

Quebec Home and School

*Committee
Reports*

PUBLISHED MONTHLY BY

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

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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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May, 1951

ENTERPRISE IN THE PRIMARY GRADES

DOROTHY J. EWING,

Primary Supervisor, Guy Drummond School, Outremont.

The word "enterprise" among public school teachers has come to mean many things to many people. On some teachers, it has the same reaction as a red flag to a bull. On others, who seriously undertake an enterprise, the effect is to bring out all kinds of hidden potentialities. This group frequently discovers that they can draw, paint, and even write poems, songs and plays if none can be found concerning their particular project.

In the early days, when the project method was first introduced, everyone was at a loss to know what was really expected. Possibly too many teachers started out on too grand a scale, with no set plan or direction as to what should be done. Little by little, however, something useless was taken away and something beneficial added.

In many cases, teachers were discouraged by criticism which was not instructive. What great catastrophe if the class play wasn't perfectly polished or a poem went off rhythm during the culmination! These things aren't of the greatest consequence.

What should be the main question asked during an enterprise is, "How much did the children learn and did they enjoy their project?" The average teacher isn't a producer of plays, productions, etc. If she were, she wouldn't be teaching school. Naturally, we all recognize that if the songs, poems and plays are beautifully done the children in those particular classes have gained more than the others.

Each year in the primary grades of the Outremont Public Schools we set aside six weeks, beginning immediately after the New Year in which every teacher conducts an enterprise. No teacher ever chooses the same subject in two consecutive years. She chooses her centre of interest and selects a title which is then listed on the bulletin board. Each class usually chooses a different topic. For instance, this year's list included Grade I: Our Country . . . Canada, The Home, Clothing, The Farm, Nursery Rhyme Land; Grade II: Story of Cotton, Eskimoes, Clothing, Kindness to Animals, Health, Mexico, Indians; Grade III: Eng-

Quebec Home and School

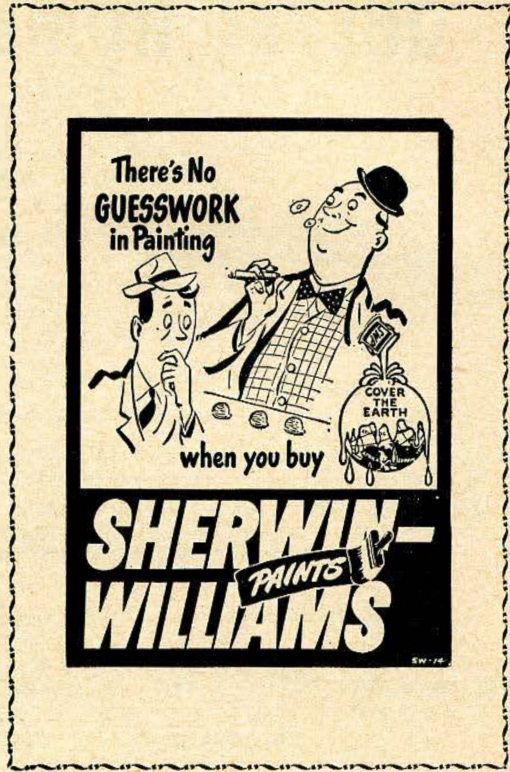
April, 1951

land, Pulp and Paper, St. Lawrence River (Montreal to Quebec), The Story of Trains, Our New Province . . . Newfoundland.

Generally the first step is to prepare large posters. The background is roughed in by the teacher and the poster is then painted by the children. During this time the teacher and her class are discussing and learning more about the topic. As each phase is learned it is depicted on the poster until it is completed. The teachers tie in all subjects as much as possible with the point of interest. They paint their windows, blackboards, music modulators and daily newspapers with pictures centred always on their chosen subject. Silent Reading and Arithmetic seatwork are also correlated with the enterprise.

The children are given assignments of bringing clippings, samples, products of the country concerned, etc., which are displayed in attractive ways such as mounting them on coloured paper and placing them on display tables and bulletin boards. Information murals have also proved effective.

After the subject has been thoroughly studied and learned the frills are added. During Music period suitable songs are sung, poems are learned at Choral Speech time, and plays rehearsed during the *Flexible Period* . . . a period left open for spe-

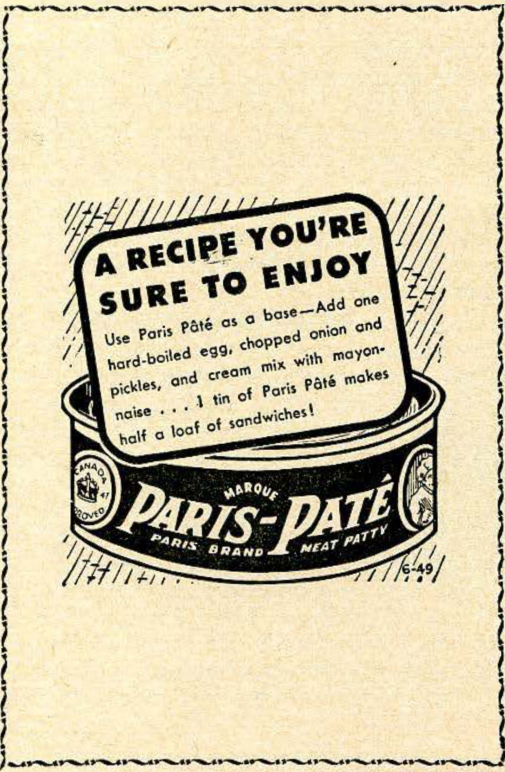


cial work. Quiz programs are great favourites of the children, especially when teams are chosen and scores kept on the blackboard by pupils in the class. Booklets are finally made including very short compositions, reports, silent reading, art, etc. The cover of each child's booklet always has a picture depicting the complete poster, or some particular section concerned with the subject and is done by each child individually.

Now is the time for the teacher to draw all of these sections into one complete whole. This is the culmination of the Enterprise. Usually in our schools, a child is chosen to be master of ceremonies and the show goes on. Various children are called upon to discuss the subject orally. Next, several children are chosen to tell all that they know about the poster. One or two poems are then said by the boys and girls. Often a quiz program is "broadcast" with a scorer keeping points on the blackboard.

Sometimes at this point a play is put on with simple costumes made by the children during the Art period or more elaborate ones brought from home. The ones made at school are more desirable because the

(Continued on page 22)



THE PRESIDENT'S MESSAGE

Continuity in Home and School

Several months ago I talked with a person who had given long and worthwhile service to one of our well-established Associations on the question of Home and School continuity. In this person's mind the greatest weakness in the Home and School movement is its lack of continuity. With this opinion in mind I am going to devote my last message as President of your Federation to offering a few suggestions for making Home and School work continuous.

With our ever-changing parent membership, Associations will always be confronted with two formidable enemies of continuity: undiscovered talent, and insufficient use of recognized and available talent. Against such enemies the only defence upon which an Association should rely is one of depth.

The Ceaseless Quest for Talent

As soon as an Association begins its activities in the fall of the year, the members of its Executive should be on the watch for men and women among its general membership who have the required knowledge and skills either for serving on its committees or for becoming their successors. All members of the Executive should therefore make it their business to meet and converse with as many of the members of their Association as possible. Such undertakings are best carried out during the social hour which follows each of the general meetings of their Association.

Large Committees

The membership of Association committees should be large. The more members that an Association has actively participating in its work, the more opportunities there will be for the Executive to unearth good

Home and School talent. In order that the work of the Standing Committees will be continuous throughout the years, each committee should appoint a vice-chairman who has expressed willingness to take over on the retirement of the chairman.



