

Quebec Home and School

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THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

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VOL. IV, No. 8

MONTREAL, QUEBEC

MAY, 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.

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VOL. IV, No. 8

Montreal, Quebec

May, 1952

Thoughts at the Close of the Season



Mr. L. M. CLARK

The atmosphere of the closing session of a season of group activity is charged with a feeling akin to regret as the highlights of the period parade in review before the mind's eye. Whether it is a team which has played together throughout the season's league games and has known and experienced together defeat as well as victory and the camaraderie that grows therefrom—or a class which has pursued a course of study and has gone through the ordeal of examination together—or the executive of an association that has conducted the affairs of the association for a term of office—the feeling is the same. As the events of the year pass in review there is a note of regret that a chapter is being brought to a close.

With this issue of our magazine another season of Quebec Federation activity is ended. In a way too, another milestone has been passed for Quebec Home and School has completed its first year on a paid subscrip-

tion basis. It has not been as much of a success as we would like it to have been, for only some twenty-five hundred out of our fourteen thousand members subscribed. On the other hand it has not been a failure for a good foundation has been laid upon which to build in future years. Receiving the magazine mailed directly to the home, receiving it as it comes off the press, and receiving all issues of the magazine our subscribers will perhaps agree is a sound basis of operation. As time goes on it is hoped that more and more of our members will become subscribers until the day when every one of Federation's members will receive and read our magazine. Then it will have become the medium of information and interest that we would have it be.

Perhaps it may be said that Quebec Federation passed another milestone when during Education Week it jointly sponsored, with the Provincial Association of Protestant Teachers a Town-meeting on the subject "Partners in Protestant Education". Dr. L. P. Patterson, President of the P.A.P.T., commented in the course of his closing remarks that he hoped that it would be the first of many joint undertakings. Quebec Federation

(Continued on next page)

heartily seconds the thought. The closer we work together the nearer we will come to reaching the ideal of Home and School.

A sombre note has been cast over the record of the year by the coming to a head of the Teachers' salary problem in the Montreal area. While at this point the solution is not clear surely with good will and combined efforts by parents, teachers, taxpayers and members of the Board the situation will be resolved. This is everybody's problem and Quebec Federation is doing

everything it can to inform its members and the public.

During the past season I have enjoyed meeting the members of those associations I was able to visit. My only regret is that I was not able to visit more. To my fellow officers and members of the Board of Directors, to the committee Chairmen, to the Association representatives and to all those others with whom I have had the pleasure of working during the year I would like to say thanks for your co-operation and the assistance you have given me at all times.

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.

Recreational Activities Co-ordinating: Mrs. H. R. Scott, 3560 University St., Montreal.

BANNANTYNE

"Education is a cultivation of ourselves, of all our faculties, spiritual, physical and mental," Miss Ruth Low, Assistant Supervisor of English for the Province of Quebec, said to members of the Bannantyne Home and School Association, on the topic, "Education, Education for Everyone."

"We must be alert to all happenings of our lives, alert in the sense that we put everything into our daily living", said Miss Low. "In so doing, we make ourselves better people, more mature, more understanding and kindlier to our fellow men."

In closing the guest speaker added, "We can help to educate ourselves along these lines if we first make sure we want to be educated, approach each new day with a keen sense of patience and willingness to give our best. To commit ourselves to no set pat-

tern or routine, but rather to commit our minds and hearts to each joy or sorrow, as the case may be."

Following her talk, Miss Low answered questions from the audience. The speaker was introduced by Jack Troughton and thanked by Miss Phyllis McGlashan, secretary of the Association.

For

Children's Books

which deal with

"GOOD HUMAN RELATIONS"

see

**CHILDREN'S READING
COMMITTEE
CONFERENCE DISPLAY**

SUMMARIES OF FEDERATION COMMITTEE REPORTS, 1951-1952

PARENT EDUCATION

Chairman: MRS. G. B. CLARKE

Without doubt the past winter has been a very busy one for this Committee. One important change took place in that the Mental Hygiene Institute took over the entire responsibility for Leadership Training with this Committee co-operating in the training program and field work for the 14 leaders in training. Most of our work is carried on by sub-committees, the most important being:

Promotion and Organization of Child Study Groups

Mrs. T. B. Hughes, who is in charge of this work, reports that there have been 40 Child Study Groups in 36 different schools. The 29 leaders of these groups met with each group on an average of 8 times for two hour sessions. These groups met from Hudson to Maisonneuve and from the South Shore to Cartierville. In all, about 600 parents attended and for the first time 2 of these groups were organized by parents of Co-operative Nursery Schools. The Committee feels this is a move in the right direction, but would like to see more fathers participating. Fathers are important people in the child's life.

Presentation of Plays

In addition to study groups, to promote understanding of the need to know more about our children, the three plays for Parents, "About The Climate of the Home", "Scattered Showers," "Fresh Variable Winds" and "High Pressure Area" were staged for 32 different schools and 81 discussants from the Parent Education Committee were needed to attend these plays and lead the discussion following them. In Montreal the plays were produced by the M.R.T. in co-operation with the Junior League. They were also staged very successfully by the St. Lambert Thespians for 3 schools on the South-Shore and by Dramatic Groups in Associations outside the Montreal Area. In all cases the Committee was able to send one or more discussants.

Other Promotion Activities

Mental Health Films were shown to 5 Home and School audiences and were followed by discussion. One special Group Discussion was arranged for one of the High Schools and Parent Education Leaders gave

16 talks on Child Guidance at Home and School meetings.

Film Committee

Chairman, MRS. O. DOOB.

This Committee previewed more than a dozen films during the year and added 4 new ones to the list of recommended films for Home and School audiences. At least 20 calls were received from all over the Province from interested people. The Committee has worked with the Catholic Parents' League, the Ecole Des Parents and the Catholic Schools as well as our own associations. The Committee considered the film "Preface to Life" one of the most successful. It was shown at a Leaders' Workshop and to one of the schools. This Committee made recommendations to the Rotary Club Film Committee and as a result films hitherto unavailable to Montreal will now be procurable for Home and School.

Leaders' Workshop

Chairman, MRS. J. F. WARE.

The workshop has met monthly during the winter to provide an opportunity for leaders to keep in touch with one another, to share practices and experiments and to develop new approaches to their problems; in fact to explore every possible avenue that might lead to more effective results in Parent Education.

Leaders' Bookshelf

Chairman, MRS. E. L. MARGETTS.

Mrs. Margetts reports requests from 5 schools for lists of suitable books. She has suggested that a representative from each school having a bookshelf should register with this Committee at the Annual Convention, so that a record may be made of those schools and help given in promoting interest in this project.

Publications

Chairman, MRS. R. O. CALDER.

This Committee has prepared a catalogue of pamphlets pertaining to Parent Education, compiled under headings of age-groups and subject matter. It has made a special list of those thought to be most helpful for leaders or members of Child Study Groups.

Home and School Magazine "Children at Home" Page

The purpose of this Committee under the chairmanship of Mrs. J. F. Ware is to aid parents with family problems. The replies on this page to questions which have been sub-

(Continued on next page)

PARENT EDUCATION, *con't.*

mitted to the Committee are proving helpful to Home and School members.

In Conclusion

This Committee wishes to express its special appreciation to Mrs. Wm. Budden of the Junior League who has worked so co-operatively and untiringly with Mrs. T. B. Hughes in making all arrangements for the staging of the Plays. Thanks are due from this Committee and from Home and School members to both of them and to the M.R.T. for many delightful and worthwhile evenings this winter.

We should like to thank the Mental Hygiene Institute for the use of their Board Room for meetings of the Committee and Leaders' workshop, for the fine leadership given in the Training Program and Dr. Silverman for his kindly help and advice. As this brief report has indicated, whatever success has been achieved by the Parent Education Committee is the result of the wonderful team work of its members under the enthusiastic leadership of the Chairmen of its various sub-committees. It must not be forgotten that every one of these members, who give so generously of their time and talents, has undertaken the leadership of one or more Child Study Groups. Their willingness to keep up-to-date with the ever growing concepts of this movement to improve and strengthen Family Life has been a source of great stimulation to their Chairman.

PROGRAM PLANNING

Co-Chairmen: MRS. R. W. COUTTS
MRS. FRED WILLOWS

The main activity of this committee (now increased to six members) for the season 1951-52 has been the preparation and revision of the Program Planning Manual. In December, 1949, our first attempt at a loose-leaf program planning kit was launched. This contained a review of the aims and purposes of Home and School followed by a Program Guide prepared by Mrs. Fred Willows. The other section consisted of an indexed list of 141 speakers and 96 films.

