

# QUEBEC HOME AND SCHOOL

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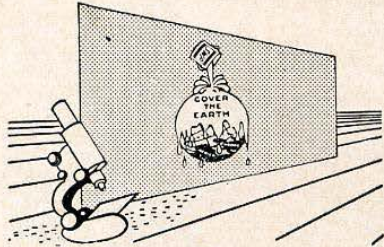
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THE QUEBEC FEDERATION OF  
HOME AND SCHOOL ASSOCIATIONS



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A beacon bright—the star glows to light our way with faith to brighter days throughout the New Year.



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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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## THIS TIME OF YEAR



REUBEN RESIN

For me the most gratifying aspect of being president has been the privilege of visiting some of our Associations and meeting the people who make them the hives of activity that they are. When I accepted the presidency, I had considered that it would be one of my not unpleasant duties to get about to as many Associations as would have me. I did not quite realize what an inspiring experience it would be to see at first hand what was being accomplished.

To begin with, I was agreeably surprised at the number of invitations extended to me and it was with a good deal of regret that I could not accept them all, the elements of time and space being what they are. You, whom I missed, for the time being at any rate, be assured that I really missed you and that I was the loser, not you. As for the others, after attending your meetings and listening wide-eyed to your crowded agendas and the reports of your committee doings. I wondered what I could have contributed. I do want you to know how grateful I am for giving me a greater appreciation of what Federation really represents.

In my ten years in Home and School I have met some wonderful people and seen some intensive effort at all levels — national, provincial and local. However, now more than ever, I am convinced that the success of our movement depends, in the final analysis, on the people in the local associations. It is here that you see men and women, parents, teachers and principals, housewives, working men, businessmen and executives, giving freely of their time and energies, without thought of self, without ostentation or desire to impress, to the fundamental activities of making better homes, better schools and better communities.

At this season of the year the spirit of Christmas permeates almost everything and everyone. But if this spirit means kindness, good will and good fellowship, friendliness and good cheer, and a willingness to serve and to learn, then I have seen it in Home and School at all times and in all seasons. The gifts which these people strive to give

(continued on page 4)

## Career Booklet

**These Federation  
Committees can help you  
in planning your  
Association activities.**

**Ask them!**

**Art Classes:** Mrs. G. Lerner, 582  
Cote St. Antoine Road, West-  
mount.

**Children's Leisure Reading:**  
Miss Rita Sheppard, Verdun  
High School, Argyle Avenue,  
Verdun.

**Constitution:** Dr. Edward C.  
Powell, 340 - 44th Avenue, La-  
chine.

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

**Mental Health:** Mrs. O. Doob,  
4645 Sherbrooke W., West-  
mount.

**Program Planning:** Mrs. J. A.  
Bilton, Beloeil Station. Mrs. P. J.  
Dow, 4594 Melrose Avenue,  
Montreal.

**Publications:** Mrs. H. E. Wright,  
4836 Madison Avenue, Mont-  
real.

**Recreational Activities:** Mrs.  
H. R. Scott, 3560 University St.,  
Montreal.

**School Education:** Dr. Harold E.  
Grant, 4266 Hampton Avenue,  
Montreal.

**Teacher Shortage:** Edwin G.  
Drake, 1200 Crevier St., Saint-  
Laurent.

In order to provide high school and university students and their parents with complete, up-to-date information, and as an aid in vocational guidance, The Institute of Chartered Accountants of Quebec has developed a programme which includes conferences with guidance counsellors, a speaker's bureau from which speakers may be drawn to address gatherings of students and parents, and distribution of printed matter to high schools, classical colleges and universities throughout the province.

Highlight of the printed matter is a booklet entitled, "Selecting Your Career", which points out to the student a number of things that should be considered when selecting a vocational and suggests ways in which the profession of Chartered Accountant meets these requirements. It shows the variety and responsibility of Chartered Accountants' duties and cites many opportunities for a successful career. Copies of this booklet may be obtained by writing the Institute (606 Cathcart, Montreal) or by telephoning LA. 9263.

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### THIS TIME, *cont'd*

to their children are not merely the promised rewards for being good at Christmastime, but the infinitely more precious daily gifts of a happy childhood and adolescence, the secure warmth of an understanding home and the pleasant atmosphere of an interested school, in the constant awareness that these gifts are theirs, and theirs alone, to give.

This, too, is the time of year when the calendar nudges us into a sometimes unwilling examination of our works and our ways. Most of us are not completely satisfied with what we find and hasty resolutions are in order, either to set new goals for ourselves, or to still the rumblings of conscience, or both. To Home and Schoolers these are just extras, something for the road, as they say, for their resolutions were made when their children were born, and were renewed at each succeeding stage of their growth and development, as well as at the start of each new school year.

And so, at this time of year, may I add my good wishes to those you will receive, for the Merry Christmas and the Happy New Year which you have so richly earned.

MIRIAM L. GOLDBERG

• *Good citizens aren't made in a day. They don't suddenly spring into being on their twenty-first birthday—or their eighteenth—when they cast their first vote at the polls. The skills of citizenship are long in forming and are learned by degrees throughout the years of childhood and youth. This article describes some valuable civic lessons that can be offered in the home, the school, and the community.*

## THE GENESIS OF GOOD CITIZENSHIP

What is a good citizen? This question was asked of hundreds of students and their teachers in a survey conducted by the Citizenship Education Project of Teachers College, Columbia University. The answers described people who were cooperative and courteous, people who went out of their way to help others, people who contributed to charity, people who upheld the laws. An analysis of these responses showed that students and their teachers viewed the good citizen simply as a good person. They omitted from their descriptions one of the basic qualities of citizenship: the need for everyone to take an active part in the decision-making process that keeps a democracy working.