EDWARD C. POWELL

in the chairman's report for the annual meeting of the Association.

As soon as a committee receives from the Executive its work for the year, it should secure from the files for study the Terms of Reference of its corresponding committee in the Quebec Federation with the view of ascertaining what assistance it may secure from it. Its chairman should then distribute the work among the members on the basis of expressed interest. This will leave the chairman free for supervising, correlating and compiling the results of their efforts — a record of which will appear

Training Opportunities

Every Association should have at least two vice-presidents who are given charge of supervising different phases of the work of the Association. These two offices provide the future president with the training which will give him or her a wide knowledge of Home and School work. In this way the Association is assured of strong leadership through the years which is so essential in making its progress continuous.

Depth in Home and School Background

As I stated in my last message, interest in Home and School work must go beyond the furthering of the welfare and happiness of the children in our own home — it must spread out to take in the children of other homes in our school community, then our neighbouring school communities within a definite region and eventually all the school communities within the Pro-

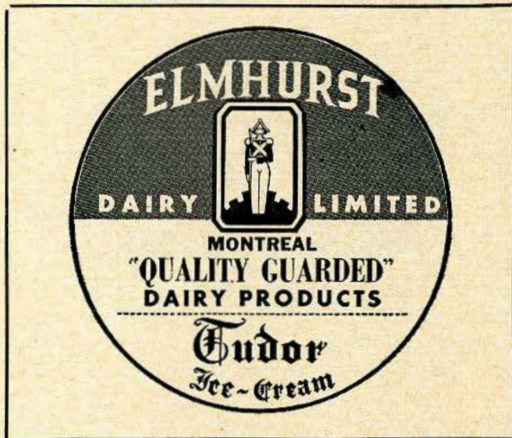
testant system of education in Quebec. Thus the service of men and women to Home and School should not end when they retire from the office of president of an Association. Past presidents should be used in the capacity of representatives to Regional Councils and to the Federation Council of Representatives, and from Regional Councils to the Board of Directors. These appointments should be made by the Association for two or three years with staggered nominations where there is more than one representative. If our Associations would adopt such a procedure, then the constituents parts of our Federation would be welded tightly together and the continuity of our Home and School movement assured throughout the province.

Keeping Your Experiences Alive

This is the time of the year in which many of our Association presidents will be relinquishing their office. You have given untold hours of work and thought toward the improvement of the educational conditions of the children in your school community. Your sacrifices will not be in vain if you pass on the materials and the records of your many Home and School experiences to your successor. And this will be especially true if you make certain that a similar procedure is followed by the others in your Association who have given leadership, but who are now either closing their term of office or are leaving your school community.

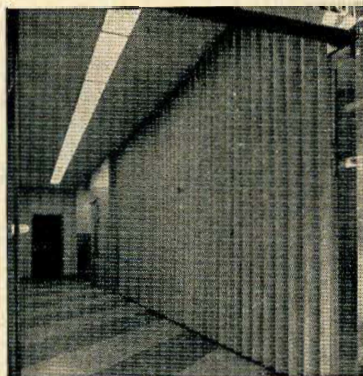
May the chain of progress of the Quebec Federation of Home and School Associations remain unbroken, for the sake of our children and youth.

EDWARD C. POWELL,
President.



May, 1951

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Summaries of Federation Committee Reports. 1950-51

SPECIAL CHILD NEEDS

J. A. B. McLEISH, HARRY CLINCH,
Co-Chairmen.

If your child, who perhaps at the moment is leaving for her dancing lesson or is out on the street shouting in a pick-up baseball game, suffered from a serious sight or hearing defect or a serious speech impediment, it would be a matter of great concern. Equally, if your youngster suffered from the effects of some crippling accident or from an illness like poliomyelitis or cerebral palsy, a good deal of sunshine would fade out from the day. Yet these are problems which are faced day by day by thousands of Canadian parents, many of whom hardly know how or where to turn to obtain the best lives for their handicapped children. These are children with special needs . . . and to them must be added the thousands of youngsters who appear outwardly normal, but who suffer from crippling emotional defects, which can spoil their child and adult life unless alleviated.

The Special Child Needs Committee of Quebec Federation was formed in the fall of 1949 to attempt to meet just such needs as these. Here are its main objectives: (1) to help parents in our Federation and others who need assistance to find exactly the help their child needs when the need arises; (2) To survey and report on facilities for special child needs in the United States, Great Britain, other provinces and other countries and to report on developments there; (3) To advise the Federation on ways through which Federation support can help further better methods and facilities for special child needs in our own province.

The Committee Chairmen, who are preparing their report for the May Conference of Federation, will welcome offers of assistance from Federation members who may wish to serve on the Committee or otherwise help along the work of Special Child Needs.

PROGRAM PLANNING

MRS. R. W. COUTTS, *Co-Chairman.*

The year 1950-51 has seen much worthwhile endeavour on the part of local associations in the field of Program Planning — a growing tendency to think and act for themselves and at the same time, a strengthening of family ties to the parent body of Federation.

Revision of Manual

With the rapidly-expanding spheres of activity within the Federation, our main concern has been to keep pace with new trends of thought in new fields, and enlarge the present listings of speakers and films with fresh names and new titles. To make this possible, committee chairmen have been approached, and together with the co-operation of the membership at large, we hope to have these revised lists in the hands of associations by early summer.

Printing of Manual

In this connection, we are hopeful that the present mimeographed sheets might lead a more useful life were they converted into the form of a printed booklet. We are not unaware that a venture of this nature entails added expenditure, nor have we forgotten that the looseleaf form was devised at the outset with a view to long-range usefulness, but the question arises, would the more compact form, with its obvious advantages, justify the expense of printing costs and the complete change in the present state of the Program Planning Manual?

Film Council

At the invitation of the National Film Board, we attended a preliminary meeting to discuss the formation of a film council in Montreal. It will be evident that representation in such a council would be of utmost benefit to the several committees of Quebec Federation in their task of previewing and appraising new films.

Welcome to the Conference Delegates

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Morning Session with Local Program Chairmen

An experiment is to be tried this year in the hope of providing a solid foundation for recently appointed Program Conveners faced with building up a successful year's program. We have been granted an hour and a room apart from the rest of the conference, in which to conduct an informal session where ideas and suggestions will be exchanged and where we will attempt to direct and focus attention to a proposed workable plan on display in our annual exhibits.

Exhibit

After due consideration, we have followed the lead of the National Federation, and adopted as a suggested theme for 1951-52, "A Child's Bill of Rights" — an issue combining urgency and timeliness. From the Charter of Human Rights, we have borrowed Article III, "Everyone has a right to Life, Liberty and Security of Person". These three broad sub-divisions lend themselves, we feel, to unlimited possibilities of development, and a wide choice of treatment — may they be utilised to the best advantage!

President's Message

From month to month in the pages of our magazine, our President, Dr. Powell, has set forth clearly and definitely the objectives and various phases of Home and School work, together with the functions of associations. To us of the Program Planning Committee, perhaps most food for thought is contained in the March issue. Here, under six separate headings, is a thoughtfully prepared catalogue of "What Home and School is Not". This is an outstanding source of reference, both to recently formed associations and those of long standing, and we would urge the membership at large, and Program Conveners in particular, to re-read, ponder over and preserve this message. It is only by heeding such warning signs that we can be assured of a safe journey in travelling toward our common goal.