Our newly revised version will include the terms of reference of Federation Committees together with speakers recommended by these committees and, in some instances, a bibliography of suggested reading material. The latter section has been expanded to provide 6 new topic headings and the names of at least 75 additional speakers.

As the task of collecting and assembling this material progressed it was found that the time necessary to complete the work was greatly underestimated. May we apol-

ogize to those associations who have been inconvenienced by the delay and give our promise that this manual will be available by conference dates.

At a recent meeting of this committee it was felt that the logical follow-up of such a venture would be to supply associations with concrete suggestions and specific ideas on programs that have actually given proof of past success. We are at present working on this project and hope to have it ready in booklet form in the very near future.

Due to the success of last year's experiment at the annual conference, in the form of an informal hour-long session with program chairmen we are now arranging a similar meeting on the Saturday morning. In an attempt to provide an answer to frequent requests from associations for meetings dealing with the aims and objectives of Home and School and keeping in mind the constant demand for "proven programs" we hope to supply just that in the form of a mock broadcast.

We of the Program Planning Committee are looking forward eagerly to renewing old acquaintanceships and to meeting recently appointed chairmen in the field of Program Planning at our Fifth Annual Conference . . . a welcome opportunity that enables us to meet on common ground and join forces in our common purpose.

HEALTH

Chairman: DR. C. W. MACMILLAN

The Committee has met twice since it was reorganized in 1951. There is general agreement among the members that our function should be chiefly advisory to the Health Committees of the member Home and School Associations and that the formulation of any program by the Federation Committee should be based upon the needs of these local committees.

While awaiting more precise knowledge of the problems confronting the local Committees, we are prepared to advise on any health matters referred to us.

RECREATIONAL ACTIVITIES CO-ORDINATING

Chairman: MRS. H. R. SCOTT

The Recreational Activities Co-ordinating Committee has prepared and distributed a letter and a questionnaire to all associations asking for information on the activities that are available in each community. It is our purpose to accumulate this data in a permanent file in order to have available the answers to all questions pertaining to the

organization of any sort of recreational activity.

Our committee has been interested in the responses to our queries. Although we have just the beginnings of a file, we have high hopes of being able to develop something that will be of the greatest help to everyone. It is our aim to use the information we have received from the active members to stimulate the projects which are proving to be the most valuable, and to introduce others which would be beneficial. We also hope to be able to bring about a co-ordination of projects so that the greatest good can be received from them.

We are still "hungry" for more information on all recreational activities. Our work can only be helpful if we have the co-operation of everyone.

SCHOOL FINANCE

Chairman: P. W. GOOCH

Comparative Expenditures for Education:

Quebec and Ontario

Early this year the Honorable Paul Sauve, Minister of Youth and Social Welfare in the Provincial Cabinet gave some figures on

relative expenditures in Quebec and Ontario for education that pointed up at least one significant fact concerning the comparative situations in the two Provinces. He stated that out of a total budget of some \$216 millions for year 1950-51 the Province of Quebec spent over \$50 millions on education or about 23% of the total. This money was divided as follows:

<i>Departments</i>	<i>Expenditures</i>
Municipal Affairs	\$ 5,877,933.67*
Agriculture	1,730,430.81
Youth and Social Welfare	8,510,461.38*
Colonization	4,655.13
Executive Council	357,232.99
Commerce and Industry	44,117.56
Public Instruction	25,059,789.80*
Mines	184,678.08
Fisheries	59,862.31
Health	1,735,634.93
Provincial Secretary	6,191,958.51
Lands and Forests	133,407.64
Labour	212,916.73
Public Works	171,172.63
Treasury	3,493.60
Public Debt	24,668.44
Total	\$50,302,364.21

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By comparison the expenditure of the Province of Ontario for education for the same period was stated to be about \$60 millions out of a total budget of some \$350 millions. This amounts to about 17% of the total. The breakdown of the \$60 millions expenditure made by Ontario is not available and it is by no means certain that the figures are on a truly comparable basis since Ontario may not include under the heading of education all of the corresponding items that are included by Quebec and in addition there is no division of capital and current expenditures which would be quite interesting. However, there is one very important point that can clearly be seen from the data given by the Honorable Sauve—the total budget for the Province of Ontario is more than 60% higher than that of Quebec and since the population of Ontario is only about 11% higher it is readily seen that the per capita expenditures are some 45% greater for Ontario. This indicates the difficulty of maintaining the same standard of education in Quebec as in the neighbouring Province.

Another interesting comparison is that of the Board of Education of the City of Toronto with the Protestant School Board of Greater Montreal.

For the year 1950 the City of Toronto spent a total of \$13,357,038 for the education of 59,910 pupils in its Public Schools and Collegiate Institutes, or \$223 per capita for both capital and current expenditures.

By comparison the Protestant School Board of Greater Montreal spent a total of \$7,351,309.17 to educate 36,677 pupils for the period 1949-1950. This amounts to \$200 per pupil but does not include expenditures from the Education Fund to pay off debts assumed by the Province to relieve the local school boards.

It thus appears that the expenditures for the two cities would be closely comparable if this factor were taken into account.

Retail Sales Tax

The 1% additional retail sales tax which has proven to be such a valuable source of revenue for the Protestant School Board of Greater Montreal is being adopted by an increasing number of other municipalities throughout the Province and will no doubt prove a great help to the local boards.

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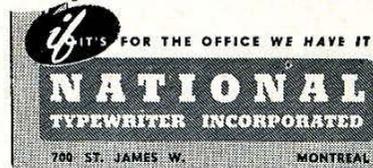
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CHILDREN'S LEISURE READING

Chairman: MRS. FRED WILLOWS

The terms of reference of the Children's Reading Committee are:

1. To promote children's leisure time reading directly or through our Home and School Associations.
2. To interest our associations in children's libraries, and to investigate the best method of setting up a library.
3. To prepare graded book lists for the use of our associations planning to set up or augment libraries, and for the use of parents.

In its annual report last May the Children's Reading Committee made three recommendations:

1. That a Children's Reading Committee be set up in each association.
2. That each Home and School Association try to feature Young Canada's Book Week at its November meeting.
3. That leisure reading clubs for children be sponsored by as many associations as possible this year.

During this past year 1951-52 the Children's Reading Committee has concerned itself primarily with its terms of reference and the above recommendations.

1. Children's Reading Committee in each local association.

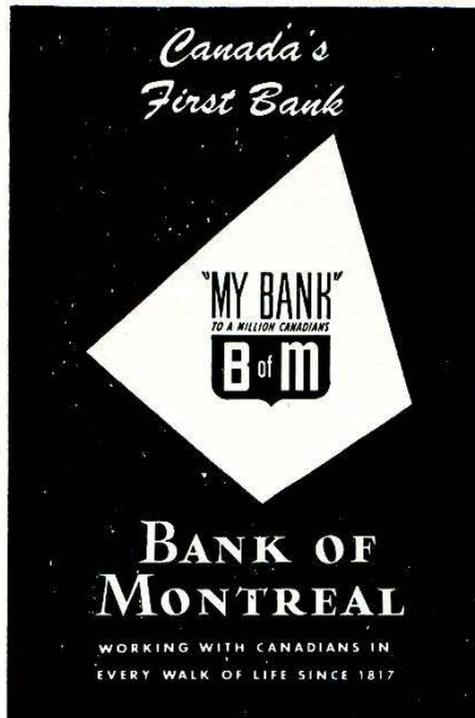
We are pleased to report that about 15 (fifteen) of our member associations have appointed a Children's Reading Convenor. This gives us a direct local contact with these groups. However, on this small number we cannot set up a mailing list and our releases are still mailed to the President or Corresponding Secretary of each association. Any "follow-up" letters are sent to the Reading Convenor.

2. Young Canada's Book Week.

Each association was urged by letter in early October to highlight Young Canada's Book Week at its November meeting. Literature, including book lists and book marks from Canadian Library Association, was sent to each association and an offer was made to secure speakers for associations requesting them. Several groups availed themselves of this offer.