Our schools have emphasized knowledge and understanding of our democracy through the teaching of American history, civics, and present-day problems. Our homes have recognized the importance of teaching cooperation and responsibility. Wherein, then, have we failed? We have failed because we have not provided young people with enough opportunity to take part in making the decisions that affect their lives.

In the home we have too often set up a pattern for them to follow. We have demanded routines—do this and this and this—expecting children to take the responsibilities we assign them because *we* think they should. In the school we have presented them with fixed curriculums, regular hours, required courses. We have left very few avenues open in which the young person can feel that he himself has a say in the affairs of his community, whether that community be the home or the school. Too often we have required obedience rather than participation in decision making. Too often

we have used authoritative methods to teach democratic living.

We have failed because we have denied young people a chance to face up to real problems in which they can actually practice the skills of citizenship. In many schools there are student governments. Some of these provide real citizenship experiences, but others are governments in name only. The students have few rights or even responsibilities, and even those they have are carefully controlled by adults. True, the students meet and make decisions—but subject to veto by the teacher and the principal.

In the upper grades the high school student learns in his classroom that communities, like the one he lives in, are organized in a certain way, have problems their citizens must solve. But he seldom takes a look at his own community to see what its organization is and what its problems are. We teach citizenship through precepts and lectures, books and assignments, but we are all too likely to forget that citizenship also means action and action is learned through practice.

Where lies the remedy? It lies in seeking ways in which we can help young people not only to share in the decision-making process but to have the experience of helping carry out the decisions. From the very earliest age they must have opportunities to recognize that they as individuals can begin to work and plan with other people for common aims, that all of us have a right and a say in managing the affairs of the community in which we live.

*(continued on page 6)*

## GENESIS, cont'd

### Novices in the Nursery

Since the home is the first community in which the young child lives, parents must set down a sturdy foundation for democratic citizenship—one on which the youngster will continue to build.

What mother of a pre-school child hasn't felt the need to give him some responsibility for his belongings or for some household chore? All right. Why not let Johnny, aged three or four, help decide what his job will be? "This is our house; let's decide together how we can best take care of it" may help to develop citizenship values that "These are your toys, and it's your job to put them away" does not.

But assuming his share of chores in the home won't be a valuable experience in citizenship unless the child can feel that he shares *all the way*. Young children love to do adult tasks, so long as they can help select the tasks and feel that in the doing of them they are performing a real, not a play-like, service.

Next comes nursery school. Here the young child faces a new and larger community, and here he finds himself with a group of other children his own age. Again he can take part in making many of the rules that regulate what he does all day. He can help to improve and beautify his schoolroom—perhaps by contributing a painting he has made. He can share things with his friends, such as a nest he has found or a game he has learned. He can learn to volunteer for a job or to carry out one assigned him by his group—and to feel satisfaction from both. He can begin to appreciate the block building of his friends because his own work is appreciated.

These early years are the basic training for such citizenship skills as participating in group discussions and group decisions and helping to plan and discharge responsibilities. But they are even more important for building the democratic attitudes without which these skills have little value.

### Juniors at the Council Table

As the youngster reaches school age, the home is still the center of his citizenship training. As he goes through the elementary grades, he can play a bigger role in family affairs. By now he is quite articulate, and though still a pretty self-centered person he can begin to understand and accept the needs of others. He can help to plan the family vacation. He can take a definite part

in the management of the home, not because it is an assigned chore but because he gets satisfaction out of making his own contribution. He can take part in apportioning the time spent listening to the radio or watching television. He can take part in planning the family budget and begin to understand how his allowance fits into the total picture of family income and expenditures.

But if during these years his experiences are to mean something as citizenship training, the youngster must feel that his opinions are respected. His suggestions must be considered along with those of the adults in the family. He must realize that the decisions in which he has a say really affect the welfare of the family.

In school too the field for citizenship experiences grows wider. The child's feeling of responsibility for "our class" or "our school" can be strengthened if he has opportunities to plan programs and recommend improvements. Dramatizations and group discussion can make youngsters aware of their own attitudes—toward the rights of other people, toward public property, toward leaders, and toward laws. And once aware of these attitudes, they can plan as a group how best to shape their own behavior, working with other children like themselves.

Elementary school youngsters can set up rules for how to act on the playground. They themselves can supervise and direct their activities at recess. They can plan and carry out projects for rainy after-lunch periods, help to keep the school buildings and grounds free of litter, even launch a drive to get some piece of equipment they want and need. They can select and purchase books they would like to have in their school library, having been given a budget on which to work. They can begin to set up a system of self-government that will give them more responsibility as they go from grade to grade.

And at each stage of their development the youngsters should see clearly just where their responsibilities begin and end. Knowing this, they can plan trips, arrange for transportation, and work out their own codes of conduct. They can begin to familiarize themselves with their town and find out about its government—where it gets water, how its sanitation system works, where its money comes from. They can begin to understand how the school is run and how their own parents contribute to its financing and operation.

(continued on page 18)



Writer George Salverson spent a great deal of time with little people such as these, preparing scripts for the forthcoming series "The Way of a Parent", on the Trans-Canada Network Sundays. These broadcasts dramatize problems in the bringing up of children; basic problems such as fear, anger and shyness in youngsters, and the complex problems of the adolescent.