TRAFFIC SAFETY

D. C. BORDEN, *Chairman.*

Last Spring's convention produced no less than three motions from the Associations calling for action on Traffic Safety in and around the schools. Acting on these motions, Quebec Federation established a Traffic Safety Committee which has been actively studying the many complex aspects of the situation and whose schedule of action is along the following lines:

A thirty-two page booklet has been prepared and is just ready to go to press; the publication being designed to:

Present the Traffic Safety problem to Home and School Associations.

Recommend local action to the Associations.

Give details of how action should be instituted.

Based on our booklet, a plan will be presented at the 1951 Convention which calls for a major Traffic Safety campaign to be launched next October and November.

This launching will involve (1), obtaining and training a group of speakers who will, within the two months period, make personal appearances at all Home and School Associations throughout the Province to present and explain the plan; (2), Newspaper and radio publicity to support this speaking campaign and to stimulate interest on the part of Association Members.

The object of the campaign is to lead the Associations towards individual local activity on Traffic Safety and to provide factual information on the methods available. The plan envisages the establishment of a local Traffic Safety Committee in each Association to initiate local work while the Federation Committee remains in the background to furnish information and to maintain contact with National, International and Provincial Safety Authorities.

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CHILDREN'S READING

MRS. J. A. BILTON, *Chairman.*

The Children's Reading Committee is one of the newer committees of the Quebec Federation. This committee seeks to encourage children to read good books and to make these books readily available. It hopes to achieve these objectives by undertaking:

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 procedure for setting up a Library.

3. To prepare graded book lists for the use of Associations planning to set up or augment Libraries, and for the use of parents.

Because the work of this committee was new and it was rather difficult to know what projects would be most effective, it was decided to direct its energies along three different lines for the present. First, to make a survey of existing reading facilities for children. Second, to publish and arouse interest in existing facilities. Third, to interest children, parents and teachers in children's leisure time reading.

Survey

Last October a questionnaire was sent out to each Association accompanied by a letter. Although only thirty-four percent of the questionnaires were answered and returned, the replies did bring in valuable information. The summarized results are:

1. Replies were received in almost equal numbers from Associations representing schools of widely different enrollments, varying from a group of under one hundred pupils to a group of over one thousand. Obviously schools of such different sizes would have different library requirements.

2. All Associations replied that their school had a library of some sort.

3. The number of books in each library showed a wide variation particularly in the smaller schools.

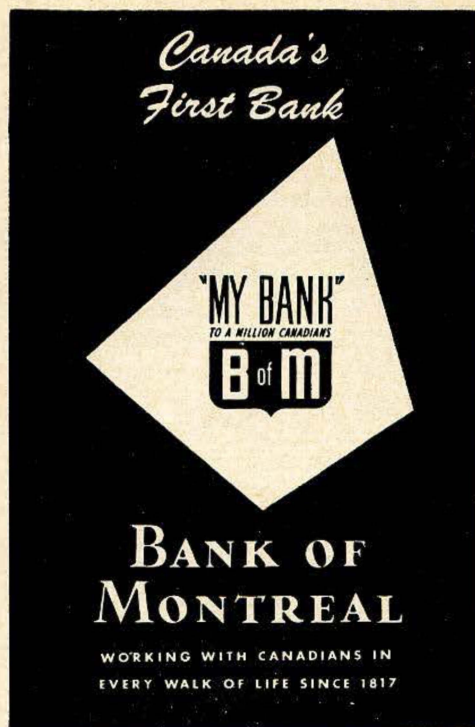
4. Most school libraries are well used.

5. The larger school libraries and about half the smaller ones are run with a card index system.

6. The larger school libraries and also about half the smaller ones are reported to be kept up-to-date with new books.

7. Generally the Department of Education and the School Boards are the financial support of these libraries. In only six instances does the Home and School Associa-

Quebec Home and School



tion offer financial help. One or two are supported by the I.O.D.E.

8. Except in very large schools where there is a paid librarian the teachers and students carry on the duties of librarian. There were two exceptions to this in small schools.

9. In ten instances the community has a good Children's Library outside the school. However, most of these ten cases referred to the Montreal Children's Library or the Notre Dame de Grace Children's Library.

10. Only ten of the Home and School Associations that replied to the questionnaire reported having a Children's Reading or Library committee.

From this summary it is evident that most children outside of the Montreal area are dependent on school libraries for extra reading material. This would indicate a wide field for interesting and useful work by Home and School Associations. Also at present there seems to be a lack of awareness of the possibilities and importance of promoting children's leisure reading through Children's Reading committees in each Association.

Last fall the opportunity was offered by the Program Planning committee to contribute to their Home and School News in the Sherbrooke Daily Record, the Huntingdon Gleaner, and the Drummondville

Sportsman. This occasion was used to emphasize the worth of good books to children, to pass on information about the children's section of the McLennan Travelling Libraries and to stress the importance of Young Canada's Book Week.

Young Canada's Book Week

It was suggested that each Association devote at least part of their November meeting to the recognition of Young Canada's Book Week Nov. 11th-18th. To facilitate this the book list of recent books sponsored by the Canadian Library Association was sent to each Home and School Association, accompanied by the message on this occasion of Senator the Honourable Crairine R. Wilson. Enclosed with the book list was the announcement of radio programs scheduled for this week. Assistance was also offered in getting speakers or films on children's reading. In many Associations a speaker on children's reading was the main feature of the November meeting.

Book Lists

At present a basic book list is being compiled and will be ready for distribution in May. This will consist of approximately one hundred books, graded according to age groups, that might be helpful in starting a small library.

Recommendations

To promote children's leisure reading throughout the province it is recommended:

1. That a Children's Reading committee be set up in each Home and School Association. Such a committee could work in collaboration with the Provincial committee directly. It could also study the situation regarding library facilities in its own community and consider the best means of improving these, either by organizing a children's library or by aiding financially or otherwise an existing library. It could also stimulate the interest of the children and parents and teachers in the children's leisure reading.

2. That each Home and School Association feature Young Canada's Book Week at their November meeting.

3. That Leisure Reading Clubs for children be sponsored by as many associations as possible this year. These clubs have been organized in other provinces and proved successful. Information on their organization is being sent to each Association.

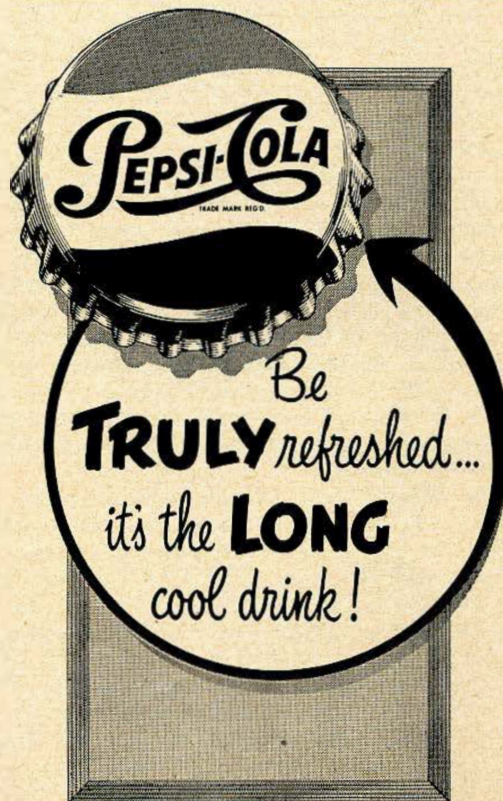
OUTREMONT SCHOOLS

D. H. RAYNER, *Chairman.*

The present contract between the Provincial Government and the Protestant Board of School Commissioners of the city of Outremont provides for the education of Jewish children until July, 1952. However it may continue in force beyond that date unless a year's notice of termination is given by one of the parties. It seems likely that the present contract will remain undisturbed, as the Outremont Board is satisfied with present financial arrangements.