November 10th Home and School broadcast featured Young Canada's Book Week with a program arranged by Miss Grace Crook, Chief Librarian of the Montreal Children's Library, (and an indispensable member of our committee) and Mr. W. Petty

(Continued on page 19)



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CBS-20

The Kind of Parents Teachers Like

ALICE V. KELIHER

Reprinted from *The National Parent-Teacher* Sept. 1950

How are things in your community? Has sound leadership set the teacher-parent alliance in a mold of appreciation and mutual service? Such a relationship can be built and is being built in thousands of communities—to the immediate benefit of parents, teachers, and children alike.

Central School in Hometown, U.S.A. has a remarkable parent-teacher association, which for years has given magnificent, though critical, support to the school. Each June members—fathers as well as mothers—save certain afternoons for taking the children in small groups to the zoo, the parks, the museums, the libraries, and other community services. They do this so that the teachers may have free time for the conferences they hold at the close of every school year to evaluate the year's work. Parents and teachers both know from experience how important this backward look is for the setting of wholesome directions for the future.

Discussion with a Difference.

The teachers were sitting in a friendly, relaxed circle in their lounging room. Some were still drinking coffee when the teacher who was chairman of the planning committee for the June evaluation conferences spoke up.

"Today is the day we usually set aside for reviewing our relationships with our pupils' parents. Why don't we try a different approach? I remember some years when we concentrated pretty heavily on what was wrong with the parents. Wouldn't it help us to pull out of the current mood of discouragement if we decided to put our minds on what we like about them?"

"Good idea!" "We've had all the gripes we need." "Our parents are swell, too. Look at today's trips, for one example." These and other comments showed how the teachers felt.

"All right. Let's go ahead with the positives in our relationships with parents during this past year," said the chairman, "and when we've finished we'll ask our principal to summarize the points we make, if she will."

The principal chuckled. "I'd love to. Maybe this is a gentle way the committee has arranged to keep me from talking too much! I'll do my best to get all of your points down, but I'd like to make a suggestion. After we've discussed what we like about

parents, couldn't we summarize the points on paper and send them to all our parents as a kind of 'Have a good summer, we appreciate you' message?"

"A fine suggestion," said the chairman. "But before we commit ourselves to it, let's see what we really arrive at in this discussion."

Grateful Memories.

The first-grade teacher was eager to begin. "I just want to say that John's mother was the greatest comfort to me that time he leaned too far back in his chair and cut his scalp when he fell. The way he bled! Being a new teacher, I was afraid his mother would be awfully upset and blame me. But no indeed! She just said, 'Well, I'm sorry it happened. John is at the age where he takes too many chances. But a boy has to have some bumps and bruises to grow up into a real man.' I've loved her ever since for not tearing into me."

The third-grade teacher chimed in. "Oh, yes! She really is wonderful. You know, I have the oldest of her three children. He's had trouble with reading right along. Perhaps it started when a first-grade teacher tried to push him. I guess she was too eager to have all her children up to grade. But the mother kept insisting that this boy had a hearing defect that might slow up his pace in reading. And he did. She was really wiser than the teacher in urging us not to push him. He's one of the steadiest and most dependable children I have in my group now."

"It does make a difference, doesn't it, when a child is sure of being loved at home and doesn't have to buy his parents' favour with high marks or by completing the reader?" commented the principal. "Parents rarely tell their children they must earn the milk they drink. But how often do they say, 'Mother and Daddy will love you if you bring home a good report card.' John's mother doesn't fall into that pattern. She means it when she says, in effect, that she wants good mental and emotional health for her children above all else."

"I had a very encouraging experience a few weeks ago," said the kindergarten teacher. "You remember that when Susan's mother went to the board to try to get them to lower the age for entering first grade, we all held our breath and prepared our best arguments against it? Her argument was that

there was too much play in the kindergarten and not enough work. Remember? She took it pretty hard when the board stuck to six as the entering age.

"I suggested to her at the time that she needed more facts about our kindergarten, and I urged her to come in and visit. Well, she did—several times. On her last visit I was thrilled when she said, 'Thank you so much for inviting me to observe. I had no idea how much solid learning goes into what seemed to me to be just play. I guess I'd rather have my daughter wait longer and coast down to her early academic learnings than to start too early and always feel she is chinning herself on a bar that is too high.'

"Congratulations to you," commented the principal. "By avoiding defensiveness you've given this intelligent mother a chance to see for herself what her little girl needs. She might have tried to tear the whole program apart if you had not held the doors open to her. After all, who has a better right than parents to know what their children are getting and what they need in school? If only more parents would do what Susan's mother did, we could do a far better job of educating their children."

"Don't feel that this is exceptional"—it was the sixth-grade teacher speaking now. "I find more and more parents really concerned about whether their children's education is giving them what they need. You remember the long-continuing argument I had a few years back with the father who wanted to know why we were not teaching bank discount in the sixth grade? *He* had had it in sixth grade and he wanted his son to have it. I remember he asked me if our standards in arithmetic were slipping. I tried to tell him they were not slipping, that they were becoming more useful and realistic. But he finally took his boy out and sent him away to a preparatory school.

"Well, I saw that father at church a few Sundays ago. He came over to me and told me that his boy had become deeply unhappy in the new school. I felt very sympathetic when he said regretfully, 'I can't bear to think of the unnecessary suffering I caused him over arithmetic. I promise you I won't do it with the two younger ones. I believe this experience has taught me to put first things first. You teach my kids so they are happy and effective people and I'll go along with you.'

Thank-You Tonic.

The group was silent a moment, reflecting on what a problem it is for everyone to put

first things first—to evaluate properly the things that go into health, happiness, and good emotional adjustment.

"I'll tell you something I like," proffered the veteran fourth-grade teacher. "You know how long I've been teaching. Or if you don't know, you can guess. Maybe it's a conspiracy or something, but about every week or two this year I've had an informal little note from some parent thanking me for something nice I've done, and it certainly does lift my spirits."

"I don't think it's a conspiracy," the new first-grade teacher volunteered. "It's more of a reflection of the growing understanding and respect we have for each other's job. You know how scared I was this first year. Well, every now and then I get a thank-you note of the kind you speak of. It helps to give me confidence and makes me feel that the parents don't think I'm too new and inexperienced!"

"Well, May and December on the teaching staff both appreciate encouragement. And don't all people feel the same way?" chuckled the fourth-grade teacher.

"Indeed they do!" the fifth-grade teacher chimed in. "Remember last year when the parents helped me organize my science corner? When I tried to thank them they said, 'You make us feel important. And those notes you have written us, making us proud of our children, are something we appreciate. This is small enough return!'"

"I don't want to talk too much," said the sixth-grade teacher, "but there is another point I should like to put on the record. I like the parents who don't try to choose their children's careers for them. You know, this year Fred's father has been taking Fred and a group of the boys to see a number of people at work. He started with his own furniture-finishing shop and then went on to a number of other occupations. He tells me he wants to help Fred choose wisely, but it is going to be Fred's own choice. Maybe he has learned from his own experience, being forced to go to law school and then flunking out, when furniture finishing was what he wanted all along. Whatever his motive, I like his attitude toward Freddy."

"Yes," agreed the second-grade teacher, "I like the real expression of love and affection that family gives its children. I have the little girl, you know. She is not easily upset by things that go wrong. She looks out on the world with the quiet confidence of a child who knows she is loved. There is nothing stingy about those parents when it

(Continued on next page)

comes to communicating real feeling. They believe in showing appreciation for the strengths their children have. It seems so simple, and yet it means so much in helping children to have patience with themselves and to feel so completely secure that nothing really seriously upsets them."

Packaging the Conference Results.

"Time has flown," announced the chairman, "and we've barely skimmed the surface. There are many more things we like in parents, but those will have to be held over for another meeting. I wonder if our summarizer would now pull together the points we have made."

"Thank you for asking me to do this," responded the principal. "You have brought out in words and by inference many important things we like about parents. I have tried to get the gist of each and put it in a simple statement. This is what I have on paper:

"We try to like all parents, but we are human and like some more than others. We like to work with parents who

1. Enjoy going places and doing things with their children.

2. Understand the ways in which they can help us to get our work done.

3. Know that growing up includes bumps, bruises, cuts, and getting dirty—and are able to take it.

4. Accept their children's limitations and do not force them unrealistically into things they cannot do.

5. Are able to change their minds when adequate proof is offered.

6. Try to put first things first—to learn the primary values in life and fight for these for their children.

7. Find out the good things about each child's teacher and tell her about them.

8. Do not try to control their children's choice of a lifework but give them help and encouragement to find out what is right for them, and then accept the decision.