## **BROADCAST SERIES**

### **ON CHILD TRAINING**

Beginning January 17 the CBC in co-operation with the Canadian Home and School and Parent-Teacher Federation will launch a series of broadcasts called "The Way of a Parent".

Written by George Salverson, who worked on the series with the Institute of Child Study at the University of Toronto, the series will open with an introductory broadcast showing something of the philosophy of child training. Other broadcasts will range from turmoil at the dining table to the question of teen-age responsibility.

There will be a total of thirteen broadcasts, all dramatizing problems encountered in bringing up children. Many phases of parent-child relationship will be covered, including an examination of the modern versus the old-fashioned methods of child training.

A member of the executive of the Canadian Home and School and Parent-Teacher Federation, Mrs. G. C. V. Hewson of Toronto, has written a study bulletin in conjunction with the series. Listeners may secure copies of the bulletin by writing to the office of the Canadian Home and School Federation, 79 Queen Street East, Toronto, or by writing to the offices of the Home and School Associations in the various provinces.

Broadcasts in the "Way of a Parent" series will be heard on Sundays at 6.15 p.m. EST.

## **BANCROFT**

Dr. Sydney B. Barza of the Mental Hygiene Institute addressed the opening meeting of Bancroft Home and School Association. His subject was; "Children Can Be Too Good".

Dr. Barza said that the problem of bringing up children is not as complex as some parents may believe. No parent is perfect but by using common sense he will obtain the best results in their upbringing. Young children lack a sense of reality, Dr. Barza mentioned, since their selfish instincts predominate. To the adult mind, many of their requests are unreasonable, but, if we handle them sensibly, these children will eventually learn to distinguish between a reasonable demand and an unreasonable one. Dr. Barza feels that many parents should temper their almost continuous negative approach to their child's training with a positive one. Parents should adopt a temperate emotional climate towards their offsprings, injecting a proper amount of love and discipline, instead of an attitude of complete rejection at one time and then an overdose of love soon after. A middle of the road attitude should prevail continually.

At the conclusion of his talk, Dr. Barza showed a film entitled, "Shyness".

The President of the Bancroft Home and School Association, Mr. A. Feiner, spoke of the Adult Choral Group the association is starting. This group will be led by Mr. Jerry Shea, and any parent residing in the city who is interested in this type of project, can contact the convenors of this group, Mrs. S. Zinman, BE. 8617, or Mrs. F. Silverstone, DO. 2764.

# Let's Listen in

• The following excerpts from meetings of your Board of Directors will keep you up to date with what's going on in Quebec Federation.

**June 8:** The Board of Directors appointed chairmen of the Federation committees 1953-54 (see list in this issue of the magazine), including the new Constitution committee . . . Mrs. Liersch and Dr. Patterson to be Vice-Presidents responsible for direction of these committees . . . Dr. Socolow as Vice-President in charge of magazine, assisted by Mr. L. G. Gage . . . Mr. Resin to continue as our liaison officer to the Protestant School Board of Greater Montreal . . . Dr. Walter P. Percival, Director of Protestant Education for the Province, to be asked to continue as our Honorary President . . . New Associations at Maple Hill (Montreal North), Parkdale (St. Laurent), and Jewish People's Schools of Montreal were granted affiliation . . . Report was presented by our representatives at Canadian Home and School Federation's annual meeting in Montreal, June 1-6. The visitors were much impressed with the excellent program and arrangements made by our Hospitality Committee, each member of which will be sent a letter of thanks.

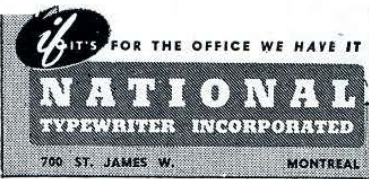
**September 14:** Following discussion of "An Act to institute a royal commission of inquiry on constitutional problems" for the Province, it was moved, seconded and carried that, since the Act does not concern itself with the problems of school finance confronting us, our School Finance committee be directed to submit its conclusions to the Federation but not to this commission. Terms of reference for this committee were approved, as presented by Dr. Patterson, who will call the first session in October . . . Special committee was appointed to study possibility of a Music Festival for school children throughout the Province . . . Friday and Saturday, April 30 and May 1, were set as dates for our 1954 Conference and Annual Meeting . . . Bedford Association extended invitation to hold next Council of Representatives in Bedford High School on October 24. The invitation was accepted with thanks . . . Canadian Federation's resolution on Federal aid to education was referred to our School Finance committee for study and

# on the Directors

recommendation . . . Wakefield and Poltmore Associations were granted affiliation. Mr. Walkington, Organizing Vice-President, reported on his recent visit to Associations in the Gatineau district, where plans are being made to form a Regional Council.

**October 5:** Mr. Resin reported that further study of dance class regulations by the Protestant School Board of Greater Montreal has been delayed by the illness of the chairman, Mr. Dunton . . . Mr. L. Mowbray Clark reported on meeting with Messrs. McKyes and Bowker of the School Music Teachers' Association to discuss question of a Music Festival, which will be considered further at a general meeting of the teachers . . . Mrs. Simon and Mr. Roy Cook reported on conferences held recently by the Verdun and District of Bedford Regional Councils, both of which were attended by Mr. Resin . . . Report from Mr. Land was read as our representative at annual meeting of the Quebec Association of Protestant School Boards, held in Sherbrooke.

