

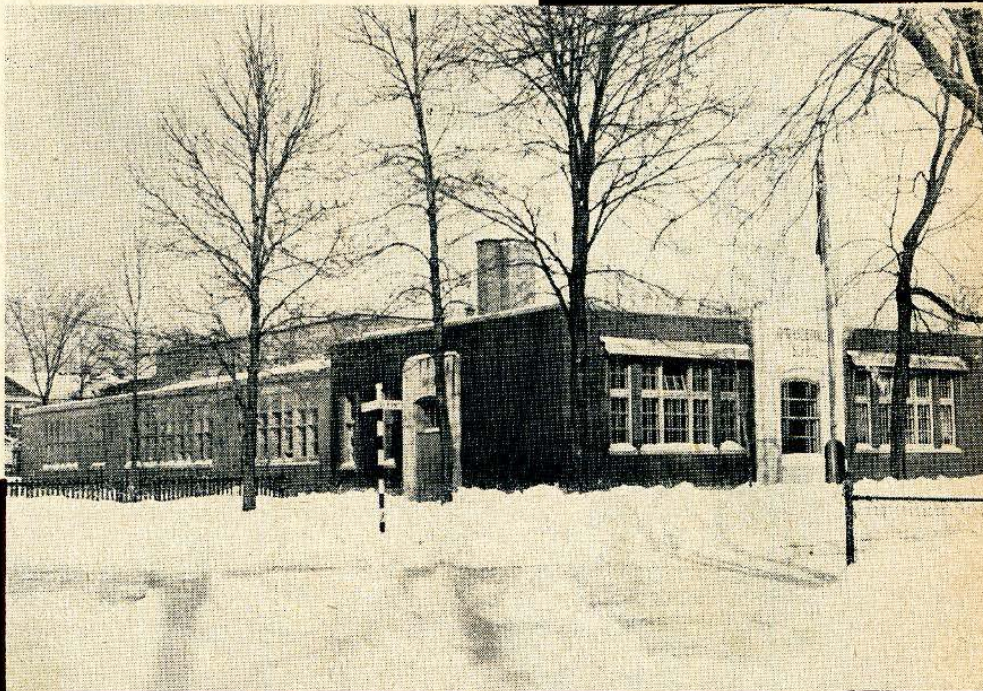
# Quebec Home and School

PUBLISHED MONTHLY BY

THE QUEBEC FEDERATION OF HOME AND SCHOOL

*McMasterville  
School*

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VOL. IV, No. 4

MONTREAL, QUEBEC

JANUARY, 1952





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# QUEBEC HOME AND SCHOOL

*Published Monthly by*

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS  
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## *New Year's Resolution*



Mr. L. M. CLARK

Each year on New Year's Eve as the clock strikes twelve and the bells "ring out the old, ring in the new" our minds involuntarily turn to sobering thoughts. Even in the gayest of parties as the singing of Auld Lang Syne ushers in the New Year we become aware of the drama of the moment. A chapter has been completed and the unwritten pages of the New Year stretch out before us. What will those pages mean for us? Where will we be a year from now? It is only natural that such wonderings should give way to the resolve that we shall live a fuller, richer life in the coming year. That a year from now shall find us with a greater record of achievement, with more accomplished.

It is human to fail to keep resolutions. We start out resolute but it is easy to forget as time goes on. Life and experience teaches that only the few reach their goal. Nevertheless, it is good to resolve. We are the better for having thought on it and the

few steps taken in the right direction will leave their mark upon us—a good mark.

Parents may, perhaps, resolve in the coming year to know their children better, to spend more time with them, to participate with them in common projects so that the line of communication may not be broken and they may better understand their children's point of view. A closer companionship with son and daughter will pay dividends. The needs of disciplinary measures will decrease and the family bonds will be strengthened. It is good to remember that the film of childhood can never be run through for a second showing.

Teachers may perhaps pledge themselves to increase efforts so that the end of the term will bring that satisfaction which comes from the knowledge that they have done their best to develop the minds and characters of the children who have been placed in their care. The eager searching of young minds will be the reward.

As Home and School members and as citizens we may perhaps resolve to play a more active part in our Association, in its activities and undertakings. To learn more

*(Continued on next page)*



about our school, to get to know our neighbors better and, through common endeavour with the group, bring benefits to our children and our neighbor's children, is a worthy endeavour.

Home and School Association officers may resolve to plan programs with greater care, to strive to obtain greater participation by association members, to be better leaders in a democratic association and to leave the

association the better at the end of the year for having been in office.

These are some of the thoughts which may pass through our minds. We will not all have the same thoughts but each according to his way will make his own resolve. May the world be just a wee bit better because we have so done!

L. MOWBRAY CLARK, *President.*

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

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

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

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

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

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

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

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

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

*School Education:* Miss Ruth Low, 4 Bedbrooke Ave., Montreal West.

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# BLIND SPOTS IN PARENT-TEACHER RELATIONSHIPS

JOHN PERRIE

*Principal, Willingdon School*

The Grade V teacher was quite well pleased with the progress of her history lesson until one of the boys failed to recall who wrote the Declaration of Independence. Not to be daunted, however, she promptly assigned the lad the task of learning the correct answer for the next day, but even then the youngster was still unable to give her the desired information.

Obviously here was a situation that could not be allowed to continue any longer. The boy's father was summoned for the following morning. When the father appeared, the teacher called the boy out of the classroom and in front of the parent asked him again who had signed the Declaration of Independence. The boy hung his head and remained silent. Even a second and third repetition of the question brought no response.