9. Give their children abundant love and affection and *express it*, so that the boys and girls come to school buoyed up and supported in the certainty of acceptance by the most important persons in their lives, their parents!"

"Did we say all that?" "It sounds good!" "And think how many parents we have who do all these things."

New Attitudes, New Era.

The chairman called for order. "Remember the suggestion you made at the beginning of the meeting? What is your pleasure now about sending a summary to our parents,

wishing them a happy summer and thanking them for being such fine people?"

All agreed that such a letter should go out. And the teacher planning committee was asked to co-operate in the final editing. That summer, in Hometown, U.S.A., there was increased good feeling about the schools, the teachers, the principal—and more than an occasional conversation between parents about what teachers like in their pupils' fathers and mothers. Said one good-natured father, "Let's make our New Year's resolutions in September this year!"

OUTREMONT

Outremont Home and School Association inaugurated a project for Social Dancing at Strathcona Academy which is ending this week with a "Dance Party" to which friends of the 63 students have been invited. Mrs. Gutherz and Mrs. Bloomfield who have directed operations report that shyness was overcome through capable direction of the staff of the Arthur Murray Studios, whose teachers attained splendid results at the ten classes held each Saturday afternoon. The students were from grades VIII and IX, and they join with the Home and School in appreciation for the use of the school for this project.



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Crime Comics

In 1949, Federal legislation banned crime comics. We are pleased to recall that the Canadian Home and School and Parent-Teacher Federation played an important part in bringing this about.

Despite the existence of this legislation, crime comics are flourishing in Montreal today. And to these have been added a flood of trash that glamorises brutality, violence and sadism. Few adults are aware of the contents of these comics.

What measures can the Quebec Federation of Home and School Associations take to eliminate EFFECTIVELY these objectionable comics?

If you are interested in helping to work on this problem, please call Mrs. Marcus at AT. 2288.

MRS. A. MARCUS,

Children's Leisure Reading Committee.

ORGANIZATION REPORT TO THE COUNCIL OF REPRESENTATIVES

March 29, 1952

A. G. PRYDE

Vice-President (Organizing)

During the current session to date, the following Associations have become affiliated with Quebec Federation:

Dorval, Summerlea, Mackayville, Highlands, Van Horne, Young Israel, Granby, Beebe, Coaticook, Sorel, Waterville, Otterburn and St. Hilaire and Bury. The member Associations now total 116, 57 of which belong to the Montreal District and 59 are located in other areas throughout the Province. Although the exact number of family members embraced by the Federation is not yet reckoned this year, we believe that a reasonable estimate is 14,000.

Chiefly because of the expansion of our Home and School movement throughout the Province-wide jurisdiction of the Federation in the past year or two, renewed efforts are being made by your Executive to strengthen all phases of Association work and they are seeking to bring the Board of Directors into closer and more constant touch with the local Associations, with the object of securing a fuller appreciation of the differing problems and needs arising in the various geographical or "Common Interest" areas of our organization.

Regional Councils, where those exist, being directly represented on the Board of Directors, serve the purpose admirably; but only four Councils have been formed thus far. The forging of more of these valuable links in the Federation's administrative chain will be our aim. In the meantime Regional Representatives are gradually being appointed by your Directors, whose duties will in-

clude visits to Associations in their respective districts at least once a year; maintain contact with Association officials; act as a further source of reference when information or assistance needed, and submit periodic reports to the Board. Naturally, we hope to enlist as Regional Representatives men and women with a recognized background in Home and School endeavour and who are likely to possess, or more readily acquire, a better knowledge of the existing conditions in their respective areas.

The Council of Representatives will appreciate that the plans of our executive bodies to develop and strengthen our line of organization will fully materialize only with the sustained interest and unqualified support of the local Associations.

NORTH END REGIONAL COUNCIL

On March 12th, a meeting was held by North End Regional Council at Baron Byng High School, to which parents from all schools affiliated with the Council were invited—about 300 were present.

Mr. L. Mowbray Clark was Guest Speaker, and in a short talk he outlined the functions of Regional Councils, and the part they play in Home and School planning.

A panel discussion on Parent — Pupil — Teacher Relationship followed, in which teachers from the seven schools forming the Regional Council participated. They covered such subjects as—Teen-agers, adjustment in the class room, purpose in learning, the primary grades, discipline, personality, and home work. A question period followed, rounding out a very stimulating evening. Refreshments were served and the "half-hour social" ended the meeting.



Children at Home



Readers are invited to write to this column for information relating to their children's adjustment to family life. Replies will be provided by a panel of accredited Leaders of Child Study groups.

Letters should be addressed to Mrs. J. F. Ware, 15 Heath Rd, Montreal 29, Que.

Question: "My girl is nearly six and she knows we are going to have another baby. I told her some time ago where babies come from, but now she's asking how the baby gets into the mother's body. Isn't she too young to learn how babies get started?"

Answer: No child is too young or too old to be given an answer that is as honest and true as the parent is capable of making it. The real problem is to give an answer that meets the child's need at the moment and is within his or her powers of understanding.

This means that a 6-year-old who asks how a baby gets inside the mother is not looking for a lecture on courtship, marriage and intercourse. His need is merely to learn that the "seed" from the father enters into the mother through a special opening and there joins with a seed or cell from the mother which starts a baby growing. This same question may be asked and answered many times before the child is ready to absorb more detailed information. But the fact that his mother or father gave him the answer when he wanted it will reinforce his confidence in his parents when the times comes for him to solve more perplexing problems. Unless the child is told the truth when he is curious, he may presume that the mother swallowed the "seed" in order to get it in her stomach; or he may acquire some other queer explanation from a playmate.

Unfortunately, there are parents who find it difficult to meet their children's questions on the subject of sex with the same patience and equanimity that they accept the innu-

merable queries that come up in other areas of learning. These parents, for the most part, agree with their intelligence, that children should learn the functions of the body, and agree that the parents are the best and most convenient people to pass on the information. But when the time comes, the time when the child is interested and asks questions, the parents find themselves embarrassed, unsure, and even emotionally upset.

If this is your difficulty, you should lose no time in making preparations. Almost every manual on child development and care, such as those by Wolf, Spock, Bacmeister, or Gruenberg devote a chapter to meeting the child's needs in the matter of understanding the meaning of sex. There are also books to be had which deal exclusively with the subject. The two best known are "Growing Up" by Karl de Schweinitz and "Being Born" by Frances Brucers Strain. Both these books tell the story of reproduction in simple language and have been a source of self-confidence to many thousands of seeking parents.

But a knowledge of the biological facts of life can never be the whole answer to the continued story that we speak of as a child's sex education. From the day of his birth you are building in him a more or less wholesome attitude or feeling towards his own body, towards his own sex, (or hers), towards love, marriage and reproduction, by your own pattern of daily living. The young infant sees a picture of marriage in the home in which he lives. The older child learns how men dress and behave, how women fulfill their destiny as mothers, from the behaviour of the two people who are closest to him. It's true that this picture may change and be modified when he gets out into the world; but none of the later influences will leave as strong an impression as those of the earliest years.

We need to answer our children's questions when they ask them, as often as they ask them, and in a way that will meet their need. But we should also, to quote from "PARENTS' QUESTIONS" teach them "an awareness of sex, an acceptance of it and a real regard for its importance in human relations."

A. LESLIE PERRY

ARCHITECT

MONTREAL

BRONX PARK

Under President, Fred White, the 1951-52 season has been very active. Starting on Oct. 22nd, the general meeting was followed by a talk about "Present Day Food Planning" by Miss Nan. O. Garvock, Dietician in Charge, Montreal Diet Dispensary.

In November a very successful panel was held on Education Problems. . . over 100 questionnaires had been answered and returned by members, and a school teacher, a School Board member and a mother gave their views. Following along the educational line, Program Convenor, Wm. Dodge did an excellent job. In January, Miss Frances Goltman, Montreal Music Critic, spoke on "Canadian Music" and musical selections were rendered by three of her young pupils. In February, Mr. C. Rittenhouse, Supervisor of English, Protestant School Board of Greater Montreal, spoke on "Drama in Canada." In March, Mr. Arthur Lismer, Director, Educational Centre, Montreal Museum of Fine Arts, spoke on "Your Child and Art", bringing along paintings by his pupils and also by many prominent Canadians as well as some films. Each of these speakers answered questions from the audience.