However, the committee set up by Fédération to study the Outremont School question is concerned with the fact that no provision was made in the new contract for employment of Jewish teachers in schools where the pupils are predominantly Jewish. There is no way in which the Jewish people have a voice in the administration of the schools, and they are not represented in the contract between the government and the board.

Further study of the situation is proceeding. A good deal of legal background has been reviewed, and the committee is gathering facts concerning the present status of Jewish parents and pupils, with the ideal before it of education as a right rather than a privilege for *all* children.



PROGRAM AD #5 -1951

NOMINATING COMMITTEE

D. V. JACKSON, *Chairman.*

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 1951-52 will be placed in nomination at the Annual Meeting of the Federation, May 11-12:

President

L. Mowbray Clark (Kensington)

Immediate Past President

Dr. Edward C. Powell (Lachine)

Vice Presidents

Reuben Resin (Fairmount)

Dr. Evelyn Grieve (Willingdon)

Alex. G. Pryde (Farnham)

Mrs. Lyla Willows (Beauharnois)

*Dr. Lewis E. Socolow (Outremont)

Treasurer

Claude H. T. Hulme (Royal Vale)

Recording Secretary

Mrs. Violet A. Bulford (University District)

Corresponding Secretary

Frederick W. Price (Willingdon)

Directors:

Mrs. J. A. Bilton (McMasterville)

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

E. G. Banning (Greenfield Park)

D. G. Cumming (Verdun High)

D. C. Borden (Mount Royal High)

E. W. Crowe (Montreal West High)

P. W. Gooch (Dunrae Gardens)

G. F. Henderson (Baron Byng)

Mrs. S. Kramer (Iona)

Mrs. G. Liersch (Roslyn)

Mrs. R. M. Snowdon (Pointe Claire)

*An amendment to the Constitution will be introduced to establish the office of 5th Vice-President.

COMMUNITY INFLUENCES

C. L. BROWNLEE, *Chairman.*

A. Two main projects:

(1) Use of Schools as Community Centres.

(2) "Youth in Your Town".

B. (1) "Use of Schools as Community Centres" carried forward from previous year

Recommendations made by this Committee at the Spring Conference, 1950, considered by Board of Directors

Postponement of main item due to report of a Building Planning Committee being set up (as a sub-committee of the Protestant Committee) which would, presumably, perform same function as the one proposed for the Federation.

Correspondence with Mr. Buzzell re the above

Meeting of Board of Directors, March 21, Mr. Buzzell explained set-up of B.P. Committee.

Note: Butler's book, recommended by Community Influences Committee, loaned to Department of Education — found valuable — purchased for their own departmental reference library

(2) "Youth in Your Town" — new project sponsored by the Canadian Federation in collaboration with the Canadian Welfare Council and other interested organizations

Purpose — to direct public attention to the plight of youth in many of our communities and start movement for improvement of conditions

'Literature' sent out to 'locals'

(1) from National Community Influences Committee: initial Questionnaire, "A Child's Right to a Good Community."

(2) Materials available from the Canadian Welfare Council:

1. Bulletin No. 1 relating to this project,

2. Information re films "Youth in Your Town" and "Make Way for Youth",

(3) Guide for Organizing a Community Hearing on Youth Welfare,

4. "Six Memos to the Mayor", and other items. . . .



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CITIZENSHIP

D. G. CUMMING, *Chairman.*

Your present Committee chairman was appointed by the Board of Directors in June 1950. His first duty was to study the possibilities of developing a program of Citizenship Training suitable to Home and School units in this Province.

A pilot committee composed of Miss Helen Ferguson, Verdun High School; Mr. H. L. Land of the St. Lambert School Trustees and your chairman examined the present material published by the National Citizenship Council, and surveyed the School Course now being offered in Ontario. We found many very helpful suggestions, but nothing we would care to adopt as a whole. Our next step was to draw up a program that we considered suitable to all groups within our organization. Our findings follow:—

1. We should ask the co-operation of every Home and School Association in sponsoring a speaker to one of its general meetings and a series of lectures for the teen-agers in the high school grades.

2. We should ask each Home and School Association to approach the Principal of its school and ask him to organize, either an essay contest or public speaking contest for the High School pupils. The subject should be on Canada, its resources and its people. Copies of the best Essays or talks to be sent to the Home and School Federation.

The rank 1, 2 and 3 winners would be given an opportunity to broadcast on the Home and School hour over C.F.C.F., travelling expenses to be paid by the Federation.

3. We felt that the public school pupil could best be taught basic Citizenship by the use of a card and button system.

This 3rd part of the program would cost a sum of money beyond the Federation resources. We, therefore, decided to approach the National Council for assistance.

On December 13, your chairman met with Mr. John Kidd, Executive Director of National Citizenship Council and was assured the matter would be considered by his council and whatever help was possible would be given to this plan.

Our next step is to approach the Department of Education at Quebec and obtain its permission to introduce this part of the program into the member schools.

The above summarizes our progress to the present time. It may not seem very effective, but we feel that the ground work

has been completed and we are quite sure that the program, as set up, will be effective and will reach a large number of people.

It is the feeling of our committee that at no time in the history of our country has it been more important to have well informed, well trained youths to carry on our ideas of democracy to take a full part in the development of our great Country. We, the parents, must plan well and wisely if we are to build into our sons and daughters the powers of understanding and strength of character that will allow full and effective participation in our country's growth.

The home, the school and the church are the architects and builders and, if each does its full part, there is no doubt about the final product.

All associations wishing to have speaker on Citizenship, please send in your requests to the Federation before October 15.

PARENT EDUCATION

MRS. C. E. WOOLGAR, *Chairman.*

Work accomplished during the year to date can be summarized thus:—

1. *Child Study Groups* organized in local Home and School Associations: 16 before Christmas, 12 after Christmas, all under trained leaders. One group out of town without trained leader. No. of groups, 29. Total of 522 parents.

2. *Training of Leaders.* In co-operation with Mental Hygiene Institute: 1st year course; 13 took course, 21 sessions held.

2nd year course; 15 (3 drop outs from the 18 who started in 1949), 9 sessions plus practice in leading groups.

3. *Films.* 25 previewed and evaluated. Findings to be included in Program Planning Manual.

4. *Bookshelves.* Revised and augmented list of recommended books on child guidance issued, plus page of hints on running a Parents' Bookshelf.

5. "*Quebec Home and School*". Page entitled "Children at Home" contributed monthly, dealing with topics concerning the normal behaviour of children.

6. *Speakers.* Members of the committee spoke to 22 Home and School Associations.

Film "Children Learning by Experience" shown with panel discussion or individual commentary 7 times, including one showing on invitation to the Kindergarten Teachers' Association.

7. *Radio.* One broadcast on "Purpose and Setting up of a Child Study Group" on Home and School on the Air. One on Sex Education.

8. *Travelling Library* for Out-of-Town Associations. Arrangements were made with Adult Education Centre, MacDonald College for rental of box of 20 books on Parent Education and Child Guidance for 2 months for \$2.00.