Finally, the father asked the teacher to allow him to handle the situation in his own way, and, turning to his son, he took him by the lapels of his coat, shook him mildly and said:

"Come on now, did *you* do it?"

The story just related illustrates a kind of parent-teacher relationship that not so long ago seemed to be all that each expected of the other. Teachers went about their business without giving too much thought to the parent's role, and parents obligingly left the teacher alone and came to the school only when they were summoned to reinforce the teacher's efforts. There was, of course, the occasional teacher or parent who took a more radical view of his respective responsibilities, but, by and large, the pattern was a fairly common one.

It would seem hardly necessary, particularly in these columns, to point out how drastically our opinions upon parent-teacher relationships have changed. Perhaps no more striking an illustration of the change could be found than the frequent appearances of articles of this kind, in which each member of the partnership, for that is what the parent-teacher relationship is recognized to be, feels free to offer frank but friendly comment upon the other. It is because of this growing spirit of give-and-take, which augurs so well for the future of the home and the school, that I agreed to set down a few of

the qualities that teachers consider important in parents. My observations are not being made in any order of significance, nor do I make any claim to comprehensiveness. It is rather a random listing of teachers' thoughts on the matter.

At a recent staff meeting several teachers expressed the hope that some way might be found to make the father more interested in his children's progress at school. Their point of view is representative of a feeling held by many teachers, particularly at the elementary school level. Father is all too often conspicuously absent from discussions of school matters. The fact that this is so common as to be almost the normal reaction of fathers does not make it any more justifiable, nor are the reasons usually advanced to explain it sound enough to warrant such a general acceptance of the pattern.

The proportion of women teachers in elementary schools is much higher than it should be. If in addition to this undesirable state of affairs in our schools, educational questions in the home remain too exclusively the mother's concern, children are obviously in danger of being unduly influenced and dominated by women. This is true of both boys and girls, and the harmful consequences are felt by both, but it is particularly serious for the former. School becomes too closely associated for many boys with effeminacy, and this has an adverse effect upon their interest and their progress. If Dad would only show in a more tangible way that he is interested in what goes on in school and considers that aspect of the life of the community important, boys would inevitably give it greater prominence in their scale of values.

There are some situations in which father's increased interest and influence could result in another incidental but equally significant gain for the cause of education. Discussions of school matters might under his leadership assume a more dispassionate and less emotional tone. He could bring to a consideration of school problems that stability and objectivity which has kept his commercial and financial undertakings from floundering upon the rocks of tension and emotional conflict.

*(Continued on next page)*



## BLIND SPOTS, con't

Some psychiatrists and sociologists view with alarm the changing cultural pattern that has made the North American female so dominant in family life. They express deep concern over the increasing degree of effeminacy which is shown by each succeeding generation of males. Their observations should be studied seriously by us all and should serve to emphasize the responsibility that fathers have to the culture, in devoting a greater proportion of their time and interest to the home and aspects of living that are closely associated with it. Schools, churches and other community organizations are just as much in need of the contribution that men can make as are the factory, the office and the store.

It is fashionable nowadays to hold up European educational systems as models of thoroughness and scholarship which Canadian and American schools would do well to emulate. This comparison may in some respects be simply the common tendency to think that distant fields are greener, but undoubtedly some fundamental differences do exist. It is perhaps not mere coincidence that in European society men take a much more vigorous interest in the home, the school and the church.

Could it be that North America has not yet fully emerged from the pioneer era, psychologically speaking? Are we still putting an unhealthy emphasis upon opening up new frontiers? If so, then let us face facts. For a highly industrialized nation in 1951, a covered-wagon type of psychology, which entrusts the home and the schooling of the young to the women folk, is dangerously inadequate. This is not a plea for the abandonment of visions of future greatness, but simply a reminder that we must provide for the consolidation of material gains already made and give depth, stability and security to our institutions. Men have a part to play in this phase of our national life, too, and should prepare themselves psychologically to discharge those responsibilities that the male accepts in other more mature cultures.

Just the other day a social worker dropped in to see me and in the course of his visit told me of two boys in another school who had been badly beaten in a family brawl. My mind flashed back to Norma, Peter, Barbara, Raymond and many other former pupils who never had the slightest chance of succeeding in school because of the instability of their homes. Their cases

were extreme, it is true, but they serve to point out what every teacher soon learns and that is how deeply the emotional climate in the home effects a child's progress in school. It has been aptly said that a child does not leave home to go to school; he takes the home to school with him.

Obviously all homes cannot be equally happy, but many of those that are not blessed with happiness could be made more stable and secure than they are. Many a teacher wishes that parents could have an opportunity to see at first hand in the school the harmful consequences of parental failure to provide an adequate feeling of security in the home. Freedom from tension and from emotional stress and strain is one of the most basic needs children have. It is therefore incumbent upon parents to use all the intelligence and self-control they can command to keep tension and unhappiness from exercising their destructive influence upon the personality of the children. Certain parents may be emotionally and mentally incapable of resolving their conflicts, it is true, but every teacher of experience knows of many families where the extreme tension that prevails could be reduced substantially by the application of determination and intelligence to the solution of their family problems. Parents who, with effort, are capable of improving the emotional climate at home and fail to do so, are guilty of negligence which is nothing short of criminal.

One characteristic of a stable home is that children know that Mom and Dad are of one mind in matters of policy. Sharp or obvious differences of opinion between the two parents add materially to a child's sense of insecurity and uncertainty and constitute an open invitation for the child to play one parent off against the other to satisfy his wants or indulge his whims.