On the entertainment side four military whist parties were held and three barn dances with caller and appropriate music. At the March and April barn dances, the boys and girls 12 years and over were admitted if accompanied by their parents and this was much enjoyed by all. The boys and girls can

show the parents how to "Bow to your corners!"

Membership stands at 250 with Mrs. A. L. Proctor and her committee doing an outstanding job of contacting each new family enrolling children in the school.

Junior Red Cross Summer Speech Camp

The children in the cover picture are enroute to Camp Chapleau for six weeks stay. Accompanying them are two speech experts, Miss Bea Yousko and Miss Betty Jean Caraway. Beside Miss Caraway in the back row is Miss Lorraine How, Director of the Junior Red Cross for the Province of Quebec, the group which supports the Speech Therapy Clinic at the Children's Memorial Hospital and also provides the camp holiday for the children. A similar camp will be held this year.

de BELLE & WHITE

ARCHITECTS

2425 GRAND BLVD.

MONTREAL

ROWAT, VANVLIET & TALPIS NOTARIES

G. L. VANVLIET

CLARENCE TALPIS

JOHN P. ROWAT (MEMBER OF PROTESTANT BOARD
OF SCHOOL COMMISSIONERS, MONTREAL)

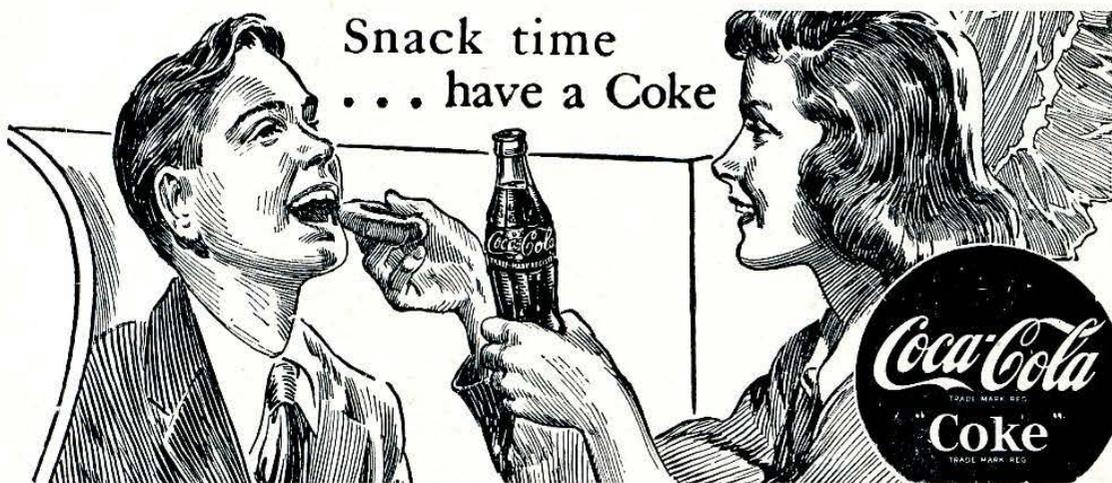
COLIN J. CAMPBELL

TELEPHONE PLATEAU 1791

SUITE 1805, ALDRED BUILDING

507 PLACE D'ARMES

MONTREAL



WE MUST PAY TEACHERS ADEQUATE SALARIES

The Protestant community has been shocked into awareness of the plight of the schools by the decision of men teachers to cease extra-curricular activities. True, school systems always seem to be in crisis and the one that has developed here is not out of the ordinary. It represents the perennial cry of the teacher for more money and the perennial reply of the school administrators that there isn't enough money in the treasury to give them what they want.

In a situation of this kind the tax-payer is on the horns of dilemma. He wants better schooling for his children but is reluctant to cast a vote against his own pocket-book. Yet if the claims of the teachers have any validity at all and the reply of the school board is equally true, then there is only one way out; more money must be found for the schools. If this can be raised only by increasing the tax rate, then the tax rate should be raised. It may be possible, however, to get more from the province for the schools, and this source should, of course be canvassed. The point is that if the community wants the teachers to have more money the community as a whole must pay for it.

There is not much doubt now about the justice of the teachers' case. Perhaps they are not entitled to as much as they want, but they are entitled to more than the school board is prepared to offer.

In 1938 when a survey was made of Protestant education in this province the Hepburn Committee was strongly of the opinion that teachers' salaries should be revised. The report added: "Those who undertake the revision should bear in mind that salaries should bear a relation to the cost of living in the city." It is part of the teachers' case

that the cost of living today has outstripped the salary increases that have been given since the Hepburn Report was made. It is part of their case, too, that salary scales here do not come up to those in Toronto, where the cost of living is somewhat lower than it is in Montreal.

Varied use can be made of the figures issued by both sides to this dispute. The public, however, will not be disposed to put the case wholly on a statistical basis. What causes concern is the prospect that teachers may become a depressed and disgruntled class in the community and that, if inadequate salaries continue to be paid, the profession will no longer attract men and women of the highest calibre.

In a study undertaken for the Massey Commission, Dr. Malcolm W. Wallace, Principal Emeritus of University College, had this to say about the teacher in the community:

"Clear thinking demands that we recognize this governing fact: the kind of education that we provide for our children is determined overwhelmingly by the kind of men and women we secure as teachers. If we ignore this truth we shall seek in vain for salvation from magnificent buildings and equipment, or from concentrating our attention on methods of teaching or psychology. It is not possible to estimate the value of the service which a great teacher performs for a community."

Dr. Wallace's injunction is applicable to the situation developing here. The community would be wise to ponder these things and take whatever steps are needed to prevent the decline of the schools.

Reprinted from the Montreal Star.



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Parents' Page

WHAT DO YOU THINK?

We listened in the other day, on a very heated discussion about the high school curriculum. This group would banish Latin altogether. Why shouldn't something be done at the university level, so that this subject need not be a qualification for university entrance? Why Latin in preference to Greek anyway? And why not a useful language such as Spanish or German instead? Or why not skip Latin and use the extra time for French conversation? There was also a very strong feeling among the group about less emphasis on literature and more on the usage of the English Language, as far as Science students particularly, were concerned. They seemed to feel that many of the mechanically minded boys who dropped out of school in the ninth and tenth grades were put on the skids by this "overemphasis". They also considered that "History" was a contributing factor to this premature school leaving. They would like to see Current Events, and their causes and effects, (world wide) given a large portion of the time allotted to History; and that the teaching of history, as such, be a much more general than detailed course, stressing important events and turning points in world history, the influences that brought them about, and the results. They would also stress study of the lives of good and great men (and women), and what forces and conditions allowed "bad" men to achieve power, and the results. While on the subject of history, it was the opinion of the group that most children find our fascinating Canadian history dull. One man said that his young son said he "hated" Canadian history, and yet when given John Hayes' latest book to read, found it such good reading that he could hardly leave it! And John Hayes' books, in case you don't know, are stories set in a background of a definite period in Canadian history.

There was a lot more talk on the subject, but we'll leave it to you now. Do you do any thinking about what your child learns or resents trying to learn?

HE'D SHOW THEM!

Our thanks go to Mrs. V. M. K. for the following contribution:

Wee Alan is exceedingly shy, especially when meeting his mother's friends. Not one word will escape his small lips. One Sunday morning in church recently, his mother was horrified, on glancing at Alan, to find him sticking out his tongue as far as it would go to all the ladies in the vicinity. When asked by his mother to explain this behaviour, this was the answer he gave, "Well, Mummy, the ladies are always asking me where is my tongue, so I thought I would show them".

"Mummy," said Roberta, aged eight, "If I'm mad, and well, can't seem to get unravelled, sorta, out of my bad humour, if you know what I mean, will you please not keep talking to me or send me to my room? But if I need you to answer me, just use your *soft* voice and don't sorta, well, pester me, and I think I will be sorrier sooner, O.K. Mummy?"

The Small Fry

Daddy went upstairs and saw his little eight year old daughter playing with her dolls. "Having a good time, darling?" he asked. "Oh, please don't call me darling," she said quickly, "My name is Miss Parker, and I'm a widow, and I'm having a lot of work looking after my children." "I'm very sorry to hear that you are a widow, Miss Parker," daddy said quietly. "Oh, don't feel too badly about it, sir," she smiled, "I'm a very happy widow. I never did care much for my husband, anyway."