**Council of Representatives, October 24:** Eighty Representatives from 35 Associations, gathered at Bedford High School, endorsed the action of the Board of Directors with regard to recommendations which may be made by our School Finance committee . . . It was reported that the Attorney-General of the Province has again failed to acknowledge our resolution on enforcement of crime comics legislation. It was suggested that we



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**LET'S LISTEN, cont'd**

write again—also that we take concerted action with other organizations, sending a delegation to Quebec if necessary . . . It was agreed that nothing further can be done concerning resolution on *Family Court*, since these functions are being performed by the Social Welfare Courts . . . Dr. Socolow reported on magazine subscriptions received to date, and urged all Associations to send subscriptions in as early as possible . . . Mr. Resin outlined plans for the HOME AND SCHOOL ON THE AIR broadcasts over Station CFCF for this season, and asked for further suggestions . . . On motion of Mrs. Liersch, the Art committee (set up by the 1952 Annual Meeting) was dissolved since it has been found that its terms of reference duplicate those of other organizations better able to carry them out . . . Mrs. Dow reported on the Program Planning Conference held on September 12 for Associations Presidents and Program Conveners . . . Following a discussion of family welfare problems in Protestant communities outside Montreal, it was agreed that this matter be referred to the Board of Directors for further study.

**November 2:** Mr. Resin was instructed to prepare a letter for publication in The Montreal Star to make clear our position on *dance classes* in the schools . . . L. Mowbray Clark, chairman of the Quebec Education Week Committee, spoke on plans for the observance in March . . . The new Associations at Logan School, Montreal, was granted affiliation . . . Following Mr. Walkington's report on the preliminary meeting in Hull on October 26, authority was voted to organize the Gatineau Valley Regional Council . . . Miss Low, Mrs. Shuster and Mr. Walkington were named our three National Representatives.



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**Group to Meet  
in Afternoons**

The parent Education Department of the Mental Hygiene Institute is planning to conduct an afternoon discussion group on Child Development and Guidance, which should be of interest to those parents who have been unable to join one of the evening groups organized by their local Home and School Association. Further information about this group which will be held from January to March may be had by writing to Mrs. Ernest Crowe, Parent Education Department, Mental Hygiene Institute, 531 Pine Avenue West, Montreal.

In a parent-teacher conference, the teacher brought up the problem of John's taking home school pencils. "I can't understand it," said John's father; "I'm a bookkeeper and I bring Johnny home all the pencils he needs."

Too many people keep looking forward to the good old days.

—BERNARD C. (MURPH) SMITH

# These Are The Books

## Picture Books For Little People

*Folrina and the wild bird*, by Selina Chonz, illus. by Alois Carigiet. Oxford. \$2.75.

A small Swiss girl rescues a wild bird from a fox and guards it carefully until her family insist that she let it go. The rhyme in which the story is told is somewhat forced but the full-page lithographs and the small line drawings have a fine narrative quality with detail which suggests much of Swiss Alpine life. In substantial binding.

*Biquette, the white goat*, by Françoise. Scribner (Saunders) \$2.00.

No one knew what was the matter with Mimi, but at last, it was decided that she must drink goat's milk, so they sent for Biquette. Biquette was a little white goat who lived in the country, and she needed a coat and a ride in the train to get to Mimi's house. The author-illustrator has painted the figures and scenery in an entertaining two-dimensional style which gives them the appearance of dolls and toys, while the interest of the colour lends the illustrations strength and vigour.

*Pet of the Met*, by Lydia and Don Freeman, Viking Press (Macmillan). \$3.25.

Maestro Petrini, a white mouse, who lives with his family in a forgotten harp case in the attic of the Metropolitan Opera House, earns his daily cheese by turning pages for the prompter in the prompter's box. The villain of the piece is Mefisto the cat who hates music almost as much as he hates mice. Once more the power of music to soothe the most savage breast displays itself and the tale ends harmoniously for all. There is vigour and dash and a tongue-in-cheek hu-

mour to this non-sense tale which may make it more sought after by parents than by their children.

*The air pilot* (Canadians all), by Marian D. James (Dent). 60c.

Another book in the series "Canadians all" which provides for little children, in short sentences and pictures, a knowledge of the lives and occupations of the men who do Canada's work. Other additions to the series are *The baker*, *The engineer* and *The ship's captain*.

*Ebenezer, the big balloon*, by Diana Ross, illus. by Leslie Wood (Faber) \$2.00 (British Book Service).

If Ebenezer can sail farther than any other balloon in the contest, he will win the prize of a live pig for the little boy. From Taddlecombe Fete, across France, across the Pyrenees and the Mediterranean to Africa, Ebenezer makes his record flight. Black and white pictures and full-page coloured illustrations show each country in its own character. *The little red engine goes to town*, by Diana Ross, illus. by Leslie Wood. Faber. \$2.00. (British Book Service).

In this fourth book in the career of the Little Red Engine, he goes to London to take part in an exhibition. His ride through the night and his experiences in London are illustrated in grey monochromes and in full-page coloured lithographs showing Tower Bridge, Westminster Abbey and the lively doings at the exhibition.

## Places and People

*Buffalo Bill*, by Ingrid and Edgar Parin d'Aulaire. Doubleday. \$3.25.

A picture book biography in which text and pictures present the stirring times of



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the opening of the West interpreted through the story of Bill Cody, famous hunter and daring rider of the Pony Express. The lithographs are as colourful and vigorous as the life of Buffalo Bill himself.

*The Crow Indians, hunters of the northern plains*, by Sonia Bleeker, illus. by Althea Karr. Morrow (McLeod). \$2.50.