A similar lack of unanimity between parents and teacher is equally likely to have an adverse effect upon a pupil's happiness and progress in school. Teachers cannot function efficiently in the classroom if they suspect that the home is not likely to support them in the event of a problem involving a pupil. Admittedly teachers must do all that they can to merit such support, but I see no evidence that as a group they are more guilty of betraying the confidence placed in them than any other cross-section of society, including parents themselves.

That being so, just what do teachers expect from parents in the way of under-

*(Continued on page 18)*



# SCHOOL HEATING

A. LESLIE PERRY, *Architect*

A subject of interest to school boards contemplating new building, whether it is an addition or a completely new proposition, is the type of heating to be used. Most of the members have had experiences good and bad with other buildings and are anxious to avoid the same mistakes or benefit by satisfactory systems.

Roughly speaking heating systems are divided into three types:—1. Convection using radiation. 2. Warm air. 3. Radiant.

The first group is the one used most frequently and this group has many variations some having drawbacks that a building committee will wish to avoid. For instance, the heating medium is often steam and this, in the opinion of most architects, is unsuitable due to the difficulty of controlling temperatures, because when heat is required the radiators immediately produce a temperature of 212 degrees. Obviously in mild weather there will be long intervals in which the radiators are cold then suddenly they are so hot that they cannot be touched. This results in drafts due to undue stirring up of the air and discomfort due to over heating for those sitting near the heating unit. Strange to say the use of steam is common in the United States where the climate is milder than Quebec and therefore a more flexible system is logical. The exposed piping is a hazard as children could be badly burnt by touching them so that insulating covering must be resorted to and this again must be covered with metal to protect the soft insulating material, all of which is expensive. There are methods of reducing the temperature of steam by creating a partial vacuum in the pipes but such a method requires the use of complicated machinery that is difficult to maintain. Such a system only attempts to provide what water gives without difficulty.

Hot water is therefore the logical medium to use for school convection type heating. This permits of a complete range of temperatures controllable at the radiators and the boiler to suit outdoor conditions. The heat is distributed to radiators by supply and return pipes through which hot water is pumped. There is a single pipe system where the single main has a resistance fitting at each inlet to a radiator so sized that the correct amount of water will be diverted. Such an arrangement reduces piping costs

and requires no attention when once it is balanced.

The choice of radiators is important. There is no doubt that cast iron radiation extending the whole length of a room below the windows gives the most comfort and is the easiest to keep clean. There is considerable radiant heat because of the large expanse of heated metal and this compensates for the radiant cooling caused by the large area of glass in modern school rooms. There are also concealed fin type radiators that are commonly used and these are in cabinets or at the baseboard where they are only about 12" high and run the whole length of the room. Such units look well but have practically no radiant heating output and are difficult to clean because the metal fronts must be taken off by removing screws to get at the dust which accumulates like a blanket on the fins. Neglect of this housecleaning reduces the efficiency and provides a perfect place for germs to breed.

For economy of fuel all heating systems should have individual room or zone controls so that full benefit can be had from the sun of the windows. To provide this a central pneumatic system is the best, — individual bellows operated valves not being successful.

The second group makes use of heated air and is particularly satisfactory for small schools. In this type air is heated by a hot air furnace and is distributed by fans through ducts to the rooms. Other ducts pick up the cooled air and return it to the boiler. With such a system it is simple to take in fresh air as desired removing the

*(continued on next page)*

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dust with filters. The usual place for the return ducts is below the windows to catch the cold air dropping from the glass and thus prevent draughts on the children's feet. One excellent method is to return the air through masonry ducts below the floors to a central plenum chamber below the corridor. In this way the floor becomes a radiant heating unit with considerable advantages. Control is achieved by the use of motorized dampers that shut off the air supply as required by individual thermostats.

The third method of heating and the newest and most interesting is Radiant Heating. While we refer to this as new it is actually the oldest because the Romans made common use of this system for their public baths. It is only in the last few years, however, that radiant heating has been used in schools.

This is a method of heating walls, floors or ceilings which areas become large heating units emitting heat that goes directly to bodies at a lower temperature without heating the air through which the heat passes. In practice, pipes are bedded in the plaster of the ceilings or in the concrete of the floors and hot water is pumped through them. The placing of pipes in the ceiling is the best method as a hot floor in severe weather causes some discomfort. The writer has built five schools that are radiant heated and there are definite advantages of this method over all others. First there is the reduction in cleaning costs. There are no radiators to clean, nor do the walls get dirty.

There is added comfort as the moisture is not removed from the air to the same extent as with the other methods and when windows are opened there is not the violent inrush of air because there are practically no convection currents, the temperatures at the floor and ceiling being within a couple of degrees of each other. Last but by no means the least advantage from a school board's point of view is the fuel economy, a saving of something like 25% being a fact.

The newest development in radiant heating is the use of electrically warmed unbreakable glass panels that are placed below the windows. This is heating by infra-red rays using those that are not visible (black heat). Numerous schools in the United States have been successfully equipped with these units and the cost of operating is not excessive. Unfortunately, our power companies do not look on this system with favour so that no schools have been equipped so far.

## BANCROFT

We had a real treat in store for our members at the first general meeting of our Association on October 24th, by having as our guest speaker Dr. Norman Viner, Neuro-Psychiatrist. His topic was "Your Child's Emotional Health and Yours" and his approach to the problem was based on the question, "Shall we help the parents first?"