WELCOME

TO NEWLY-AFFILIATED ASSOCIATIONS

<i>Association</i>	<i>President</i>	<i>Organizer</i>
SOREL	Mr. H. V. Cronshaw	Mr. H. Land
OTTERBURN, ST. HILAIRE	Mr. L. Palmer	Mr. Banning
YOUNG ISRAEL	Mrs. S. Carolin	Mr. R. Resin

POINTE CLAIRE

An audience of over 250 parents and teachers were present at the regular meeting of the Pointe Claire Home and School Association in the Gymnasium on Wednesday, 12th March last, to hear the decision of the School Board re the temporary change of zoning for the Cedar Park School pupils.

Following the Queen and a prayer by the Rev. James R. Allen, Chairman Frank Gray, President of the Association, made several announcements, before introducing the speaker of the evening, Mr. L. H. Place, Chairman of the Board of School Commissioners.

Mr. Place stated that the decision had been reached that, due to the lack of further immediate accommodation at Cedar Park and

to the fact that they anticipated an increase in next year's enrollment of about 130, all Cedar Park pupils living east of St. Johns Rd. at the beginning of school, next September, would attend classes at Valois, where an additional eight rooms would be available.

He admitted that there were many problems still to be solved, in connection with this temporary set up, such as increased transportation facilities, adequate safety measures at highway and rail crossings and possible lunch arrangements at school, but he felt sure that these matters would be settled in plenty of time.

Mr. Place then referred to the long range building program for the area, which would cost approximately \$2,000,000. and which would be necessary to accommodate the estimated total enrollments for the next few years. He went on to state that roughly half of this cost would be borne by the Provincial Government, but warned that the tax rate might have to be increased to meet the higher budget.

His final remarks were in connection with the pending negotiations for our inclusion in the Greater Montreal School Board, and he stated, that due to pressure of business in the Montreal Board, very little had been accomplished but that a meeting was scheduled for Tuesday, 18th March.

Mr. Gray thanked Mr. Place for his clear informative talk, and the audience expressed their appreciation by their applause.

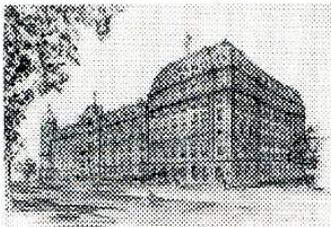
The question period that followed, brought to light many interesting suggestions and further problems all of which were noted for further consideration.

There was a motion from the floor that a vote of thanks be extended to the Special Committee who had spent so much time on the problem.

Following the presentation of the Parents' Attendance Pennant, which again went to Mrs. Mathewson's class in Grade 1, refreshments were served.

WELCOME

To The Delegates of
THE
QUEBEC FEDERATION
OF THE
HOME and SCHOOL
ASSOCIATIONS



Convention Headquarters

WINDSOR HOTEL . . . MONTREAL

CHILDREN'S LEISURE READING,

(Continued from page 9)

of Home and School on the Air. Others taking part in this broadcast were Miss McCammon, Principal of Elizabeth Ballantyne School, Miss Helen Guiton, well known author, Mr. Files Principal of Victoria School and myself. The broadcast included discussions about the part parents can play in guiding their children along reading pathways; the place and mis-place of the comic book in a child's reading; what the school is doing to foster good reading habits; the effect of reading on character; the wide field awaiting Canadian authors of children's books and the great need for financial aid to equip new libraries and to improve those already established.

3. Book Lists.

a) The basic Book List "Good Reading for Children" prepared by last years committee and distributed at the Spring Conference proved so popular that it was re-issued this year. The list mentions approximately one hundred and sixty books, divided into four age groups and one section on Canadian Books. Old favourites and new books are included. Several associations found this list of such value that they made copies available for each member.

b) An interesting list of Children's books has been prepared this year and copies may be secured at the display of Children's Reading. The theme of this list is "Good Human Relationship," there are some fifty annotated graded book titles included in this list.

4. Libraries.

The Children's Reading Committee is well aware of the inadequate library facilities for children both in urban and rural areas of this province. In our report to the Council on November 17th, 1951, we urged each local association to study the situation regarding library facilities in its own community and to consider the best means of improving these, either by organizing Children's Library Facilities or by aiding—financially or otherwise—any existing library. It is encouraging to learn that so many of our associations are busily engaged in worthwhile library projects. One Montreal association is making encouraging progress toward securing a bilingual Community Library for children.

5. Comic Books.

Because parents from several of our affiliated associations expressed concern regarding the content of some comic books currently on the news stands, we enlarged our Committee to include a member who is investigating this whole field, to determine which

—if any—of these books contain matter contrary to the Fulton Amendment or to Quebec Bill number 34 and who is to make whatever recommendations are indicated through the Children's Reading Committee to the Federation.

6. Leisure Reading Clubs.

Being aware that children may be exposed to worthwhile books, which and like measles, may or may not, take, we have suggested two projects to help create a continuing interest in such books.

a) Book Clubs. Information regarding these was released in early January when we said that "for the purchase price of one volume a child receives not only his own selection, but the opportunity of reading a number of other worthwhile books. He has the fun of belonging to a club, experiences the responsibility of keeping the club schedule going smoothly and learns to treat the books with respect along the way."

b) Vacation Reading Clubs. These should help make constructive use of the idle hours which are so plentiful during the summer holidays. If the child who has never read a good book could be persuaded to read one and found it a pleasant experience he might repeat the experiment. Quality of the reading matter, not quantity, is important and that quality can be found in the simplest writing as well as in the most profound.

Information and material regarding both these Reading Club Projects is available at the Children's Reading Committee Display Table for the duration of the Conference.

TRAFFIC SAFETY

Chairman: D. C. BORDEN

After many months of planning, the Traffic Safety Committee commenced active operations in the fall of 1951. Action is based on the assumption that School Traffic Safety is everybody's business, which means that the responsibility must be shared among:—

- Children
- Parents
- Teachers
- School Authorities
- Provincial and Municipal Authorities
- Provincial and Municipal Police
- Auto and Truck Owner's
- Drivers
- Bicyclists
- Pedestrians.

To reach all these groups, your Traffic Safety Committee works in two main directions:—

The local approach is through Home and School Associations.

(Continued on next page)

TRAFFIC SAFETY, con't.

The central bodies are reached through liaison sub-committees.

The basis of all approaches is to make the maximum number of individuals aware of their responsibilities, to suggest group action and to clear the way for such action to be taken.

Contact with associations has been principally by means of evening meetings devoted to Traffic Safety problems. Discussions at these meetings are lead by carefully trained speakers from the committee's speaker panel. Local and general aspects of the Traffic Safety problem are dealt with in recommendations made for carrying on through a local Traffic Safety in the Association. As an appendix to this report, we publish a letter from Mr. Waterman, Chairman of the local Traffic Safety Committee at Barclay School. This letter will show better than anything else what can be done locally.

The committee regrets that, this year, difficulties in finding time and money for extensive travel have confined their activities to a radius of about sixty miles from Montreal.

In addition to the major efforts through the Associations your committee has been

working with Municipal and Provincial authorities in efforts directed towards improved legislation and enforcement. Much of this work has been in co-operation with other bodies such as West End Traffic Safety Council and Young Men's Board of Trade.

Work of your committee is based on continuous studies of the School Traffic Safety problem. These are carried on by a planning sub-committee who obtains information from many sources, including the National Safety Council.

Your committee is preparing for expanded publicity activity in the coming season. This publicity can include such media as:—

- Radio
- Television
- Metropolitan Dailies
- Community Weeklies
- Provincial Papers
- Outdoor advertising

The committee foresees an increased number of requests to participate in Traffic Safety meetings during the coming season. There will be an increased volume of work in connection with negotiations with Municipal and Provincial bodies. In addition, we will co-operate with others in efforts to build up a permanent Montreal Traffic Safety Council.

To do this work our committee must be reinforced with additional people who are capable of rendering a service. We are at all times anxious to hear from volunteers seriously interested in School Traffic Safety work.

Your committee Chairman would like to take this opportunity to express appreciation to committee members who have, in almost every case, joined the committee voluntarily and who have taken so many hours of valuable time from their other activities to carry on this work.