9. *Pamphlets*. Arrangements made with Adult Education Centre, MacDonald College, for sale of pamphlets relating to Child Guidance, thus eliminating exchange difficulties at the U.S.A. border.

10. *Leader's Library*. Library of 36 books operated for use of active leaders of groups.

11. *Contact with National Federation Committee on Parent Education*. 1. Material used in Quebec circulated to all Provincial P. E. Chairmen and vice versa. 2. Collaboration on pamphlet later printed by Dept. of Health and Welfare in Ottawa, "Preparing your Child for School".

12. *M.R.T. Plays*. Arrangements made with Educational Committee of Junior League, who sponsors three plays on provocative home situations, produced by M.R.T., for this committee to provide discussion leaders to accompany any production of those plays. One to be shown at Conference, May 11.

SCHOOL FINANCE

P. W. GOOCH, *Chairman*.

School Fees and Charges for Textbooks

It is felt by the Committee that action toward elimination of the above sources of revenue should be held in abeyance until other means of raising the money thus lost can be found. At a time when revenues are barely keeping pace with rapidly increasing expenditures it seems unwise to remove one source of the former. It is not believed that these charges are onerous enough to cause hardship except possibly in some cases in which students are obliged to go to other municipalities for their schooling.

Real Estate Taxes

These taxes still provide the bulk of the funds for our schools and it seems that their advantages outweigh their disadvantages. However it is apparent that this type of tax could be much more effectively used if there was a uniform standard of assessments and uniform mill rates throughout the province. At present there are wide variations in both with the result that some municipalities carry too much of the burden and others not enough. It is not claimed, of course, that real estate taxes alone can carry the whole load, particularly in districts in which there is little or no industry, but none theless they can be made more effective and equitable.

Other Sources of Revenue For School Finance

Federal Aid to Education has been considered and it is felt that the time is not ripe for the following reasons: It would involve a transfer of authority and responsibility from the Provinces to Ottawa which would probably not be acceptable to either. In any case, if Federal Aid were given Ottawa would be acting as a distributor and not a creator of revenue and thus it would be primarily a matter of the wealthier Provinces financing those which are not so well off.

Finally the possibilities of raising money by local and provincial taxation have been by no means exhausted. For example the following types of non-property tax are in use or under discussion for school finance in the United States: Sales and gross receipts, income and payroll, admissions and amusements, cigarettes and tobacco, business and occupations, parking meters, motor fuel, poll, utilities, liquor, severance, municipally owned services, property transfer, hotel rooms, etc. Some of these are obviously not suitable for our purpose but others deserve consideration.

Financial Requirements of The Protestant System

It is understood that the funds required for the present program of modernization of our schools amount to about \$21,000,000 covering a total of 71 projects. Part of this money has already been borrowed and spent.

There is evidently considerable difficulty in obtaining an accurate and comprehensive picture of the total requirements of the Protestant System for the whole Province because there are so many separate School Boards and a considerable variation of accounting methods and budget systems in use among them. It is apparent that these difficulties might be at least partly eliminated by setting up a council of representatives of School Boards throughout the Province to establish uniform practices in the above respects among all.

Re: CONFERENCE

Members please note. Just in case you are wondering about Conference, we want you to understand that, even if you feel that you cannot attend the Banquet, you are still welcome to come to *all* the other sessions. Here's hoping you'll be there!

VOCATIONAL EDUCATION

A. P. WATSON, H. E. WRIGHT,
Co-Chairmen.

This committee began its investigation in January, 1951. Since that time we have been able to accomplish about one half of our task. As a result this must be considered as an interim report.

The committee is operating under the following terms of reference —

That a study be made of:

1. Available facilities for Vocational Education.
2. The extent to which these facilities are being utilized.
3. Reasons why they are, or are not, being utilized.
4. Ways in which the program of Vocational Education can be extended and improved.
5. Ways and means of fostering cooperation between the vocations and trades and the Vocational Guidance personnel.
6. The possibility of inclusion of Vocational Education in the philosophy of High School education.

Since the first three terms of reference involve research into the present situation, we decided to concentrate on them as a logical starting point.

In considering our first term of reference we decided to restrict our investigation to schools other than those operated for profit by private individuals.

We found that schools administered by the Provincial Government come under the jurisdiction of three different depart-

ments, namely the Provincial Secretary, the Department of Social Welfare and Youth and the Minister of Labour.

A list of these schools according to type will be presented in our report to the 1951 Conference in May. Space will not permit such a listing here, but we would like to mention that under the Department of Social Welfare and Youth alone there are almost 50 schools situated throughout the province.

Valuable aid in the compilation of this list was given by Mr. J. Delorme, Director of Studies for Technical and Arts and Crafts Schools. He was very co-operative and eager to supply us with information about these schools and their courses of study. He supplied us with the prospectus of each of the schools which has prepared an English edition and informed us that such English editions were in course of preparation for most of the other schools under the Department of Social Welfare and Youth. He assured us that, if sufficient interest were shown by English-speaking applicants, most of the schools were ready to open courses with instruction in the English tongue. He offered many valuable suggestions as to how this interest might be encouraged.

Mr. Werry, vice-principal of the Montreal Technical School and a member of our committee, not only aided in the collection of information concerning the schools, but also gave the chairmen an opportunity to see his school in operation. This tour gave us an impressive picture of the available facilities, the excellence of equipment and the preparedness, through the medium of bilingual instructors, of that institution to serve our English-speaking youth.

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Mr. McGrath, vice-principal of the Montreal Arts and Crafts School (West Section) and a committee member, invited us to hold a meeting in his school. This time each member of the committee was impressed with the fact that the English-speaking are missing valuable opportunities in not making greater use of these schools.

In addition to the schools operated by the government there are numerous apprenticeship schools and company training plans. Mr. Hale has drawn up a partial list of this type of training scheme to be incorporated in our Conference report. It must be clearly understood that enrolment in these training schemes is restricted to a limited number of employed personnel and is in no sense available to the general public.

Besides these, the Protestant School Board of Greater Montreal operates a limited program in the Evening Technical Classes in the Commercial High School.

When we came to investigate the use being made of these facilities, we found that 114 English-speaking students were in attendance at 3 out of 7 Technical Schools; 38 were attending 4 out of 8 special schools; and at 3 out of 26 Arts and Crafts Schools there were 64 English-speaking students. In other words 216 such students are enrolled in 10 out of a possible 48 schools.

The greater part of this enrolment is in the Montreal Technical School (94) and in the Montreal Arts and Crafts School, West (49).

In the Apprenticeship Schools under the Department of Labour we find that 30% of the students in the Printing School and 12% of the students in the Building Trades School are English-speaking.

We are not yet in possession of figures from schools under the Provincial Secretary, but we feel that, when this information comes to hand, it will not change the picture to any great extent.

When it is remembered that these figures do not differentiate between English-speaking Catholic and Protestant, but simply on a language basis, we feel that there is a lamentable waste of available facilities and of opportunity for further education for those pupils who have left school because of lack of interest in the academic type of education.

Our third term of reference instructed us to find reasons why these facilities were, or were not, being utilized. This we have not fully covered, but we have sent a questionnaire to the Guidance Officers of the Montreal Protestant Schools. Its purpose was to attempt to find why more students, either

graduates or drop-outs, do not avail themselves of the vocational education facilities of the metropolitan area.