Our Child Study Group sessions are well under way with Mrs. M. Aronovitch as their very able leader.

We are planning an informal meeting on December 4th of the kindergarten children's parents and teachers to discuss the various problems which arise among the children between the ages of 5 and 6. This discussion will be led by an experienced member of the Parent Education Committee. During the season we hope to have similar meetings with other grades. For the 7th grade only, we are presenting on January 16th, 1952, the film, "Human Growth". The commentator will be Dr. Solomon Gold.

We have to date (Nov. 13th) a paid-up membership of 405, thanks to the wonderful co-operation of our principal, Mr. John Muir, his teaching staff, as well as our capable membership chairman, Mrs. Zinman and her committee.

Our greatest problem this season is "Traffic". The members are so concerned over the safety of their children due to the congestion of traffic at the Villeneuve and St. Urbain intersection, with no lights or traffic officer to guide the way, that we are planning a meeting with the various schools and agencies in our area whose children are directly affected by this problem.

At our meeting on November 27th, we were fortunate in having as our guest speaker, Alfred Pinsky, well-known Montreal artist and art teacher who spoke from practical experience as art teacher at St. George's School, the Iona Home and School Association and private groups. His topic was "Children's Art is More than Picture Making". He illustrated his talk with two short films—"The Beginning of Picture Making" and "Making Pictures at the Gang Age."

The three art scholarships which we are sponsoring and which were granted to the three most talented students in art, are showing considerable promise as reported by Dr. Arthur Lismer of the Montreal Museum of Fine Arts.



## **Here's an Idea!**

### **A CHILDREN'S BOOK CLUB!**

This is such an interesting way to encourage children's leisure reading!

Let's try to have at least one club organized by each association.

Details regarding this project are being mailed to our affiliated associations — let us know if your copy has not arrived by mid-January.

Begin work on this worthwhile enterprise now — and don't forget to tell us about it!

MRS. FRED WILLOWS,  
*Children's Reading Committee.*

## **POLITENESS A LOST ART**

In those days, under the direction of parental authority, children kept their places, regarded their instructors, and observed all the little acts of civility which throw a charm around the family circle. Not so now. Rudeness characterizes all their movements at home and in school. With their heads covered, they lounge about the house, intrude themselves into company, interrupt conversation, dispute with superiors, and make themselves disagreeable in every way. At school the bound and scream which follow the word of dismissal remind one of incipient savages; and in the streets the teacher may not expect from boys, as a rule, respectful attention and courteous behaviour, but rather insulting words, and even snowballs or mudballs if they chance to come in their way.

Educational Record, July, 1882.

### **ROWAT, VANVLIET & TALPIS NOTARIES**

G. L. VANVLIET  
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### **And How!**

The boys were lying on the living room floor looking at the newspaper pictures of the princess. "Who are all those old men around the princess all the time?" asked Brian. His small sister who as usual was rubbernecking, said quickly, "Oh, those are the extinguished guests!"

### **Och!**

Ian came home from a neighbour's where he had spent a couple of hours. "Boy," he said, "did we have fun! We all played the piano, and can Mr. Stewart ever play! He played a lot of Scotch songs for us. The one I liked best was, 'The cannibals are coming!'"



# FEDERATION HIGHLIGHTS

*From meetings of the Board of Directors and the Council of Representatives held since the Annual Meeting*

**June 11, 1951:** New Directors were introduced and chairmen of Federation Committees were appointed... Mrs. G. B. Clarke, *St. Lambert*, named head of the *Parent Education* committee, replacing Mrs. Woolgar who has moved to Vancouver... Dr. E. C. Powell of *Lachine* will lead a new committee to study changes in the Education Act, the law governing schools in our Province... Mrs. Richardson, *Hampstead*, was re-appointed Editor of the magazine, and William Petty of *University District* as Director of HOME AND SCHOOL ON THE AIR... Final affiliation was granted to the following new Associations: *Dorval, Huntingdon, Knowlton, Mackayville, Lake Megantic, and Quyon*... *Summerlea* Association, in *Lachine*, received provisional affiliation.

**September 10:** Mr. Cumming, *Verdun High*, reported on the Canadian *Citizenship* Conference in Ottawa which he attended as our delegate... The following Associations were granted final affiliation with the Federation: *Pinehurst & East Greenfield, Lennoxville & Ascot, and Summerlea*... Provisional affiliation was granted to *Highlands* Association in *Ville Lasalle*... Douglas C. Borden of *Mount Royal High* reported on plans of his *Traffic Safety* committee, which include publishing a Safety Manual and putting on a special program at a large number of our Associations this year... Mrs. Walter M. Hick of *West Hill* was appointed to lead the new *Publications* committee.

**Council of Representatives, September 12:** This special meeting unanimously endorsed the action of the Directors in making new publishing arrangements for QUEBEC HOME AND SCHOOL magazine, on a paid subscription basis... Procedure for the subscription campaign was agreed on.

**October 15:** Mrs. H. Shulman of *Baron Byng* was appointed chairmen of the *Community Influences* committee, with Mrs. John Scott of *University District* in charge of sub-committee on *Student Recreation*... Rev. Maynard W. Booth, *Mount Royal High*, named Subscription Manager for our magazine... Dr. Evelyn Grieve of *Willingdon* and Dr. Powell reported on the annual meeting of the Canadian Home and School and Parent-Teacher Federation, which they

attended in Halifax as our delegates... It was resolved that we offer our support to the Provincial Association of Protestant Teachers in their campaign to improve the *status of teachers*... Advance reservations will be made at the Windsor Hotel, Montreal, for the Federation's *Fifth Annual Conference* on May 9 and 10, 1952... It was resolved that we again sponsor an *Art Contest* for school children, similar to the very successful one of three years ago, under the leadership of Mrs. Paul Weil, *University District*.

