by the Committee for the Home and School Association whose school is planning to introduce scheduled Teacher-Parent interviews.

(1) BUSINESS

This part of the meeting should only deal with items demanding immediate action and should not occupy any more than 15 minutes. If more time is required, the business of the meeting should be deferred until the programme is completed.

(2) PROGRAMME

The President outlines the procedure of this part of the meeting. It could proceed as follows—

- (a) A short address by the Principal of the School on the purpose and objectives of the individual teacher-parent interviews.
- (b) The presentation by members of the Association of two playettes of one good and one poor interview.
- (c) A request by the President to the parents—
 - (1) to occupy the front rows of chairs,
 - (2) to turn the chairs in the odd numbered rows to face the even numbered rows, and
 - (3) to divide into groups of twelve with each group to appoint a secretary and a chairman.

(continued on page 12)

PARENT-TEACHER, *cont'd*

- (d) The distribution of slips of paper among the members which contain questions related to the two playettes on teacher-parent interviews. Each group should be responsible for one question.
- (e) A 15-minute Buzz Session in which the secretaries will record the answers of the groups on the slips of paper.
- (f) The reading of the reports of the groups by the secretaries.
- (g) The presentation by the Principal of the School of a summary of the opinions of the meeting as brought out in the secretaries' reports.

(3) SOCIAL HOUR

The Association will undoubtedly find that many parents will not take advantage of the first meeting which it devotes to teacher-parent interviews. However, the majority of these parents will be eager to participate in any future meetings on teacher-parent interviews after they have experienced the first scheduled interviews in their school.

The Association will also be confronted each year with a considerable turnover in parents who have children in its school. Parents with children of school age are constantly moving into and out of the community. There will also be each school year a number of children starting in September because they have reached school age and a number leaving in June through graduation.

The Programme Planning Committee of the Association would therefore be well advised to set aside each year one meeting for discussion of teacher-parent interviews.

It is not difficult to vary the programme for 'a parent-teacher interview' meeting. A playette of one interview is only able to deal with the handling of one special problem of the child. And there are many different problems. A wide variety of interviews for playettes may be provided by the teaching staff of the school.

Instead of the principal, a panel consisting of the principal, a teacher or guidance counsellor, and two parents may be used. Questions related to the playettes on interviews may be compiled by audience groups during the Buzz Session and then directed to the different members of this panel.

Two suggested playlets illustrating correct

and incorrect approaches to a teacher-parent interview are available on request from the Federation secretary.

Questions for Audience Groups

Discussion of the two playettes by audience groups may be directed by such questions as—

- (1) What factors contributed to making the atmosphere of the first interview friendly and of the other hostile?
- (2) Did the parent and the teacher gain more insight into the reasons for Bill's homework difficulty in each of the two interviews? Justify your answers.
- (3) What evidence is there in the first interview of co-operative thinking and planning for a solution of Bill's homework problem? Where in the second interview was there indication of one person trying to push her thinking over unto the other?

III. Introducing Scheduled Teacher-Parent Interviews Into a School.

The report card system presents the best practical solution to the problem of when to introduce scheduled teacher-parent interviews.

At quarterly intervals during the school year, grades are assigned pupils in the different subjects which they have studied and are recorded on report cards. The pupils take these cards home where they do the explaining and interpreting of them to their parents.

Whenever it is possible, a school should have its class teachers report directly to the parents the progress which their pupils are making in their studies. Report cards should therefore be given out *at* or *after* the scheduled teacher-parent interviews. This procedure would take out much of the emotional tension which is aroused when the pupils take their report cards home.

Class teachers are better able to evaluate their pupils' work at the end of the second-term than the first-term of school. It also provides sufficient time for valuable remedial work in which the parents and the teachers will be able to co-operate in helping the pupils to do their best. It would therefore be well to introduce scheduled teacher-parent interviews into a school at a specified time during the month of January.

(continued on page 15)

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ROYAL VALE SCHOOL TO HAVE 14 ROOMS

The new Royal Vale School is being built on the site of the present school at 5470 Clanranald Avenue; in fact, part of the new building will occupy the ground covered by the present school, which will be demolished.