By the author of *Indians of the longhouse* this book gives an account of the life of the Crows who roamed the northern plains of the United States. *The Cherokee, Indians of the mountains*, by the same author is another in this series of books about American Indians.

*Nuki*, by Alma Houston, illus. by James Houston. Lippincott (Longmans) \$3.25.

An Eskimo boy of Baffin Island learns how to provide food for his family when his father fails to return from a hunting trip. The life and work of an Eskimo family are described in intimate detail through the seasonal occupations of an Arctic year—building igloos, spearing fish through the ice, hunting seals and caribou and other wild game. The simple virtues of family affection, courage and pride in acquiring the skills essential to existence, are written into this story of Nuki, who himself embodies the ideals of the Eskimo people.

*The book of the coronation*, by Frances Hunt, illus. by Alan Lindsay. Funk & Wagnalls (Ryerson). \$1.50.

The ritual of the Coronation with an explanation of the history and symbolism of the regalia and vestments. The ceremony itself and the duties of the officials who take part in it are described briefly. Illustrated in colour.

*The children's guide to Canada's capital*, by Leonard L. Knott. Brunswick Press. (British Book Service). \$1.00.

The canal, the lumberjacks of earlier days, the statues, the famous buildings and the Houses of Parliament are described in this short history of Ottawa. The illustrations depict many phases of life in the city, and a diagram of how the House sits is given, as well as pictures of the coats of arms of the provinces. *The children's book of roads*, by the same author, traces the development of highways and highway travel in Canada from the days of Indian trails to the present.

*Columbus, finder of the new world*, by Ronald Syme. Morrow (McLeod) \$2.75.

A brief account of the voyages of Columbus which gives its information in easily read and attractive form. Twenty of the sixty-three pages are full-page illustrations and there

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are many smaller ones. Its larger, clear type and Mr. Syme's simple fictional style should make the book appeal to even the youngest readers.

*La Salle of the Mississippi*, by Ronald Syme. Morrow (McLeod) \$3.35.

This companion volume to *Bay of the north* and *Champlain of the St. Lawrence*. presents in readable fashion the life and explorations of La Salle. Designed for younger readers, it replaces books which are now out of print, and gives a picture which is authentic in its interpretation of La Salle's character, and dramatic in the telling of his accomplishments.

## BROWNSBURG

Dave Atkins president addressed the opening meeting of the association at the school cafeteria on Wednesday October 21. In extending a welcome to those present he expressed a hope that in this second year the organization may serve an increasingly useful role in uniting the efforts of the teaching staff, the parents, the community and the school boards in the interests of education for our children and in the process, the education of ourselves.

Not only, was this the first meeting of the year it was also the annual meeting, and he thought it desirable to review briefly the activities of the past year. As mentioned in the secretary's report, on one or two occasions opportunities were provided for organized discussion of some of the everyday problems of parents and of teachers and of ways and means of meeting them. These discussions were well received and it is the recommendation of the present executive that they should be included in one form or another in considering plans for the future. The exchange of ideas is vital to the success of this type of organization and he was convinced that such exchange may best be accomplished in informal discussion. The association conducted a number of successful dances and a skating party for the teen-agers. The enthusiasm with which these activities were received leads the executive to urge that every effort should be made to organize further along those lines on a sound regular basis.

During the summer months the executive undertook to explore possibilities of securing additional scholarships for the higher grade students. As a result the local of the United Mine Workers of America has agreed to provide annually a sum of \$50 for scholarship distribution at the discretion of the association, with the object of providing financial assistance towards the further education of successful scholars in the upper grades of both the Protestant and the Catholic schools. Other assistance of a like nature is at present under discussion. It is hoped that the outcome will be equally successful.

The following officers were elected:—

President, D. N. Atkins; Vice-President, Robt. Sugden; Vice-President, Mrs. W. Richardson; Treasurer, C. L. Stephens; Secretary, Miss E. Hanson; Corr. Sec., M. V. Trayers; Chairman Student Recreation, Roy Jackson; Chairman Programme Planning, G. King Amos; Chairman Publicity,

# For MUMMY DADDY and ME



### F. David Mathias ARCHITECT

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MONTREAL

Miss Forde; Chairman Social Committee, Mrs. H. Elliott and Mrs. B. Clarke; Chairman Home Study, Mrs. Sarah Graham; Chairman, Membership and Mag.: Andrew Forbes.

After the general business of the meeting was concluded two short sketches were presented showing "how to" and "how not to" interview the teacher. Mrs. George Witham, Mrs. Silverson, Mrs. B. Graham and Mrs. Stephens were the cast concerned and made a delightful and thought provoking characterization in portraying the interviews.

# What Do We Want for **OUR CHILDREN**

HOWARD Y. McCLUSKY

We are asking ourselves a big and difficult question, but I find that the answers come more easily when I say to myself "What do I want for our three children?" For I trust that what I want for my children you want for the children in your family, in your neighbourhood, and in the larger neighborhood that is the world.

I could talk in terms of economic security and peace, but that would take me outside my own field—not my field of interest but at least that of competency. So I have chosen those individual qualities that I want for every child.

Obviously we all want health for our boys and girls, for without sound health all else quickly comes to naught. What does this mean for the home? First, care of the mother—proper food, sleep, and rest—before and after the birth of her child. And for the child it means a warm welcome into the family. For the school it means concern with at least the obvious defects, such as those of eye and ear, that interfere with learning and with the playtime pleasures that are so important a part of childhood. And for the community it means measures to prevent disease—like sanitation, for example—so that the child will live in a favorable atmosphere in which his strength can be maintained and his resistance increased.