**November 12:** The President announced that Ernest W. Crowe of *Montreal West High* has accepted appointment as chairman of the 1952 *Conference* Committee... Three new Associations were granted affiliation with the Federation: *Beebe, Granby, and Van Horne* (Montreal)... Dr. Grieve, Dr. Powell and Mr. Price were named as our three representatives to the national Home and School organization, with Mrs. Fred Willows of *Beauharnois* as alternate.

**Council of Representatives, November 17:** The President reported on activities of the Federation since the Annual Meeting, and stated that we now number 110 Home and School Associations, with a total of some 14,500 member families... Mrs. Paul A. McClelland, president of the York County Regional Council, Toronto, was introduced and spoke briefly... Following Mr. Borden's report on the work of the *Traffic Safety* committee, it was agreed that we join other interested bodies in Montreal in urging the City Council to take action on such points as better control of traffic in school zones through employment of adult monitors. The meeting also adopted a resolution presented by *Bancroft* Association to the effect that the Federation be authorized to call a meeting of representatives of all Associations in the Montreal area to discuss courses of action, if the committee's approach to the City of Montreal is unsuccessful... Mrs. Willows reported for the *Children's Leisure Reading* Committee, with particular reference to Young Canada's Book Week... Mrs. Clarke announced that 23 *Child Study* groups are now in operation in our Associations, with trained leaders provided by the *Parent Education* committee... Demands

*(Continued on page 19)*



# OUR CHILDREN IN TOMORROW'S WORLD

by S. R. LAYCOCK, Ph.D.

Dean of Education University of Saskatchewan

Toronto; Ryerson Press, 1951. 38 pp. 60 cents

For home and schoolers who heard Dr. Laycock give this series of eight talks on the National Network of the Canadian Broadcasting Corporation last season and for those who wished they might have heard him, this printing of the text of the talks is timely. Dr. Laycock, drawing on his wide experience in presenting material of this kind in an informal way, is always a thought-provoking speaker. The opportunity to ponder his suggestions at leisure, to discuss and share them with others is valuable.

The little booklet, 38 pages (an attractive length to parents busy with the children in today's world) covers such topics as "The New Team Spirit—Tolerance Won't be enough"; "Adjusted Wage-Earners—Careers Begin in the Cradle"; "Family Partnerships—Home Values Will Change" and "Tomorrow's Leaders—Today's Training Counts". There is an appendix with suggestions for discussion and reading references for those who are stimulated to think for themselves. This is the end that Dr. Laycock has in view. He says "You'll need to co-operate with other parents in studying children's needs and children's development at each age . . . You'll need to co-operate with other parents to try to see that your community has the kind of school . . . and recreational agencies which'll help children to grow up in a wholesome fashion . . . Taking the trouble to train children for tomorrow's world is a big job—but wouldn't you say our boys and girls are worth it—and that they deserve our intelligent help and guidance?" Seems to me, as a parent and worker in discussion groups, that Dr. Laycock, the C.B.C. and the Ryerson Press have united to do our Parent-Education Committee a service. How better can you "co-operate with other parents in studying children's needs" than in being a contributing member of one of their groups? What about it?

THELMA M. AYRE.



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## Children at Home



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

Mrs. J. F. Ware,  
15 Heath Rd.,  
Montreal 29, Que.

**Question:** "What do you do when boys and girls reach the age of 13 or so and don't seem to know how to be at ease with each other? The age when boys think that dancing is sissy. They want to be with girls, go to mixed parties etc. . . . but the problem is how to organize their activities?"

**Answer:** There are ways to be helpful if you can convince your child that that is exactly what you intend, to be helpful; not to intrude, not to dominate; and, above all, not to criticise their friends.

Like learning to ride a bicycle, the child wobbles dreadfully at first and welcomes an adult hand on the bars, but he can't really learn until the parent lets go and he experiences the satisfaction of keeping his balance alone. The parent's role is to provide the bicycle, to stand by for a time and then treat the bruises that may occur.

This is an exciting stage in a child's social growth. He or she looks forward to mixed parties with a combination of eagerness and fear and mulls them over later in endless conversations. During the actual get-together, their behaviour probably varies between pathetic inertia and meaningless horse-play. But this is, nevertheless, a part of the process of learning social deportment.

Like all learning processes, there is a recognized pattern. First, your child must reach the stage in his own development

**A. LESLIE PERRY**

ARCHITECT

MONTREAL

when he wants to mix with the opposite sex. You cannot force him ahead and you should not hold him back. Girls are often more advanced than boys of the same age, but there are wide differences in individuals.

Another principle in learning is that it requires opportunity to practice and experiment. Parents can be most helpful in this area. The Y.M.C.A. and the Sunday Schools are also aware of this need and are trying to meet it with badminton parties, swimming parties, sleigh rides and so on. Suggestions for games and activities by the younger leaders of such groups are generally more acceptable than those of parents. After all, we are another generation.

The degree to which you may help your child through the emotional crises that social experiences create depends on how well you have maintained a trustful relationship. Does he still come to you with his successes in winning friends, or his hurt feelings at being left out of some important event? He will if he knows he will be treated with respect, not ridicule or misunderstanding.