The new Royal Vale School will be a two track school with special rooms. In detail, there will be 14 regular classrooms, a kindergarten, music-visual education room, a home and industry room, a library, a gymnasium-assembly, teachers' rooms, medical room and administrative area.

That part of the building which is clear of the present school is well advanced and should be ready for occupation next fall.

The new school is a two-storey steel frame building with brick finish and contains the most modern construction and lighting fixtures that have become standard for new buildings of the Protestant School Board of Greater Montreal.

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Specific Period

The principal who decides to use the personal report system at the end of the second-term will dismiss the pupils on the afternoon of the day set aside for the teacher-parent interviews. On that day there will be two sessions which will be held from 1.00 to 4.00 p.m. and 7.00 to 10.00 p.m. This will allow each class teacher thirty 12-minute or thirty-six 10-minute interviews. In some cases the time of the interview will not be long enough for evaluation and the working out of a joint plan for the child's best development. Further interviews, however, may be arranged by the school.

The principal will inform the parents about the interviews through the Home and School Association and by means of a letter. The parents will be asked to notify the class teachers through their children whether they have any preference for the afternoon or the evening session. The evening session provides fathers with opportunities for participating in interviews. At the same time the parents will advise the class teachers of the grades in which they have other children so that these class teachers will be able to set the time of their interviews without creating conflicts. The parents will also be told that they will have the opportunity to interview specialists before or after the scheduled interview with the class teacher.

A form drawn up by the principal will be used by the class teachers for scheduling the interviews. It will provide the parents with the exact time and place for the interview. It would also contain the names of the specialists and the places where they may be interviewed.

Every teacher should have a special book for recording information provided by the parents at these interviews which has a direct bearing on the child's ability to study. This information must be considered confidential and therefore never revealed to the child or used against him. It is to be used solely for the purpose of assisting the child to do his best in the school and in the home.

TEACHER SHORTAGE

BRUCE BROWN

Because all educators are deeply concerned with the necessity of providing an adequate supply of properly qualified teachers in the face of a steady and rapid increase in the

school population, and because we, as parents, must work with our teachers and educational authorities if this major problem is to be solved, your Teacher Shortage Committee was established early in 1953. Its objectives are:—

- (1) To devise ways and means of bringing to the attention of parents, through our Home and School Associations, the magnitude of the present shortage of properly qualified teachers.
- (2) To encourage parents by a presentation of the facts to advise their children adequately concerning teaching as a career.
- (3) To encourage each child to consider a career of teaching in the light of the child's aptitudes and abilities and of the opportunities for vital service in the teaching field.
- (4) To work with the Department of Education, the Provincial Association of Protestant School Boards, the Provincial Association of Protestant Teachers and all other organizations concerned with this problem—working toward the goal of providing an adequate supply of properly qualified teachers for our schools.
- (5) To assist each Home and School Association of Quebec Federation to play its full part in overcoming the shortage of teachers both in the immediate and more distant future.

Your Committee will welcome the constructive suggestions of each individual Association at the Annual Conference in working towards these most important objectives.

RECREATIONAL ACTIVITIES

MRS. H. R. SCOTT

Everything from garden competitions to ballet groups were sponsored by Home and School associations last year! Something was provided for all age groups—from art groups for pre-schoolers to "Physical Culture" classes for their mothers. This wide variety of activity was reported by only 14 out of the 123 associations in Quebec. Such a response served to whet the appetite of the Committee on Recreational Activities for more information.

The purpose of a Recreational Activities Committee is to collect information on activities sponsored by the Home and School Associations, as well as those provided in the

(continued on page 16)

community through other channels. This information will then be available to any association that needs it. The usefulness of such a file of facts was well shown by a number of inquiries received during the year. Unfortunately, the supply of information was pitifully inadequate and the help the committee was able to give was limited.

Questionnaires were sent out to all associations last spring, asking them to report their work in providing activities for their groups. These same questionnaires are being sent out again this spring in hopes that *all* associations will respond. With the co-operation of the regional councils and through the committee, the information can be made readily available for organization next fall, provided each association fills in and returns its questionnaires immediately.

The value of the Recreational Activities Committee depends directly on the co-operation it gets from each individual association. With your help we look forward to a year of service to everyone.