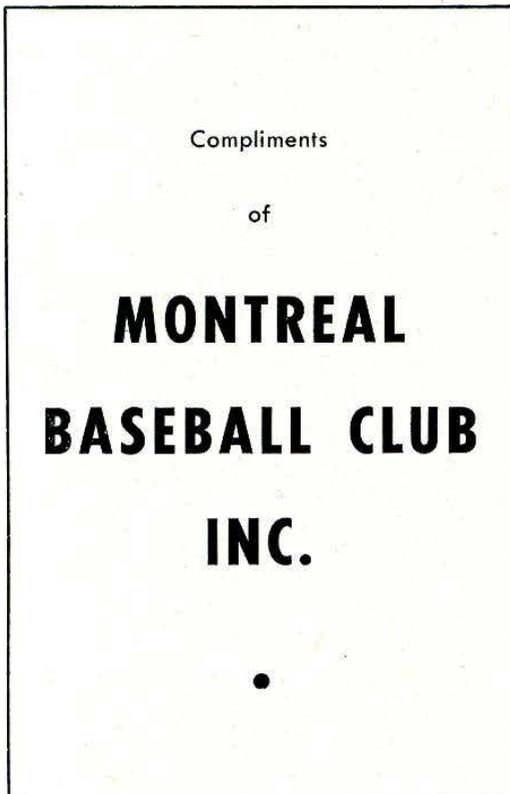
*D. C. Borden, Esq.,
Chairman, Traffic Committee,
Federation of Home and Schools,
Montreal, Quebec.*

Dear Sir:

I wish on behalf of the Traffic Committee Barclay Home and School Association to inform you of the progress that we have made since you addressed our meeting and introduced the ELMER SAFETY PLAN for the pupils attending Barclay School.

"Junior Safety Council"

A Junior Safety Council was formed which consists of 13 pupils, one from each class from Grade IV to VII and 3 teacher mem-



bers who supervise and guide the council in their discussions.

The council revised the school's safety rules which are discussed daily by the teachers with the pupils, (one rule per day) 1300 safety rule cards are being printed, for the children to take home.

Making of Safety Posters is part of their art course instruction.

Membership for Traffic Literature has been obtained for teachers and the committee's information.

6 large signs 4' x 4' Black on White in French and English have been made and will be erected on each corner surrounding the school ground.

40 Classroom ELMER PENNANTS have been purchased.

12 ELMER ARM BANDS have been secured for the Traffic Monitors who act as guides on the corners surrounding the school.

1400 ELMER SAFETY BUTTONS are being made for the pupils, these buttons are a donation from the Kinsmen's Club.

1300 letters explaining the safety campaign and rules as amended by the Junior Safety Council have been sent to the parents asking their co-operation in our efforts.

In the spring a flag pole will be erected and the ELMER PENNANTS raised at an open air ceremony.

In the very near future, letters to the business firms and others will be mailed to ask for their co-operation in our efforts to promote safety by asking their drivers to drive defensively in our district.

Newspaper publicity will be arranged shortly.

The Committee has been successful in having a constable placed at the corner of Wiseman and Jean Talon W. for the children coming and going to and from school, who cross Jean Talon W.; also with assistance of our city Councillor, Traffic Lights will be installed on Jean Talon W. and Querbes.

The above has been obtained on the efforts of the Traffic Committee.

The Committee has other plans for the future but up to the present Barclay School is one of the schools in the forefront of safety measures for its pupils, as the Traffic Project is one of the main topics in our Home and School activities for 1952.

(signed) E. E. Waterman, Chairman,
Traffic Committee,
Barclay Home and School Association.

REPORT OF NOMINATING COMMITTEE

Chairman: DR. E. C. POWELL

In accordance with Article VI, par. 1 (b) and (c), and Article VII, par. 3, of the Federation Constitution, the Nominating Committee was appointed and hereby gives notice that the following slate of Officers and Directors for the year 1952-53 will be placed in nomination at the Annual Meeting of the Federation, May 9-10:

President:

L. Mowbray Clark (Kensington).

Immediate Past President:

Dr. Edward C. Powell (Lachine).

Vice-Presidents:

Reuben Resin (Baron Byng).

Alex. G. Pryde (Farnham).

Mrs. G. C. Liersch (Roslyn).

Ernest W. Crowe (Montreal West High).

Dr. Lewis E. Socolow (Outremont).

**Assistant to the President:*

Dr. Evelyn Grieve (Willingdon).

Treasurer:

Victor Houghton (Carlyle).

Recording Secretary:

No nominee.

Corresponding Secretary:

Frederick W. Price (Willingdon).

Directors:

Rev. M. W. Booth (Mount Royal High).

Mrs. A. Cook (Chambly-Richelieu).

E. G. Drake (Montreal North).

Mrs. A. G. Forman (Cartierville).

C. E. Johnson (Lake of Two Mountains).

Mrs. E. M. Little (Quebec City and District).

W. V. Lewis (Barclay).

Mrs. J. Simon (Crawford Park).

Mrs. R. Woollerton (Pointe Claire).

D. Walkington (West Hill).

A. E. Seville (Lachine).

*We recommend that this special position be set up for this year only, with particular responsibility for plans for the National Home and School Convention to be held in Montreal in the Spring of 1953.

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PUBLICATIONS

Chairman: 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. and P.T.F. — 85 cents.

Aims and Creed, C.H.S. and 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. and 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. and S. Fed. — 25 cents.

President's Personal Program, C.H.S. and P.T.F. — 5 cents.

School for Parents; Links with Life; Our Children in Tomorrow's World; (Laycock) — 50 cents each.

To order: Send cheque or money order payable to Canadian Home and School and 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.

The committees 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 Education 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, recommends that the small folder, "Aims and Creed" be given freely with the membership card to each member of an association. These can be obtained in lots of 100 or more at the rate of \$2.00 per 100 from the Canadian Home and School and Parent-Teacher Federation office, 79 Queen St. E., Toronto.

*These two publications, "The Handbook", and the "Program Planning Manual" are especially valuable to all associations. They should be available to members of the executive at all times.

CITIZENSHIP

Chairman: D. G. CUMMINGS

Last year we considered the program that might be of advantage in citizenship training for the public and high school pupils. This year I should like to present what I consider to be some of the inherent weaknesses we, the adults, are allowing to develop in our present concepts of good citizenship.

There has probably been no time in the history of our country when a few were so willing to think for the masses, and when the masses were more willing to let them. There are many examples of this at the national, provincial and local levels—even in our own organization where we are fortunate to secure a 25% attendance at Home and School meetings.

We are selling our birth-right, when we, through indifference, allow local matters to pass into the hands of a few political appointees.

We, as intelligent men and women, as leaders in our various communities, as good Canadian Citizens, might conduct a little human stock-taking of ourselves and those around us. Take it in a very real and practical way, as to how and what we think, and how we must act. Let us just stop for a moment and look at whence we came, where we are, and where we are going. When we know the answers, especially to

the last, let us determine our duties—how they can be most effectively carried out—and then act.

Do not accept the doctrine of inevitability. We need only read history to show us where indifference and the attitude of "let George do it" has in the past led many great countries.

Good citizenship is always developed from the bottom up—never from the top down.

SCHOOL EDUCATION

Chairman: MISS RUTH LOW

In an effort to keep the organization in line with the National, the Quebec Federation Executive decided to unify seven committees under the title of School Education. These are—

The Study of Guidance.

The Study of Discipline.

The Study of Co-Education.

The Study of Discriminatory Practices in Education.

Education Study Groups.

Special Child Needs.

Teacher-Parent Conferences.

This act of co-ordination is but four months old; it is only possible, therefore, to present a progress report for the most part. It must be recorded, however, that a most encouraging amount of work has been done by the chairmen and their co-workers. The one exception is the Study of Discipline; its formation has not yet been initiated.

Under the leadership of Miss Audrey Clark, with the support of Miss Marian Keith and Mr. Allan Talbot, the *Study of Guidance Committee* has a three point program in the survey undertaken—

a) a questionnaire sent to principals to ascertain the types of guidance offered in the Intermediate and High Schools outside this Metropolitan area,

b) a similar study of the guidance services in the Protestant schools of Greater Montreal,

c) a statement on the work of Guidance Consultants in the public (elementary) schools of Greater Montreal.

It should be noted that some findings of these are expected to be ready for this year's annual meeting.