In addition to respecting your child as a person, a father can help his daughter by making her feel attractive and lovable to his male eyes. And a mother can add to her son's self-confidence in his ability to meet social situations with ease.

Through it all you need to remember that this process of learning to be an adult does not go forward at a steady pace. There are hesitations and stopovers, and your pride in one day's performance may be wiped out tomorrow by a startling return to behaviour more typical of an 8-year-old.

To improve your own understanding of the stresses and strains of this particular age, you might read such books as: "Do Adolescents Need Parents?" by Katharine W. Taylor; or "Grow Up and Live", a Pelican Pocket Book by Chesser; or "Teen Days" by Frances Bruce Strain. These last two books are addressed directly to young people but they contain wisdom for parents also. And do we ever need it!



## INDUSTRIAL ARTS IN OUR SCHOOLS TODAY

ORVILLE E. WHITE, M.A., B.ED.  
*Verdun High School*

Our civilization is characterized by its industry and great creative capacity. It is distinctively an industrial age and as such is largely dependent upon science, invention and individual skills. The general education of every public school pupil—his cultural development—is incomplete without certain definite understandings and appreciations regarding manufacturing and its hosts of workers. Industrial Arts as an educational field makes this desired contribution to the pupil's development. It concerns itself with the aesthetic and economic values of materials, with basic processes of manufacture, and with certain positive gains in individual competence and assurance in the use of common tools, devices and machines.

The young citizens that now throng our classrooms will be workers and producers tomorrow, whether in commerce, professional pursuits, public service, manufacturing, sales or other vocations. Irrespective of their ultimate goal, these basic understandings and skills will be most valuable to them.

Never before in the history of education has there been so much stress placed upon practical activity as there is today. Sense-training in the Nursery; play methods and activity programs in the Primary School;

hobby groups, arts and crafts, industrial arts in the Secondary School; Youth Clubs and Evening Institutes; occupational therapy in Clinics and Hospitals—all point to the fact that a new educational tool has been discovered, challenging reading and the lecture which were the supreme tools of instruction until recently.

Many of our present Home and School Association members will remember the Sloyd and Manual Training courses which were offered to them during their own school days. The emphasis then was on the use of hand tools on wood alone. Parents visiting our schools now, or taking the evening courses sponsored by the Association, are amazed at the changes that have materialized in the shop departments.

The old dingy basement workshops have given way to the new, with florescent lights, large windows and the generous use of color in the technique of the modern industrial safety program of "Color Dynamics", whereby machines, walls, floors and fixtures, are painted to emphasize certain features, to enliven the area and to make it definitely more interesting and safer to work in. Groups of machine tools catch the eye, but hand tools are still there, and in even greater number and variety. Not only woodwork, but also metalcrafts, electricity and automotives, with drawing and even printing are provided in the broadly explorative courses of the new Industrial Arts program.

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## McMASTERVILLE ENLARGES ITS SCHOOL

In order to keep pace with a rapidly expanding population in and around McMasterville, the Protestant School has recently been enlarged at a cost of about \$108,000. Built onto the three-room brick school, that had served the community since 1929, the new school now consists of a total of five classrooms, a home economics room, an auditorium, a teacher's room, a principal's office and a library.

The auditorium, which seats over 400 people, and the adjoining home economics room, were especially designed and located for use as a community centre. The auditorium is provided with a well-lit and spacious stage under which are located showers, lavatories and dressing rooms. A public address system is provided and the floor is laid out either for basketball or badminton (2 courts). The home economics room is equipped with two electric stoves, an electric refrigerator and a home-size kitchen and has already been used on numerous occasions for preparing refreshments for groups using the auditorium.

Each of the new classrooms is equipped with a "project corner" complete with table, cupboards and running water and wash-room and lavatory facilities are provided in each of the primary rooms.

The new school was officially opened on Nov. 10, 1950 by Mr. C. A. Kirkegaard, Chairman of the Board some twenty-five years ago. The guest speaker for the occasion was Dr. W. P. Percival, Director of Protestant Education for the Province of Quebec. Among the platform guests present were Mr. T. W. Smith, and Mr. F. Bindof, who had been respectively Chairman and Secretary-Treasurer of the McMasterville Protestant School Commission when it was first formed in 1915. At that time the school had consisted of a small one-room building which had been erected at a cost of \$2,700.

Much credit for the planning and erection of the new school is due to the present School Board and particularly to Mr. P. C. Constable, who not only has been Chairman of the Board since 1940 but who had also been Secretary of the Board for many years prior to that time. The contract for the new

building was let to Messrs. Fortin and Lamothe of Drummondville. The architect was Mr. F. Perry.

## WOODLAND

An evening of fun and games was enjoyed by the parents and friends of Woodland Home and School Association on the occasion of their fourth anniversary, which took the form of a County Fair.

The guests, in appropriate dress, participated in square dancing, and for a penny were able to have their fortune told and have a dip in the fish pond. Several games were played for which the winners received prizes.

The buffet table was centred by a huge birthday cake with four brightly-lit candles. Refreshments were served and every one voted the evening a great success.

## POINTE CLAIRE

*Elmer the Safety Elephant* was the feature attraction at the November meeting of the Pointe Claire Home and School Association. Elmer is the symbol for Traffic Safety, and in hundreds of communities in both Canada and the States, it has been shown that the Elmer Safety Elephant Campaign can cut child fatalities and accidents in half.