CHILDREN'S READING

MISS RITA SHEPPARD

The Children's Leisure Reading Committee has carried out a threefold program based on the three terms of reference of the work of the Committee.

The first term of reference:

To promote children's leisure time reading, directly or through our Home and School Associations.

In this connection emphasis was placed on Young Canada's Book Week, Nov. 15-22. A letter urging participation and containing necessary information for participation, was sent out to each association. An article dealing with the value of reading, a graded booklist appended, appeared in the November issue of the Quebec Home and School Magazine.

A radio broadcast, under the direction of Mr. Petty was made from the Verdun High School Library, over CFCF, on the regular weekly program of Home and School. The broadcast dealt with value of books to the student and how a school library serves the needs of its students.

The second term of reference:

To arouse the interest of our associations in children's libraries and to investigate the best method of setting up a library.



For **MUMMY**
DADDY
and **ME**



The work of this phase was carried out by means of a questionnaire sent out to each association. The aim of the questionnaire was:

1. to find out what library facilities are available to children throughout the province.
2. to find out what problems arise most often in carrying out the actual library routines.
3. to find out the people who are willing to act as Children's Leisure Reading Convenors for their associations.

About forty questionnaires have been returned and from these, a superficial survey of library facilities has been made.

The nucleus of a mailing list has been formed so that material may be sent eventually directly to the convenors.

A page of instructions and help with library problems has been sent out to each association.

The third term of reference:

The preparation of graded book lists for the use of our associations planning to set up or augment libraries and for the use of parents.

A book page has appeared several times in Quebec Home and School. The page consists of new books, listed and annotated, which are of special interest to children. It is hoped that, in this way, parents will be kept aware of the latest books.

The booklist, "Good Reading for Children" is being revised and the new edition will be ready and available at Convention.

MENTAL HEALTH

MRS. OTTO DOOB

At the 1951 Conference, a resolution was passed that the Quebec Federation "strongly urge the school authorities to establish appropriate mental health services for all school children." Upon further consideration, the Board of Directors found this too vague for effective action, and set up this committee to clarify and make it more specific.

Starting work in September, 1952, we soon abandoned point one on our programme: to assess the proportion of school children with personality and behaviour problems. Lay people, parents and teachers alike, are still too unaware of what mental ill-health looks like in its childhood stages for any survey to show valid results. For instance,

mental health authorities tell us that the shy, retiring or the over-conscientious child is as likely to become a serious emotional problem as the naughty, noisy one. Yet most of us would name the latter the "behaviour problem" because he is more troublesome.

Statistics show that 5% of our children will enter mental hospitals, 5% will be sufficiently disturbed emotionally to be a burden to themselves and their families, and 2% will be convicted criminals. These figures are appalling enough to show the need for action.

We are proceeding with our second point: to investigate existing facilities for coping with personality and behaviour problems—clinics, and government, community and school services.

Point three: to make recommendations. We have been studying statements and reports, and discussing with highly qualified people the principles and problems involved. A questionnaire will draw forth ideas and experiences from schools everywhere in Canada.

Not Just Clinics

Certain very important points have impressed us.

The mental health of our school children is not just a question of setting up clinics to handle "problems". The mental health of each of us is dependent on the kinds of feelings and attitudes we have *towards ourselves, towards other people, and towards life's demands on us*. We develop these feelings and attitudes from earliest childhood. Much of it is "caught" from the feelings that the important people in our lives have about us. What are the important ingredients for strong, healthy personalities? Love, understanding, reasonable expectations of the child, sensing what's happening inside the child that makes him act that way, loving guidance and respect.

Expressions of interest and offers of help have come from local associations. These could be of great assistance. It is hard to cover the whole province, but if local mental health committees were formed, they could keep in touch with us, and investigate their local facilities and needs. We could give information on services, pamphlets, books, projects. Let us hear from you.

Our sincere thanks go to Dr. Silverman and the staff of the Mental Hygiene Institute who have been very helpful, professionally and stenographically, and to the Y.W.C.A. for a pleasant and convenient meeting place.