When the returns were analyzed we arranged the questions in such a manner that the reason which the Guidance Officers considered most important was placed first and the others followed in descending order. This was the result:

1. A feeling that a High School Leaving certificate is generally more desirable and more acceptable than the trade or technical school certificate.
2. Intellectual snobbery with regard to the trades.
3. Ignorance of what these schools have to offer.
4. A traditional desire to go to college.
5. A feeling that most skilled trades can best be learned on the job.
6. Dominant French atmosphere in most trade and technical schools.
7. Trade and technical schools poorly located.

As a result of its investigation the committee feels:

1. That more publicity regarding these schools should be given to parents and teachers.
2. That copies of the prospectus of such schools should be put into the hands of principals of High Schools for distribution to students.



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3. That a questionnaire should be sent to members of the Home and School Associations to discover the attitude of the parents toward these schools and the reasons for such attitude.
4. That the government of this province will be willing to co-operate when, and if, it becomes evident that the English-speaking section of the population desires an expansion of these facilities.
5. That those in charge of these schools are ready and willing to give parents an opportunity to become better acquainted with the facilities of their schools and the courses they offer.

With this latter point in mind, we suggested that one meeting of the Federation Conference be held in the Montreal Technical School's very fine Auditorium and that the delegates be taken on a tour of the school. This was not possible, but an arrangement has been made whereby a tour of the school will be conducted by Mr. W. W. Werry on the morning the conference is to begin. Delegates wishing to take advantage of this tour should mail a postcard to Mr. W. W. Werry, Montreal Technical School, 200 Sherbrooke St. W., stating that they will be at the school at 10:30 A.M., Friday, May 11.

We feel that the committee of last year stirred up an interest in this phase of educa-

tion and awakened a spirit of co-operation. This year, for the first time, a large number of advertisements appeared in English, listing courses in the English language.

The present committee has tried to study the question of Vocational Education from a fact-finding point of view. We believe that English speaking students are not making full use of existing facilities either through ignorance or prejudice, and that more opportunities for Vocational Education would be opened to them if the desire for such training were made evident.

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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 with experience in helping parents solve the difficulties which may arise in normal child development.

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

QUESTION: "My trouble is temper tantrums. I have a daughter aged seven who has far too many of them for her age. Doris comes home from school almost every day and picks a fight with me or her baby sister over some trifle; and then has a fit of stamping and screaming to get her own way. I've tried punishing her and reasoning with her but neither seems to work. Is there any other method I could use?"

ANSWER: Growing children need growing parents; that is, parents who are flexible and willing to change their own ways in response to the needs of their children. The letter above expresses a good attitude, a willingness to search for new methods of control and guidance when the old ones prove ineffective.

When you say that the tantrums arise out of "trifles", you imply that you do not believe the apparent cause to be the real reason. And it could easily be true that Doris finds her school day a time of stress and comes home looking for excuses to "let off steam". What's more, she probably comes home to a mother occupied with the baby and is immediately reminded that her own reign as baby of the family is over and her mother gives her less attention and loving than she does the newcomer. If this fits the case, punishment is, obviously a poor solution. Spanking Doris or sending her to her room would only make her feel more neglected than ever.

Reasoning, after the storm is over, might be helpful if it were the right kind of reasoning: It should not be the "You-will-I-won't" sort of argument that some parents call by that name. And it needs to be more than just giving your reasons for your demands. It should include listening to the child's reasons for her wishes or behavior with respect.

Reasoning ought also to mean that you are prepared to moderate your own ideas after giving serious consideration to hers. Thus you avoid a clash of wills, preserve her self respect and possibly back down from a hasty decision without loss of "face".

Most children of seven know very well that tantrums are a babyish way of trying to get what they want. They probably feel badly afterwards no matter what the result. We can help them best if we can avoid the situations where they are liable to occur. We should look for the underlying causes of dissatisfaction and try to deal with them in such a way that the relationship between mother and child is strengthened rather than marred by surface incidents of an unpleasant nature.

There is one method of dealing with a little girl like Doris that you may not yet have tried. Ask yourself what you do those nights when your husband comes home in a state of irritability and complains because his hoe has been left out in the rain or the children are noisy. Most wives learn quickly to recognize these symptoms of a hard day at the plant or the office and develop a technique to cope with the situation. They give him an affectionate welcome, hurry up the dinner and answers his complaints with soothing reassurances.

Why not try something like this with Doris? Offer a cup of milk and a cookie and make her feel that she is loved and wanted.

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ARE YOU USING FILMS IN YOUR HOME AND SCHOOL MEETINGS?

Films are very attractive media for our Home and School meetings. They appeal, people will turn out to see them, they make a vivid impression, they give variety. Yet we all find certain headaches and dangers in their use. Most of us have asked ourselves at the end of an evening of films, "Well, what did that add up to?" Or we have come away confused with too many ideas, none of which has been developed satisfactorily. For the planner of the meetings, too, there are the questions of what films are available, what films hold real interest for this particular group, which ones fit into the theme of this year's program, how many to use, etc., etc.

The Parent Education Committee have been making an effort to explore the films available in child development and family relationships, and to formulate some principles to guide the use of these films in Home and School meetings. They have been previewing as many films as time permits, in order to evaluate them in terms of Home and School use. Furthermore, they have been making a reference file of these evaluations, so that this information can be put at the disposal of anyone needing it. The information on each film includes

1. Title, producer, date (where possible).
2. Where the film is available, rental cost.
3. Running time, sound or silent, colour or black and white.

4. Résumé of the action and sequences contained in the film.
5. The issues or principles raised by the film; i.e. questions which could be the basis of a discussion outline.
6. An evaluation by a panel of the committee of the merits of the film, and the uses to which it might be put.

With these "leaders' guides" it will be easier for chairmen and program planners to choose from the welter of film titles and vague catalogue descriptions. Moreover, experienced members of the Parent Education Committee will have seen the recommended films and be ready to discuss their merits. Incidentally, it would help our work and our finances if local Home and School groups could keep us posted if they are showing any films of interest, and on what date. We might then, with their kind permission, have our panel members see and evaluate the film, thus cutting some of the cost of previewing it independently. A list of recommended films on Parent Education will appear in the Program Planning Manual.

In the Committee's experience, there are very few Parent Education films suitable for Home and School use which can stand by themselves on a program. Occasionally there is a commercial or artistic masterpiece, intended primarily for entertainment, whose story is pertinent to our purpose, but this is rare. By and large, most of the films of

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There are now 104 active Home and School Associations within the Québec Federation. A hearty welcome is extended to the following newly-affiliated Associations:—

Association	President	Organizer
No. 99 Pinehurst & East Greenfield	Mr. F. B. Tovey	Mr. E. G. Banning
No. 100 Huntingdon	Rev. R. D. MacLean	Mr. Lionel Robb
No. 101 Dorval	Mr. D. F. A. Slater	Dr. E. C. Powell
No. 102 Quyon	Mrs. Jos. A. Steele	Mrs. L. W. Rentner
No. 103 Knowlton	Mr. Filmore Sadler	Dr. E. C. Powell
No. 104 Lake Megantic	Mrs. Mary Blais	Mr. A. G. Pryde

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value to us need a program, or part of a program, built around them. In this way, their value to the membership can be multiplied several times. It may be just a brief introduction before, and a short summary of the issues after the film, or it may be developed with a specialist speaker or panel, followed by extended discussion by the membership. The important aims are *a)* to enlarge and think through the ideas expressed by the film, and *b)* to awaken as active an attitude as possible on the part of the membership.

A few points of procedure that can further these aims.