The main address of the evening was given by Mr. Van Guen, who explained in detail the steps which should be taken in Pointe Claire to make adults and children Safety Conscious. The Quebec Federation of Home and Schools, in conjunction with traffic and safety experts, has developed a detailed study of the ways and means in which the accident hazard can be reduced, and are prepared to assist local organizations in carrying out the Program.

Mr. John Eastveld has agreed to act as Traffic Controller for the Association. Mr. Eastveld will work in close cooperation with the school authorities, the Kinsman Organization, and Chief Paiement, in carrying out the Traffic Safety Program for Cedar Park School.

Mr. Williamson, member of the School Commission, addressed the meeting briefly. He explained the operation of the School Bus system, which this year accounts for \$10,500., representing one fifth of the total budget.

### **Artists! Get Ready!**

***There's going to be a contest!***

- Remember the Art Contest the Quebec Federation sponsored a few years ago? Well, they're doing it again! We'll tell you all about it . . . the title and the rules . . . in a later issue of this magazine.

***Watch for it!***





# Parents' Page

The Man of the House says he thinks there is a lot to be said for this idea of the family trying to speak only French at dinner, so the children will learn the language. Makes for a much quieter, more peaceful meal, he says.

## WAYS AND MEANS

There was once a mother who bought a new, higher stove because her little toddler was always trying to turn the keys on the old one. We presume that as the child grew, something happened about the situation so that stove buying, for the above reason, didn't become a habit. There was once another whose toddler was fascinated by stove keys and electric outlets. So for a few days, she made the child turn the keys and put the plugs in the outlets, under her supervision, until he got so tired of doing it, whether he wanted to or not, that in a week's time, the one thing he wanted to do was not to touch them. The second mother says she doesn't quite know what the moral of the story is, because that was five years ago and she is still using the same old stove, while her neighbour . . . oh well!

A parent reports overhearing the following conversation between her little seven year old girl and a friend. "Oh, don't talk to your children like that, Martha, even if they are only dolls. Use a smiley voice, like frinstance, 'Will you come with me now, dear, or pet, or sweetheart, or something like that!' Nice mothers talk that way to their children and it makes the children have a sort of good or happy feeling, and it seems comfier, sort of."

Remember, this year, to speak to your neighbour at Home and School meetings, whether or not you have been introduced. We definitely don't mean during the guest speaker's speech, but we do mean while you are waiting for the meeting to begin, or while you are having refreshments afterwards.

## POINT OF VIEW

Bucky, at ten years, is the youngest of four children. Mostly, he is well aware of the advantages of his position in the family, but now and again he finds it rather irksome. His friend Charles' mother was present when he was explaining some of his ideas to Charles. "Boy," he said, "I wish I didn't have one of these old mothers. They've had a lot of children and so they're learned all the tricks. If I had one of these young mothers, she wouldn't be sure just what to do, and you could get by with a lot more than you can with one of these mothers that have had a lot of experience. A young mother might say to do your work before you play, but you can coax her to let you play first, and then you don't have time to do your work, and so you get out of a lot of it. But these old mothers know better. It's 'work first, then play' they say, and they mean it, so you have to hurry up and do your work first before you go out to play. It is the same with everything; you're licked before you even start to try to fool them."

The children were sitting on the steps in the early dusk. Louise, good natured and a little bit on the heavy side, was one of them. Suddenly Diane said, "Oh, look at the thin, little moon!" "Poor thing," said eleven year old Gordon, "Louise musta sat on it!"

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# TEACH SAFETY, NOT TIMIDITY

Dr. HERMAN N. BUNDESEN

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A vigorous campaign is being launched to prevent accidents to children, since it has been found that accidents now head the list of physical hazards in the child world. (The reason for this, incidentally, is that various diseases which in their turn have ranked as Child Enemy No.1 have been brought under control. It does not necessarily mean that the accident rate has risen greatly.)

Naturally I approve of measures which safeguard childhood. But I suggest we give some thought to the best way of protecting our children in this particular instance. For years and years before accidents moved to first place in the child-enemy class, I have known too many mothers who lived in constant dread that their children might get hurt. The youngsters in these homes were continually guarded and warned. Hemmed in by forbidding walls of "Don't!" "Careful!" and "Watch Out!" they led narrow, cramped lives and were denied the normal play that brings healthy growth and development. Worse yet, they were thus cut off from the friendships young children need, and consequently they grew shy and secretive instead of natural in their relations with others.

I know there are many hazards to life and limb in a child's life today—especially, perhaps, in our cities, where heavy traffic and lack of open space in which to play are added risks. In our hospitals and clinics, we see every day the tragic results of accidents to children. I believe in taking every possible precaution to avoid such tragedies, of course, but let us not all of a sudden become overcautious. The boy or girl who grows up in an overprotected environment may be harmed just as much as the one who is hurt in an accident.

Actually, I believe there is a happy medium—a way to guard against accidents without being too obtrusive about it, and a way to make safety education a natural part of the child's whole development. To accomplish this result, however, the parents' own attitude must be a wholesome one. The mother or father who has a morbid fear of accidents will have more difficulty being reasonable about the child's safety than one who realizes that not every bump is disaster, nor every fall a fracture. The essence of a sane approach to safety, it has always

seemed to me, is an understanding that *some* accidents are inevitable, that *most* accidents are not serious, and that the precautions that need to be taken are those which seek to prevent severe injuries.