TRAFFIC SAFETY

NORMAN CHAPPELL

During the '51-'52 session, your Traffic Safety Committee had worked to promote and inspire traffic safety by encouraging each Association—

- (1) To form an effective traffic safety committee of its own;
- (2) To co-operate with the school in this field;
- (3) To introduce and maintain an effective "Elmer the Safety Elephant" programme;
- (4) To co-operate with other local community bodies working in the enforcement, engineering or educational areas of traffic safety development.

The method then used was to offer a ready-made Association meeting programme with speaker, safety film and specimen literature. A "Traffic Safety Manual", prepared under the auspices of the original Committee, was given to each Association holding such a meeting.

In September 1952, your Committee's strength was weakened by the resignation of several members for reasons of business pressure or health. In spite of repeated pleas to Associations, no volunteers were forth-

coming to replace the previous panel of speakers or to strengthen the Committee sufficiently to make an active "follow-up" possible.

Small Interest

A few meetings were arranged, both on and off the Island, in the Fall of 1952 but the turnout was pitifully small notwithstanding the publicity some meetings received and, more important, in spite of deaths and serious accidents in these school areas.

On the Island of Montreal, the West-End Traffic Safety Council (originally organized under the N.D.G. Community Council) invited Home and School Associations over the whole Island to affiliate with that Council and gain information and help with their local traffic safety problems many of which overlap and are peculiar to the Metropolitan area. The response was very discouraging and some felt it indicated a negligible interest in the Traffic Safety problem on the part of our Associations.

This apparent apathy posed some basic questions—

- (a) Do Associations want a Federation Traffic Safety Committee?
- (b) Is the apparent lack of interest due to weaknesses in the Committee's programme? If so, in what respect?
- (c) Do Associations really want a new H. and S. Traffic Safety Guide or Manual,



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geared to H. and S. limitations and special opportunities and containing more complete details of practical projects, well edited film lists, available magazines and literature, price lists, etc., so that with it, each Association would develop its own programme without further promotion from a Federation Committee?

The previous Traffic Safety Manual is out of print and the Council of Federation must determine whether a new guide or manual is to be prepared and printed.

Conclusions

In February 1953, your Committee reached the following conclusions—

- (1) The method of promoting Association traffic safety organizational meetings using a panel of speakers must be abandoned. Each Association must itself decide that it has a traffic safety problem and wishes to do something about it.
- (2) If Federation Council really wants it and authorizes its printing, a new H. and S. Traffic Safety Guide should be prepared and supplied to all Associations.
- (3) Federation should have regard to the needs of off-Island Associations since these merit equal attention to those of Montreal Associations which have special facilities available through the West-End Traffic Safety Council.
- (4) While Federation is anxious to cooperate with all other interested bodies, Associations must distinguish between recommendations emanating from this Committee and those arising from other sources, since Federation can assume direct responsibility only for its own Committee's work.
- (5) Voting Delegates must come to the Annual Conference with specific answers to Questions (a), (b) and (c) above and with recommendations on exactly what type of additional promotional programme they would actively support.

Some preliminary work is being done on the preparation of a new H. and S. Traffic Safety Guide but its completion will depend on your wishes. As a temporary measure, through the kindness of the Junior Chamber of Commerce of Canada and the All-Canada Insurance Federation, copies of the J.C. of C. Traffic Safety Manual were distributed to each Association, even though that manual was not framed for Home and School use.

PUBLICATIONS

MRS. W. M. HICK

The aim of this committee is to be of service to affiliated Associations, by providing up-to-date information about Home and School publications and by keeping a stock of those most in demand, plus samples of many others.

The following publications may be obtained from the Committee Chairman:

Handbook, Canadian Home and School and Parent-Teacher Federation 50 cents
 Treasurer's Book, C.H.S. & P.T.F. 85 cents
 Aims and Creed, C.H.S. & P.T.F. 2 cents
 Program Planning Manual,
 Q.F.H.S. Better Schooling for
 Canadian Youth, C.E.A. 10 cents
 Program Outlines: School Education Committee, C.H.S. & P.T.F. (Dr. S. R. Laycock) as follows:

Recreation in Schools 3 cents
 Educating Children Who are
 Different 3 cents
 A Child's Bill of Rights in School . 2 cents
 Program VIII from Child's Bill of
 Rights on Discipline 2 cents
 Citizenship Training in our
 Schools 2 cents
 Individual Teacher-Parent
 Conferences 3 cents
 The School's Part in Education for Family
 Life 3 cents

The following recommended publications may be obtained by ordering direct:

Canadian Home and School
 Magazine (5 issues) 50 cents a year
 Leadership Training Manual,
 Ontario H. & S. Fed. 25 cents

(continued on page 20)

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To order: Send cheque or money order
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Parent-Teacher Federation, 79 Queen St. E.,
Toronto. (15 cents must be added to Bank
Cheques.)