1. As unified a program as possible, planned around a central theme, makes for a relaxed atmosphere and the real satisfaction of getting somewhere. There is always unavoidable business to be dealt with in a meeting, but when that is over, it is good to switch the mind into one really vital train of thought, undistracted by the changing topics which several unrelated films or speakers may introduce. A mixed program of films, musical events, and talks unrelated to the films may seem lively, but it can strain the absorption capacity of your audience, and send them home punch drunk.

2. A word of advice, here, about ordering films. To plan your program early, to select *and to order* your films well in advance, saves tremendously on time, energy, and frustration. There are comparatively few films, especially on child development and family relationships, which are both available and really good, and they are in constant use. Last-minute planning almost invariably runs into the necessity of selecting in haste from second-rate substitutes. This advice, of course, also applies to projectors, screens, and other necessities where these have to be obtained from outside sources.

3. One source of annoyance and embarrassment that can often be avoided is the delay that sometimes occurs in getting the projector to function and the film to run smoothly. It is easy to take for granted that the projector is in working order, that the operator really knows how to work it, that the film is wound correctly, and that the sound is adjusted to the hall, but it seems that these mundane details must always be checked ahead of time.

4. It is a great help for the convenor or
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discussion leader to preview the film and plan the discussion. Most rental schedules arrange for the film to arrive the day before the screening.

5. If at all possible, let the person in charge of showing the film be someone with experience in leading group discussion. The job here is to raise the issues for discussion, therefore it need not be a specialist on the subject. But you may have a specialist available, or be able to get together a panel who can discuss the issues from several points of view. You want, not so much an authority on the subject, as someone who can provoke thought. Use your own members if they are capable, or call on the Parent Education Committee for single speakers or a panel discussion. The Program Planning Committee can give you help in other areas.

6. A time schedule like this will help to keep your meeting lively, if you can stick to it:—

- a) 5-10 min. for introduction.
- b) 12-30 min. for film.
- c) 15-20 min. for specialist or panel.
- d) About 30 min. for discussion from the floor.
- e) 5 min. for summary.

Some films give general information rather than raise issues, in which case your timing will be modified, with a larger section for the films, and a shorter period for questions and discussion.

7. The introduction is needed to prepare the audience for the contribution that the film can make, to indicate the significance of what they are going to see, and to relate it to the group's interests and experience. This helps them move from the passive spectator attitude to that of the active participant. It helps, too, if you warn them of any major distractions to the main issues, such as a difficult accent or special idiosyncracies that can so easily deflect the attention.

8. The following techniques are useful for the discussion leader:—

- a) Talk as little as possible. Refer all questions back to the group, or to the panel or specialist, or even to a specific member of the group.
- b) Check extended speeches from the floor.
- c) Keep the group to the main issues. More easily said than done; more easily done if the issues have been clearly outlined beforehand.)
- d) Sum up occasionally the responses to the major issues.
- e) End the discussion while it is still going strong. Summarize the discussion, and close the meeting.

Parent Education Committee,
MRS. OTTO DOOB,
(Member in charge of films.)



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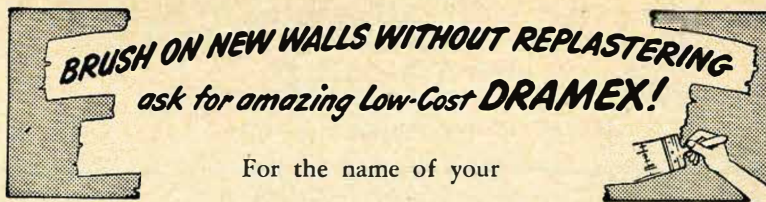
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Growing Up

A father who was driving his son to the hockey rink, picked up a couple of his son's grade four friends. "Pretty cold day, isn't it, Jim?" he said to one of them. "Yeah, sure is," said Jim. "It may be an awful day to a lot of people," said Laurie, "but Oh Boy, is it ever a wonderful day for my sister! (age 11). She was skating this morning, and when she came in at noon, she was all smiles and fluttery, you know the way girls get. And d'ya know why? She fell down when she was skating, and A BOY helped her up!"

Dashed Hopes

During intermission, the two seven year olds were discussing the various acts in the ice-skating extravaganza. "I hope they have some more funny ones," said Bruce. Then pointing to the program, he said, "Here's one that oughta be good. It's fishin'-sailin'". The program, however, listed the one he referred to, as Fashion Salon.

Poor Kids

Recently a mother bringing cocoa and cookies to her little girls and their friends who were playing with dolls, noticed that all the dolls had their heads wrapped in white. "It's too bad about our children, isn't it mother?" said Wendy. "The poor kids have all got ringworm, whatever that is."

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extend a warm welcome to the delegates and express a sincere wish for the success of the 1951 conference of the Federation of Quebec Home and School Associations.

A. LESLIE PERRY

ARCHITECT

MONTREAL

(Continued from page 4)

children gain more skills with their hands while designing them. Songs frequently follow the play. Other children now give oral reports and show the clippings, models, etc., that have been unearthed for this particular study. Several in the class show their booklets and discuss each page with the audience. Some girl or boy may give a concluding talk. Visitors, who see such a demonstration, leave with an awareness that the class has really gained new knowledge, new skills and new abilities.

During the week of culmination we have dozens of inter-class visits so that each teacher and her class may see as many other enterprises as possible. If the visiting teacher's enterprise is over one can always tell by "the cat that swallowed the canary grin", and the almost reckless abandon with which she sits down in the room in which she is visiting. And well she might . . . because enterprising is hard work and keeps on one's toes both mentally and physically, for getting new and original ideas and supervising the whole project is not an easy task.

We find that many people outside of school are glad to help the teacher. One of our teachers contacted a trade commissioner from another country who was delighted to learn that Canadians were studying about his homeland. He gave her a special interview and much material for her subject. A man in the paper industry sent another class the most marvellous materials dealing with pulp and paper. A textile man sent up a bronze roller used to make printed cotton and samples of every stage gone through before the final material is completed. In studying the subject "Money", a Grade III class was able to have a splendid collection of old and foreign coins because of the interest in the children's homes. Many firms, consuls, railway lines, etc., are more than willing to help the teacher, because they are greatly impressed when they learn that education today isn't confined to the three R's.

In this article I have tried to give a concise picture of our system of enterprising. We find that the basic class-work is not disrupted as some people expect, the limits for the various subjects being covered as usual. In my view, however, enterprising on a large scale should be confined to five or six weeks, although on a much less elaborate scale, it should be carried on throughout the school year.

Once the subject is chosen, the class work can be built around this centre. It is just as easy to use this point of interest for Silent Reading, Arithmetic, Composition, Choral Speech and Art as to use several different topics. We find that the children's interest is held better while working on a project rather than changing interest continually.

There will always be different opinions concerning the Enterprise Method. But as far as our schools are concerned we have found it most successful.