At certain points home and school must work together for health. A child's failures at school are often a sign of physical disability. And unless the teacher has some insight into the development of each pupil he cannot possibly understand the child's physical equipment for learning. In other words, the teacher has to know and see something of what the parent knows and sees. Then, too, home and school can join together to make the community sensitive to sources of infection outside their jurisdiction.

## **Children at Ease with Change**

Next we want for our children the capacity to cope with change, to master change, to be ahead of it, to be on top of it, to be secure in it. Change is a mark of our modern society. The world outside is moving at a

• *An uneasy planet moving toward an uncertain future—and our children on that planet, moving with it into tomorrow. What do we wish for them above all else? And how can we give them these gifts? Match your ideas with those of a distinguished leader in adult education. The statement on these pages is based on his keynote address at the International Conference of Home and School.*

breath-taking pace, and the child too is growing and developing at a swift rate. These rapid changes within himself and outside himself place heavy demands on the child and call for great flexibility of personality.

The home and the school can help the child adapt to change by teaching him to expect it, by teaching him not to be frightened by it, by keeping alive his sense of adventure. Above all, they can give him the skills he will need in order to meet problems, frustrations, barriers, and obstacles.

The child will have to learn these skills, both of hand and of mind, through solving particular problems, of course, and these will be the ones directly before him, whatever they are. As he solves them he will be learning skills for handling other problems. Thus meeting and handling problems will become a normal part of the day's events.

The school can help the child master change by prizing his curiosity, his appetite for learning. It's important to keep the windows of the mind open and clear, to encourage a child's desire to learn, so that when he leaves school he will still want to go on learning. This learning attitude toward life and life's problems is a most valuable part of his equipment for mastering change.

*(continued on page 14)*

**A. LESLIE PERRY**

ARCHITECT

MONTREAL

## OUR CHILDREN, *cont'd*

Along with the desire to learn we want our children to have the skills for learning. We should perhaps place less importance on the memorizing of a vast amount of facts and more emphasis on where to get the facts and how to appraise them. For our aim is not to create little walking encyclopedias but to train people to seek out encyclopedias, whether they are in human form or in book form.

Next I want for children the ability to get along with others. Where does this skill come from? First of all from our basic attitude toward ourselves. To get along with others, we have to learn to accept and to live with ourselves. The version of the Golden Rule that I know is "Love your neighbor as yourself," and this implies self-respect.

I know one young man who is at odds with his father, his wife, and his six-month-old baby. His is a story of self-punishment, of self-depreciation; and his hostility toward others is a reflection of the disease within himself.

How did he get these attitudes? Where do all of us get our attitudes toward ourselves? The roots lie in the home, in the acceptance and the welcome the child gets there. If parent-teacher associations could make the ideal of enjoying and welcoming children a part of our world-wide culture—if everywhere on the face of the earth families learned to love, to enjoy, and to want their children—half the problems of peace would automatically be solved. We wouldn't have a world full of half-developed personalities, a world full of people whose feelings seethe wildly inside and may at last burst out in barbaric form.

What this means for the home, the school, and the community is clear: Accept the child for what he is and respect his own individuality. And beyond that, teach the child to accept other people with their extraordinary individualities and their differences.

### **Children at Ease with Their Fellows**

To get along with others we need, too, skill in communication. Many of our difficulties grow out of clumsy communication, and part of the trouble lies in our use of words. How widely we differ in our understanding of the same words—we who speak the same language! When I think of these gaps in understanding and multiply them by the many different languages spoken throughout the world, I marvel that we get along as well as we do.

Many of us haven't mastered even the

simplest communication skills. How often after the smoke of a heated discussion has cleared away we find that we weren't all talking about the same thing! We had failed to define terms, to define issues. There can be no communication when we don't know what we are communicating about. I hope deeply that today's child will grow in the ability to communicate.

Finally I want to consider the climate needed for relatively free communication. This climate we ourselves can create in part by our attitude toward controversy. How? We can learn to be prepared for differences of opinion. We can frankly face the fact that when an issue is first opened people will not necessarily agree on any point.

Children can be taught these attitudes. They can be prepared to expect not agreement but disagreement, and they can learn to face disagreement without feeling threatened by it, without feeling flustered or frightened. Expecting differences, spared the shock or surprise of encountering them, they may be better able to break through the clash and conflict to sift out the truth.

If we can put our children at ease in the face of controversy and differences, the future is indeed promising. For we are living in a period of tension, and anybody with a sense of history and social change is aware that this tension is going to be with us for some time. In your country—whether it is in Africa, Asia, Europe, or North America—life is changing swiftly. Some people strongly insist on keeping the old institutions, the old ways. Others are strongly resisting them. Under these circumstances tension is bound to arise. It is essential to realize that we can learn to master this tension, that we can make it work for us instead of letting it destroy us.

### **Children Who Don't Crumple**

Now the fourth quality that I want for children is a blend that I have no one word for. Some may call it integrity. Some may call it character. I don't want to make so much of it. I don't want to set our standard so high that we are guilty of demanding super-perfection. The quality I'm thinking of is a compound of courage, self-direction, and maturity. If another world war should be unloosed, the human race will be severely tested. And I want our children to be strong enough to stand even devastation.

I have in mind here what in child development is called pacing—doing a job and setting the next task far enough ahead so that in doing it a child gets a sense of achievement, of self-direction. I have in mind, too, participation or work with others,

which gives a sense of well-being. I'm thinking also of handling the disappointment and discouragement that life may force upon us. I'm thinking of a central core of strength that cannot be assailed.