Food for Thought (8 issues) .. \$2.00 a year.

Film Utilization \$1.00 each.

Order from: Canadian Association for
Adult Education, 143 Bloor St. W., Toronto
5, Ont.

The High School Parent-Teacher
Order from National Congress of Parents
and Teachers, 600 S. Michigan Blvd.,
Chicago 5, Ill.

This committee's plans for the future
include the preparation of a mimeographed
list which will include many additional titles
recommended by the Quebec Federation and
its Standing Committees. A growing supply
of samples of recommended literature will be
kept on hand at the home of the chairman
and may be seen by arrangement. Reference
books on Education may be borrowed freely
from the Information Centre, Adult Educa-
tion Service, MacDonald College P.O., Que.
They will also furnish lists of material for
study groups. The Publications Committee,
endorsed by the Board of Directors, recom-
mends that the small folder, "Aims and
Creed", be distributed freely with the mem-
bership card to each member of an associa-
tion.

Coming in June . . .

The Canadian Federation

of

**Home and School and
Parent-Teacher Associations**

will meet in Montreal

on

June 1st to 6th

For details see your MAY ISSUE

Student Work Featured at Willingdon Meeting

The March meeting of Willingdon Asso-
ciation brought a record turnout. The meet-
ing was dedicated to "Education Week" and
exhibits of the students' work were on dis-
play.

The entrance hall and the gymnasium
were covered with examples of the work of
the Saturday Morning Art Class groups. All
ages and stages of advancement were repre-
sented.

Mrs. H. Shutt and Mrs. E. Ramage have
done wonders with these children, and have
opened up a vista of knowledge which will
always be a comfort and a pleasure to them
throughout their lives. There was also a fine
display of Indian masks.

An excellent Canadian film was shown de-
picting the outside and home influence on
the child and how it reflects in his school
work and in his attitudes.

A school choir of 108 voices entertained
the parents. The children sounded most pro-
fessional and appeared to enjoy themselves.
A great deal of the success of the choir was
undoubtedly due to Margaret Errey, the ac-
companist.

The musical selections were followed by
the drama group, a class of youngsters who
go to school on Saturday morning to learn
to breathe correctly, enunciate clearly and
to learn correct posture. These are the three
tenets that Miss Blickstead and Mrs. White
insist upon. They also study the history of
the stage. Emphasis is not placed upon a
perfect production. A radio script written
and produced by the players was really fun
for all. There was a short recitation by two
of the students, while the other members
changed costumes, and then we saw a play
entitled "The King's Highway".

The Girl Guides and Brownies were able
to raise \$30.00 from the sale of cookies and
cakes. Willingdon's Boy Scouts do a good
job of checking all through the year.

THURSO ASSOCIATION STARTS SAFETY PATROL

Thurso Intermediate Home and School Association was this year instrumental in having a police safety patrol organized for both the Roman Catholic and the Protestant schools. Organization of the patrol was carried out by Corporal Groleau of Ottawa.

Another feature of this association's activity has been the organization of a hockey team for the boys of the school. Under the capable coaching of Russell Johnson the team developed quickly and was prepared to meet outside competition before the season closed.

Two association members, Mr. and Mrs. L. E. Hird offered a scholarship for the school in the sum of \$100. The Association has had medallions made bearing the words "Hird Scholarship". The association also provided a panel for listing the names of the winners.

Due to transportation difficulties attendance at meetings of this new association has not been large to date. However the spirit of this able to attend augurs well for the future of the group.