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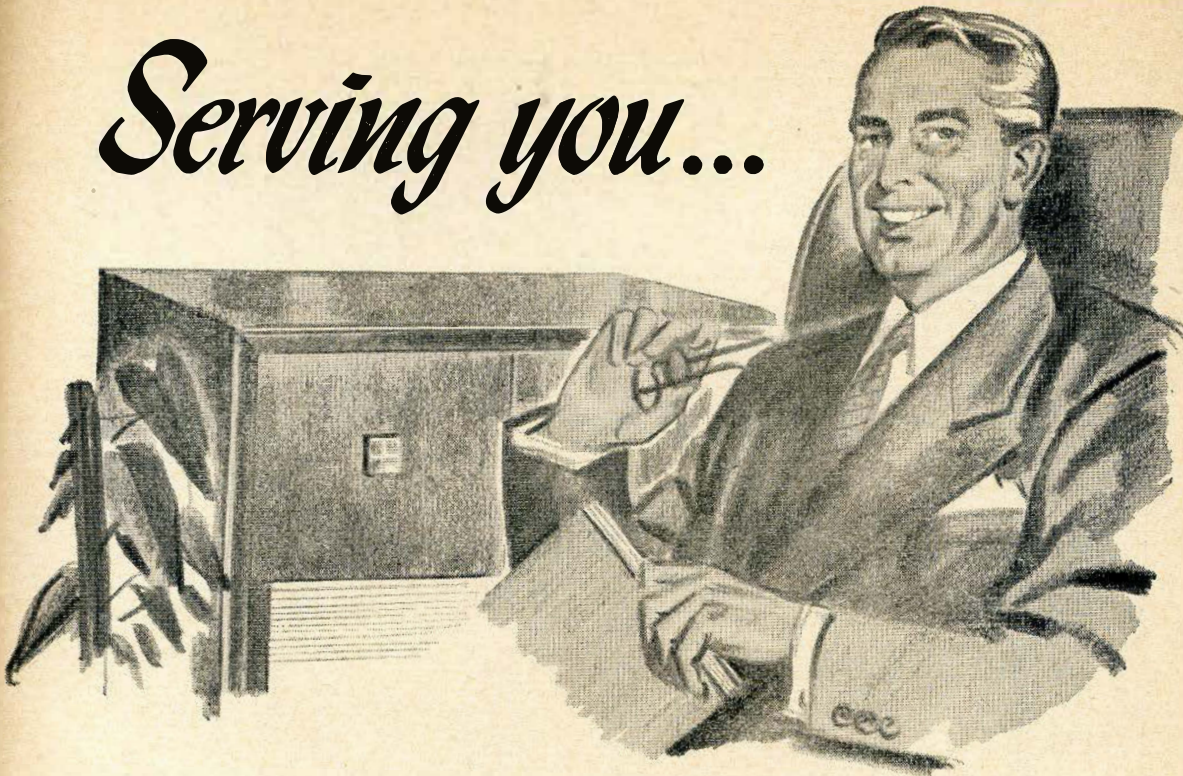
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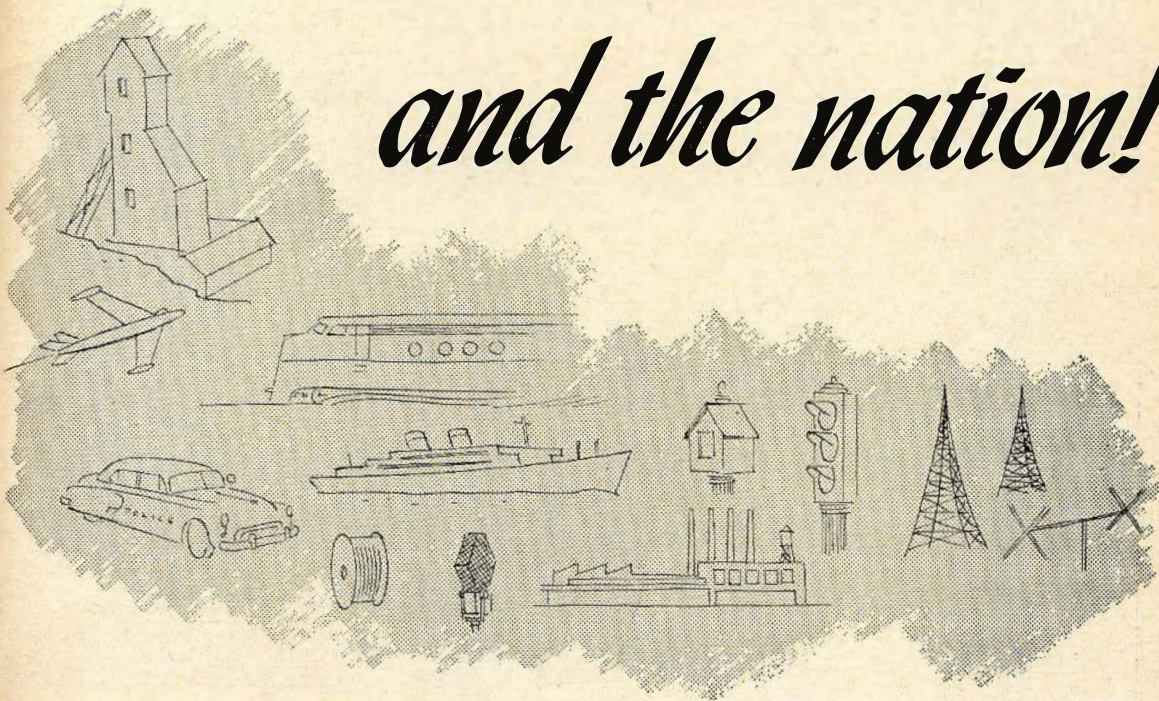
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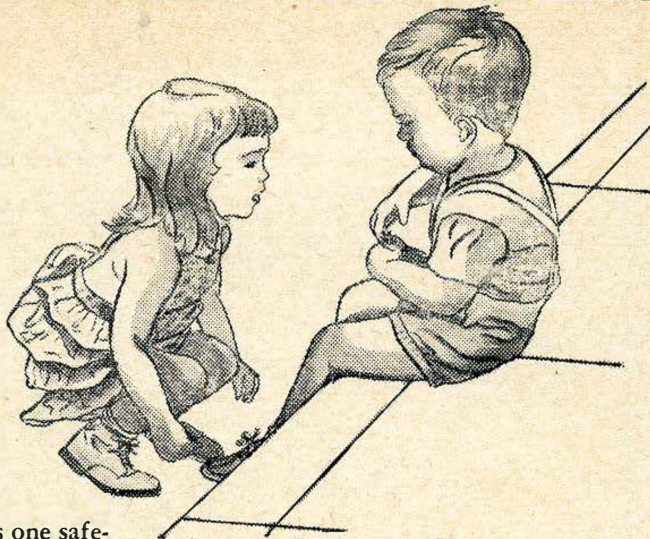
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PASTEURIZED laundry is one safeguard against infection — contagion — contamination. Wherever children congregate the ordinary children's sicknesses must at times enter in — colds, measles, chickenpox, scarlet fever, whooping cough. The thorough PASTEURIZATION of ALL children's laundry is one precaution ALL parents can take. It is a Home Family Laundry service which costs not one cent more. You owe it to yourself, your children and their school.

THIS COUPON IS WORTH ONE DOLLAR

So anxious are we to further our campaign for PASTEURIZATION — so eager are we to have you know Home Family's extra care and extra service, that we are offering you ONE DOLLAR OFF your first week's Home Family Laundry service. Just telephone us to have our driver call. Fill in your name and address on the coupon below. Give it to our driver with your first bundle. In the next day's mail you will receive a credit note for \$1.00. When our driver delivers your laundry thoroughly washed, perfectly ironed and properly PASTEURIZED, present your credit note and he will accept it as good for \$1.00 CASH against your bill.

\$1	<p>GOOD FOR ONE DOLLAR</p> <p>Fill in your name and address below. Present this coupon to our driver with your first bundle. You will receive a Credit Note for \$1.00 against your first laundry bill from Home Family Laundry, Inc.</p> <p>Name.....</p> <p>Address.....</p>	\$1
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Launderers — Cleaners — Dyers
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