It is true that most of us need a certain amount of security, some degree of success. But the question "How am I doing?" can become too insistent. The individual may become so bound by outer standards that he has no inner guides, nothing to steady him, no resources to withstand disappointment and shock. Children need to recognize that it's not always necessary for everyone to approve of us, that it is possible to have a sense of well-being even if success eludes us, even if some people withhold their approval.

All these — self-direction, participation, integrity — result in a certain resilience, courage, and toughness that enable a person to sift out those things he cares for and is willing to pay a price for.

Now my last point has to do with religion. Here I want for our children two essentials: an outlook toward people that is basically idealistic and altruistic and a sense of a reality that is greater than themselves. These two elements, I believe, are found in every religion or philosophy. They differ only in the way they are expressed.

We have reason to believe that this outlook is tied in with health, personality, and happiness—the things we have been talking about. For this reason I want for each child the capacity to relate himself creatively to others and to a reality greater than himself. He can do this in the best way that he knows.

I believe that as East meets West and North meets South we can find universal ideas that are clear to all. We need only to sift out the best in our cultures and look at the hearth of man democratically. These common denominators of our cultures can become a common core for a general spiritual education, an experience that I covet for youth. Call it appreciation, call it art, or what you will, it would include music, the great poetry, the great literature, and philosophy. This spiritual education I would give to all children.

#### **Children in Touch with Creation**

You have seen around you constantly men and women of extraordinary sensitivity and integrity. These men and women have almost a sixth sense, an intuitive sense, and with them you feel in touch with excellence. You feel that you are catching a glimpse of life at its best—life refined, strengthened, and directed. These men and women may be very simple as judged by the standards of



the world, but they are extraordinarily profound in relating themselves to others on to the reality that transcends things. I want our children to attain somehow the sensitivity and the strength of these truly great people, the aristocrats of the spirit.

These, then, are the things that we all want for our children, wherever we live, whatever we do, whatever our background and history, whatever our language, whatever the culture from which we originate. We want for children everywhere *health, the capacity to master change, the ability to get along with others, integrity and self-direction, and finally the capacity to relate themselves to others and to a reality greater than themselves.*

Great differences and grave conflicts are dividing our world. But beneath the apparent differences and the conflicts lies a vast fund of good will that is trying to find expression. Perhaps the one thing that can unite people everywhere and channel this good will is their common concern for children. Wherever parents meet, wherever teachers meet, wherever community leaders meet, they have at their disposal at least this one bond, this one great cementing force—their common devotion to children. In this common devotion lies a powerful instrument. With it we can harness our priceless good will. With it we can create the togetherness so needed today in our world community.

## The List is Growing

The list of local associations affiliated with the Quebec Federation is steadily growing. This month we welcome the following newly-affiliated Associations:

	<i>President</i>	<i>Organizer</i>
Poltimore .....	Mrs. A. Chamberlin	Douglas Walkington
Wakefield .....	J. B. Gnaedinger	Douglas Walkington
Jewish People's Schools, Montreal.....	Mrs. J. Kershman	Dr. L. E. Socolow
Maple Hill, Montreal North .....	W. Baillie	Edwin G. Drake
Parkdale, Ville St-Laurent .....	J. L. Weston	Edwin G. Drake
Logan, Montreal .....	John Serres	Mrs. G. C. Liersch

## NEW TIME SET FOR SCHOOL BROADCASTS

The broadcast time for the Home and School on the Air programs over CFCF has been changed to 11.45 a.m. Saturday. The programs, formerly heard at 1.45 p.m. on Saturdays were changed for a short period to 12.05 p.m. and are now scheduled at the new Saturday time.

The broadcasts are directed by H. Don Allen and the committee in charge of this feature includes, in addition to Mr. Allen and Mr. Bill Petty, R. O. Bartlett, Mrs. W. Bulford, T. C. Ashford, Miss Margaret Dodds, Mrs. Olivia Gall, N. J. Grycan, John Evely, George Lessard, Mrs. G. C. Liersch, Mrs. N. S. McFarland, R. Walter Mitchell, Thomas Saunders, Mrs. S. Shuster, Mrs. A. W. D. Swan, Mrs. Paul Weil, Reuben Resin, Fred Price.

Programs scheduled over the next seven weeks include:

December 19th—Christmas music by choir of Westmount High.

December 26th—World Understanding (Miss Ruth Low).

January 2nd—When should the child start school?

January 9th—Guidance in the schools.

January 16th—School problems in smaller communities.

January 23rd—The student Council: Its role in the school.

January 30th—Safety at school and at home.

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## St. Lambert, Please Note

The Outremont Association this month bid "good bye" to two of its veteran and enthusiastic members, Mr. and Mrs. Wesley Parkinson. Between them they have held just about every office the association has to offer. Their experience in all phases of association activity was a constant aid to the Outremont group. They carry with them the good wishes of the association as they leave to make their new home in St. Lambert.



## "Wesolych Swiat" to You!

This Christmas the towns, cities, and country lanes of Canada will resound with the happy exclamation, "Merry Christmas". And all over the world people will be saying and writing this happy greeting in many tongues and many languages. For example, in China there will no doubt be people who will write to their friends the words, "Kun Chu Sheng Tan"! Away north in Iceland, Norway and Denmark friends will exchange the greeting, "Gledileg Jol", only the Norwegians would pronounce it "Gledileg Jul". In Sweden it's "God Jul".