Tetreaultville Ass'n Rapidly Growing

A very interesting meeting of the Tetreaultville Home and School Association was held on February 17. Addressing some 60 members, Capt. Anderson, MC and Bar spoke on "The Duties of a Chaplain in War and Peace Time." Frank Smith thanked Capt. Anderson for his interesting and informative talk.

Guest at the March 17 meeting was Miss Renee Morin, who conducted panel discussion on "Democracy at Work in the Community." About 60 members were in attendance at the meeting, and a number of problems, with comments from the members suggesting solutions, were brought up for discussion. Miss Morin was thanked by Mrs. McHardy.

Throughout this past year, meetings have been attended by approximately 60 to 70 members, and great interest has been shown in the Association by parents concerned. Membership now totals 105.

**Don't
forget
to PLAN
NOW
to attend
Federation
Conference
on
May 1st and 2nd**

A. LESLIE PERRY

ARCHITECT

MONTREAL

Panel Discussion Feature of Meeting

At the recent monthly general meeting of Bronx Park Home and School Association, Ville LaSalle, Mrs. A. L. Proctor, a member of the Association; Mrs. M. Pelley speaking for D. S. Martin, Principal of the School, who was unable to attend; Mrs. V. Sealey, President of Bronx Park Association, and L. Mobray Clark, President of Quebec Federation formed a panel for the discussion of Home and School objectives. These speakers answered questions such as "Is Home and School worthwhile?" "What are the aims of Home and School?" "Can the Association and school teachers work together?" "Where does the Provincial Federation fit in?" Speakers were introduced by Wm. Dodge, Program Convenor.

Mrs. Proctor suggested that the real purpose of Home and School is to benefit children. The Association should be a meeting ground for parents and teachers, making for a better understanding between them and our children.

Mrs. Pelley read Mr. Martin's ideas that the home stands as the basic unit of our democratic education and the school only carries on in education where the home leaves off. Home and School should bring about a better feeling between parents and teachers.

Mrs. Sealey pointed out that Home and School is not a social club or a money-making organization. However, social contacts made in the Association with other parents and the school staff are beneficial, and monies raised are used for extra-curricular activities and school needs not available from the School Board. At present the local Association is interested in improving the school library.

L. Mobray Clark pointed out that "Federation" includes every member of Home and School, Quebec Federation being an amalgamation of 123 associations having over 17,000 family memberships. The ideal relationship is a spontaneous consultation and co-operation between parents, teachers, school boards, Dept. of Education and anyone else who has anything to do with education. Associations come to the Federation for help, such as information on Study Groups, Traffic Safety, exchange of information, program planning, and leadership training.

At the close of the talks, sufficient time was allowed for a large number of pertinent questions.

Brownsburg Building Strong Association

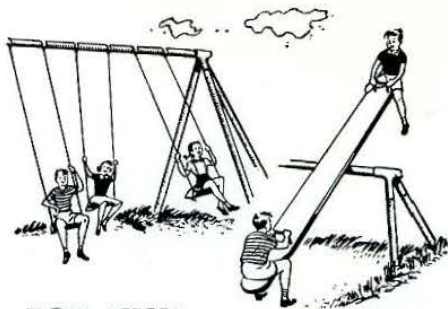
This is Brownsburg's first year as a member of Federation. Despite a most enthusiastic and education-conscious public we cannot yet claim to be fully successful.

With so many civic and religious events competing for dates, attendance at our monthly meetings has not represented our full membership. Our greatest difficulty has been to get the members to take a lively interest at the meeting. We acknowledge our indebtedness to MacDonal College and Dean Munroe for sending us Miss Sexsmith, Lecturer in Education, who gave a very interesting talk on Social Studies. While the audience was enthusiastic it was still difficult to get active participation.

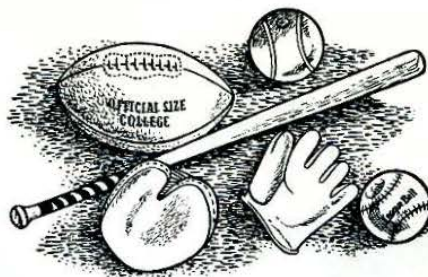
Next meeting we tried a new tack. We obtained a film, and after showing it, we divided the audience into groups and appointed a chairman for each group. Then we handed each chairman a paper containing five questions and asked him to have his group give us, through him, a collective answer. As the questions were based on the topic of the film, members were in possession of the facts and had only to interpret them in the light of local conditions. While the various discussions were in progress the Social Committee served coffee. Each chairman in turn presented the views of his group in a statement before the whole meeting. The executive vice-chairman, who conducted the forum, commented on the opinions expressed and at the conclusion summarized the general conclusions of the whole meeting. Where any opinion, expressed or implied, impinged on the work of the school an explanatory digression was made—the executive vice chairman is the principal of the school.