The *Study of Co-education* has been directed by Mrs. P. J. Dow and Mr. H. Goodwin. Their statement reads as follows—

"In making an interim report, the committee studying the question of co-education finds wide support for mixed classes on the high school level. Letters trickling in from various large centres across Canada all report co-educational classes and educa-

(Continued on next page)



1952 OLYMPIC TOUR

JULY 16
AUGUST 6

Mr. John Madsen will again conduct a tour to the Olympics and five European countries. Care will be taken that the greatest number of points of interest are visited. Trip will take approximately three weeks. Additional time can be arranged.

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SCHOOL EDUCATION, con't.

tors in these centres are unanimously enthusiastic in endorsing the principle and practice of boys and girls sharing the same classroom.

Some of our high schools in Montreal are co-educational, others are not. The Montreal Board has no policy in the matter, leaving the choice to the individual principals. In non co-educational schools here, opinion is mixed as to the relative merits of the two systems. Tradition is strong and a move to change to mixed classes will, doubtless, be opposed by certain groups. However, it is hoped that, since tradition is lacking in schools yet to be opened, co-educational classes will be introduced into these new schools."

Under the Chairmanship of Mrs. E. T. Bourke the *Study of Discriminatory Practices in Education* was pursued with diligence throughout the winter. A brief report is given herewith—

Terms of Reference—1951 Annual Meeting.

"That the Federation set up a committee to study the larger aspects of this problem, with the objective of eliminating the need for contractual agreements for education of Jewish Children. Such a committee should investigate any discriminatory practices that interfere with the right to education. It should have as its eventual target the introduction of legislation that would guarantee to all children of our province the right to the best schooling that modern methods and facilities can provide."

Hampstead School Question

At the November meeting of the Council of Representatives we reported to Federation our intention to investigate this question.

Press publicity followed and subsequently the Hampstead Board, to show that no discrimination was intended, passed the following resolution unanimously:

"That the policy of the present Board of Hampstead School Commissioners is to approve applications of any resident of Hampstead for admission of his or her children to study in Hampstead School, subject to the availability of space in the classrooms and to the geographical location within the Greater Montreal Protestant School System."

The *Education Study Groups Committee*, chaired by Mr. Lorne Hamilton has had little opportunity for much action this year due to difficulties of organizing. In spite of this, however, the following report has been submitted . . .

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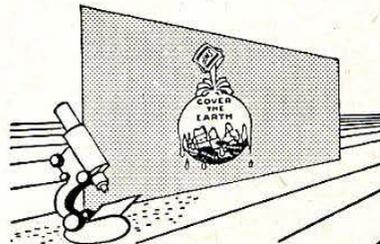
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A study group which has as its main purpose the study of some of the current issues in education has been in operation at Willingdon School for the past two years. It is hoped that other groups of this nature may be organized by interested Home and School members in other areas.

With this in mind a committee, whose main responsibility will be to promote the organization of such groups, is in the process of formation.

Mr. Harry Clinch and Mr. Alex Fraser, with the help of Dr. John McLeish, have been studying *Special Child Needs* and how these are met. This survey of services should be available for the May meeting.

The report of the *Teacher-Parent Conferences Committee*, submitted by its Chairman, Dr. E. C. Powell, is now presented as the final section of this statement.

Parent-Teacher Conferences

"To enable parents and teachers to cooperate in the training of the child" is one of the aims of every Home and School organization in our province. It is an aim which is most satisfactorily achieved in school communities where there exists an open, friendly, two-way road of communication between the parent and the teacher. Such communities have the best possible educational climate for the growth of the child in the home and in the school.

With our Associations

Many opportunities are provided by Home and School Associations for teachers and parents to come together and become acquainted. In the role of resource persons on educational matters, teachers make an important contribution in the business of running an association. In the Executive Committee, in Standing and Special Committees, and in Study Groups of an association, teachers and parents work together. These meetings are definitely formal in character. However, the teachers also meet with the parents socially. This occurs during the social hour part of the monthly general meeting and during the annual social evening which most association set aside for raising funds for financing certain of their child welfare projects.

Since the parent members of an association far exceed in numbers the teachers in the school, the parents are indeed fortunate to manage during each school year of Home and School activities one or two short chats with the teachers of their children. These friendly, haphazard interviews—valuable as they are in their contribution toward creating

goodwill on the part of the parents for the teachers and the school—are nevertheless far from satisfactory from the point of view of providing the parent and the teacher with the time necessary for working out plans together for the child's best development.

With our Schools

During Education Week many principals issue a general invitation to the parents to visit the school. Parents usually receive with these invitations an outline of the program with instructions of the best ways for participating in it. If it is to be a visit during the school day, it usually goes under the name of 'Open House' or 'Visitors Day'. Such a visit has been found to be especially suited to the elementary school. It gives mothers an excellent opportunity to spend a day in the school where they are able to see at work the teachers of their young children, and occasionally hear an outstanding speaker on an educational topic of current interest. It does not, however give fathers a similar opportunity. Many secondary schools, therefore, invite parents to visit the school in the evening to what is called a 'Parents' Night'. It gives both parents the opportunity of having a ten to fifteen minute interview with the different teachers of their adolescent children. It has a particular attraction for fathers since many of their interviews are with men teachers.

Parents should know their children a great deal better than the classroom teacher who is responsible for the general welfare of from 30 to 40 boys and girls. The academic progress of the child in the school is not the only concern of the teacher. There are also the child's attitudes, disposition and social behaviour. It is here that parents have knowledge about their children that the teacher can not possibly know, but should know if the children are to do their best in school. The father and the mother should be in

(Continued on next page)

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agreement with the different teachers on the handling of their children in the home and in the school. Disagreements always result in emotional conflicts in children which tend to warp and stunt their development. Planning together the welfare of the child can not possibly be accomplished in the observance of an annual Parents' Night or Visitors' Day. Furthermore, the child can receive little or no help from the old-fashioned type of parent-teacher interview, which are often the result of an emotional, up-set parent appearing unannounced at the principal's office to blame the school for the unsatisfactory report card of their child. Co-operative planning of the child's development needs periodic, properly conducted interviews throughout the whole year.

Report Cards today carry some form of message from the school to the parents. Sometimes it invites parents to seek a conference with the principal. Often these invitations are directed only to those parents whose children are not doing satisfactory academic work in the school. Sometimes it appeals to all parents by inviting them to apply for appointments through the principal to meet with the classroom teacher to discuss their child's progress in school. These quarterly, general invitations for conferences in the school are as yet not taken advantage of by the parents. Perhaps parents would be more receptive if these invitations were specific, and they were sure of the purpose of the conference and the techniques needed for carrying them out effectively.

Making the Conference Work

Both teachers and parents must be thoroughly familiar with the purposes and techniques of the individual parent-teacher conference. Since conferences require considerable planning on the part of teachers and parents, they need to be scheduled on the school time-table for at least part of one half-day a month. There should be a two-way means for arranging conferences through some one form which would be expressed in the most friendly terms. Such a form could be obtained by teachers from the office of the principal and by parents through the office of their association. Conferences need to be friendly and informal, free from emotional colouring, void of complaints and tiresome repetition of unimportant facts, and solely directed toward helping the child to do his best.

Parent-teacher conferences should only be introduced in school communities where

there are well-established Home and School Associations. There the school trustees, principal and teaching staff are happy to co-operate with parents. There the association through its general meetings and Education Study Groups can work out the techniques for conducting effective conferences.

The association will find that role playing the right and wrong ways of conducting a parent-teacher conference is an effective way of making this problem real, alive and easy to discuss objectively. If role playing is used by the association, care should be taken in selecting the participants. They should be parents and teachers who have imagination and uninhibited enthusiasm. Furthermore, they should not see the other role played.

The membership of an association is constantly changing. An association will therefore need to start each year's activities with a program which will assure its school that the parents are kept conversant with the purpose and techniques of parent-teacher conferences.

The child's report card needs to be supplemented by properly conducted individual parent-teacher conferences. Parents will then be better able to understand the report card and will be in a position to co-operate effectively with the school in helping the child to do his best.

It is therefore 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 parent-teacher conference as a supplement to the pupil's Report Card

PERPLEXED

A French family of our acquaintance were so interested in raising their children to be bilingual, that they customarily spoke English with them. Once, after visiting at their house, their five year old cousin Jacques said to his mother, "It is very strange of God to give little English boys to a French family, isn't it, Mother?"

TROUBLE

Judy, aged three, was trying very hard to get herself completely dressed without any help. While she was struggling with buttons in the back of her dress, her mother asked, "Having trouble, dear?" "Yes," replied Judy, "the trouble is that the buttons are in the back and I am in the front."

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