If a Canadian wants to write to a friend in the Philippines he could express his Christmas felicitation with the words, "Felices Pacuas", but if his friend prefers "Tagalog", there's a choice — He may prefer "Magandang Pasko" which means "Beautiful Christmas" or "Maligayang Pasko", which is the traditional "Merry Christmas".

Russians will be taking pen in hand to wish each other, if not the western world, "S'Rozhdestvom Khirstovym", and in the Ukraine they'll say, "Veselykh Sviat". The Poles will extend their good wishes with, "Wesolych Swiat", and the Yugoslavs will use the words, "Sfetan Bozic". Czechoslovakia has a flowery "Vesele Vanoche" and the Greeks — who always have a word for it — will let themselves go with "Kala Christougenna".

Down South America way where the language of Brazil is Portuguese, "Felice Natal", will be the popular greeting while in the Union of South Africa it will be "Geseende Kersfees".

Germans will favor the hearty "Frohliche Weihnachten", the Finns "Hauskea Joulaa", and in France as in many parts of Canada, the Christmas greeting will be the familiar "Joyeux Noël".

For ourselves, we'll stick to simple English in wishing you all

*"Merry Christmas"*

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## GENESIS, cont'd

During the adolescent years home life often becomes strained and difficult. The youngster at this time is seesawing back and forth between two desires—to move out into independence and to remain within the comfort and security of the family. He himself is not sure just what he wants to do and is seldom satisfied with his own choices.

At one time the adolescent may feel that things in the home are not running right and that it is up to him to take over. So he will move the furniture around, scold his mother for having managed badly, and demand that he be given full authority to do things in some other way. At another time he will seem completely uninterested in what is going on at home, as if he weren't living there at all. Then almost immediately he may want the reassurance of his parents in the same sense that he wanted their protection when he was two.

This seesawing behavior may be difficult for parents to accept, and the youngster is often reprimanded for going to such extremes. At this time it is the club or organization to which he belongs, and especially the school, that plays the more important role in citizenship training.

### Ready for a Major Role

The adolescent is ready for real civic experience in his town or city, a community of the kind in which he will shortly take his place as an adult. If he can use the community as a laboratory in connection with his high school education, he will gain many of the skills and attitudes essential to the good citizen. The program sponsored by the Citizenship Education Project at Teachers College emphasizes this particular technique. For example, in schools that use this program students learn the political responsibilities of citizenship by working in the political community. They help at party headquarters, give out information, and remind people to vote.

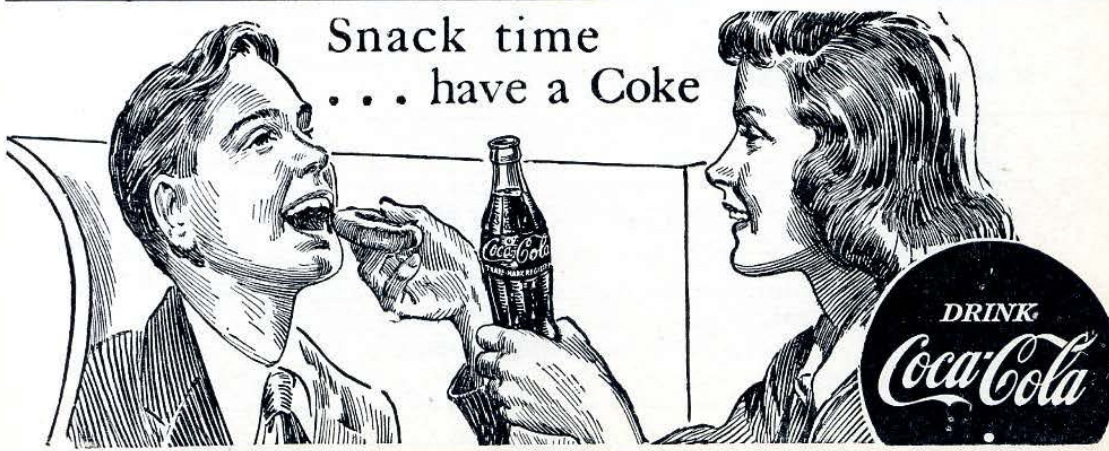
Continuously, not just at election time, the community laboratory abounds in opportunities for citizenship training. In one city, junior high school students decided that better recreational facilities were needed near their school, and after strenuous and well-planned efforts they saw twenty thousand dollars go into the new school budget for the very things they had been working for! In another community, high school seniors brought before the city council a proposal to change the two main traffic arteries into one-way streets. The council accepted the proposal and made the change. In many places, too, the untiring efforts of students in pointing out the need for larger school appropriations helped to pass bond issues that had been defeated before.

There is, in fact, almost no limit to the areas in which high school students can act as responsible citizens. With each experience their knowledge increases, their appreciation of the basic democratic values increases, their skills increase. And perhaps most important of all, they learn what can be done when a group of citizens set out to work toward a common goal. In other words, by acting as citizens they learn to be citizens.

Every age and stage of a child's growth has its special contribution to make to the program of training him for future citizenship. At each age the child will learn to do those things of which he is capable. But no matter how much or how little he achieves, he must recognize that he is a citizen and consequently is called upon not only to make but to carry out decisions affecting the community in which he lives and works.

*Miriam L. Goldberg is a staff member of the pioneering Citizenship Education Project being conducted by Teachers College, Columbia University. She serves as chairman of the measurement program in the department of evaluation and research.*

NATIONAL PARENT-TEACHER  
February 1953





*Quebec Home and School*

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*and a happy and prosperous*

*New Year*





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