The result represented a considerable advance in group association. We find that the dollar membership fee does not provide sufficient funds. Our attempt to meet this problem will take the form of an Amateur Night. Major Bowes made a lot of money this way, we hope we shall be successful also.

For student recreation we received assistance from the School Board which contributed to the local Rink Association enabling us to organize skating parties for the students. We also made use of the school gym. for square dance sessions which were very well attended and appreciated. As it was only in November that Mr. Alex Pryde brought the association into existence, we have still a lot to learn but we intend to learn it, and try to be worthy members of the Federation.



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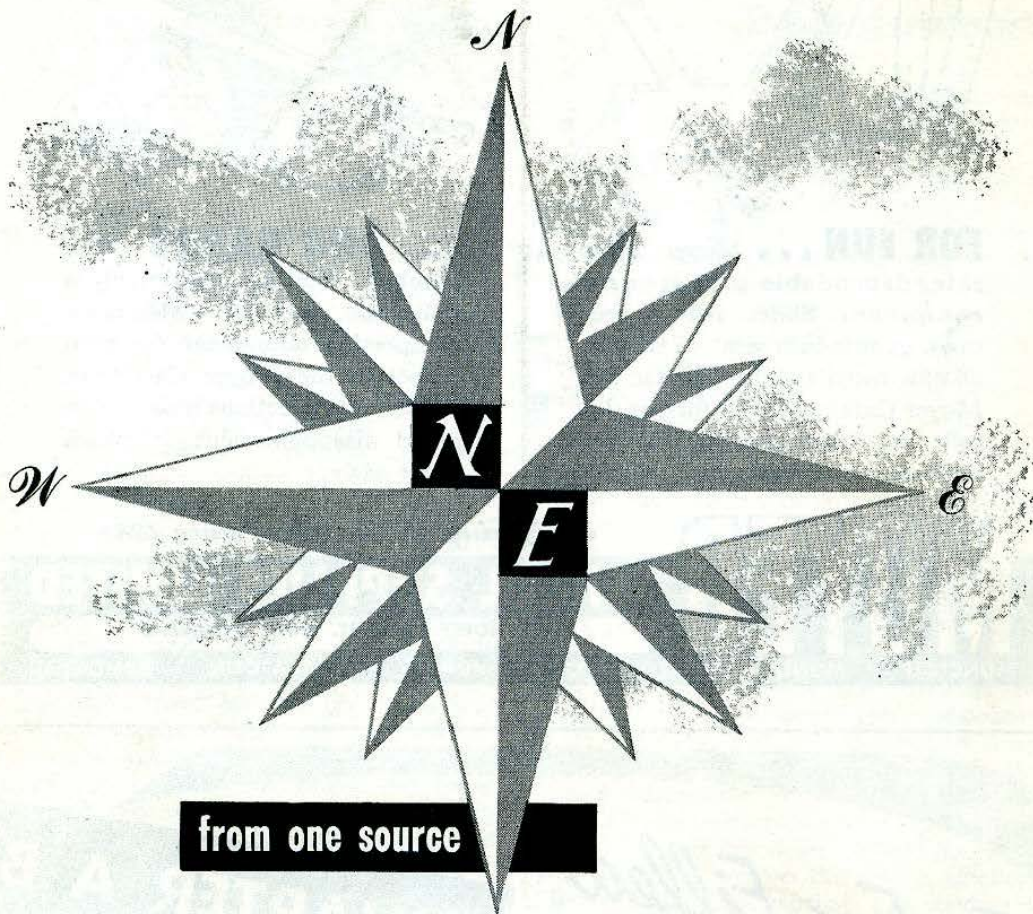
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