It is well for mother to remember, too, that children don't like to be hurt and will protect themselves whenever they can. Even the small baby learns quickly how to defend himself in a hazardous world. To me, one of the thrilling sights of babyhood is a toddler backing up to a stairway cautiously, on hands and knees, and lowering himself down the steps backward—safe from the headlong tumble that could easily follow if he tried to go down frontward!

Of course, a fall downstairs can be serious for a small tot, so mothers must see to it that there is a safety gate at the top of the stairs until the child has learned how to negotiate them by himself. But give the baby a chance to learn by permitting him to climb the stairs when you are there to watch. Once he has mastered the art, the gate represents unnecessary caution and need not be used.

Toiling up and down stairs will help develop sturdy arms and legs as well as a spirit of independence and self-reliance that is as important as strong muscles. It is wrong to deprive the child of these opportunities for normal development *after he is sufficiently advanced to make the risk of a bad fall remote.*

So it is with other hazards. It is unfair to keep a toddler in his play pen for hours at a time when he could be exploring around the house—not without some falls and bumps, of course, but with great benefit to his emerging sense of place and relationship. At this stage, mother's duty is not to follow Junior around, warning him of each new risk and picking him up after every tumble. Instead, it is up to her to remove the things that could cause serious hurts. A careful inventory of the household is necessary to make certain this has been done. Some of the more common hazards that should be looked for in every home may be mentioned here; 1. Tables and chairs that tip easily are "booby traps" for the very young. To the creeper or toddler, every piece of furniture is as sturdy as a mountain until it is proved otherwise. Frail pieces should be anchored against tipping or



removed. 2. Loose lamp cords can trip the baby and pull lamps or fixtures over on top of him, and exposed wall sockets can shock probing fingers. A table or chair in front of every electric outlet is an effective barrier to guard against these perils. 3. Ash trays and bric-a-brac are going to be picked up and examined, and glass or china pieces can break and cause cuts. When her baby is young, the wise mother selects these articles with an eye for safety as well as beauty, or else keeps them out of reach. 4. Drawers within reach of curious hands should be locked or wedged shut, so they won't pull all the way out and crash to the floor. Especially, drawers containing scissors or knives must be sealed against any possible invasion. 5. A classic kitchen hazard is the saucepan or frying pan that is set on the burner with the handle protruding outward. So many children have been badly burned by reaching for these handles and upsetting pans of scalding liquid that it is hard to understand how this still happens—yet it does, with appalling frequency. China and glassware on low, open shelves are also an invitation to disaster, and open cans with sharp, jagged edges must not be left about. 6. Especially when there is a curious three or four-year-old in the family, the bathroom medicine cabinet *must* be locked! Drugs that are meant for adults can be lethal for youngsters—and I have seen some dreadful lacerations resulting from Juniors' experiments with father's razor. Accidents like these are preventable, and hence inexcusable. 7. The small child can hardly be taught the perils of the street, and to stay in his own yard. Under the age of three or so, he should therefore have a fenced play space outdoors, where he can play freely without the possibility of danger.

I would also like to stress that children should not be allowed to stand in moving automobiles, or to perch on the edge of the seat, as they are inclined to do. A sudden stop can propel them into the windshield or against the knobs and projections on the instrument panel, with serious results, and this is the way many injuries to youngsters come about. Hold the little fellow securely on your lap, or strap him in a car seat. Bigger ones should sit well back on the seat.

As the child grows older, safety can be taught—but not by an endless succession of *don'ts*. For the resourceful parent, a positive rather than a negative approach nearly always will suggest itself. "It is better to carry the scissors like this!" is invariably more effective than "Don't run with those

scissors!" or, worse yet, "You're going to fall and cut yourself!"

He can be taught the proper use of matches, and allowed plenty of opportunities to strike them under safe conditions. (One family, for instance, allotted a bare space in the yard for building fires of leaves, and here the preschooler could light as many matches as he liked. He never burned himself, as do many children denied the use of matches, and hence impelled to strike them surreptitiously.)

Children of four and over can learn to cross the street only at guarded crossings, or to look both ways for automobiles and wait on the curb until it is safe to venture out.

Mothers and fathers who keep house safely, set a good safety example themselves and teach by suggestion instead of restriction, are doing all that can be done to protect their children from accidental injury. Beyond that point, I believe most American parents would rather risk an occasional fracture than have a girl who doesn't roller-skate or ride a bike, or a boy who doesn't climb trees and play football!

#### WILLINGDON

Willingdon's second, annual "Dad's Night" repeated the success of the first. Held Nov. 27th under the direction and chairmanship of Vice-President Stan Dale this stag get-together ran like clockwork. The male members of the Executive, led by President Archie Weightman, kept the promises of their invitation, "no speeches, no selling, no charge (except 15¢ for coffee and doughnuts)".

The program was an all-film one with excellent sports films being interspersed with a National Film Board reel. "Trappers of the Sea", representing the type of film seen by the children as part of their geography studies and The Bell Telephone's, "Ninety Horses", pointing up that lively need, traffic safety.

TCA's "Holiday On Snow" was a colorful travelogue through the nearby, snow-clad Laurentians; CPR's "Tackle Busters" showing bass fishing in Ontario had the many anglers' fingers itching for their rods; while Seagram's "Par Excellence" almost made the golfing duffers in the crowd give up the game in despair. Every film was a gem well worth seeing more than once.

Mrs. Bertrand and Mrs. Hough of the Executive saw to the making of the coffee but the senior members of the Willingdon Scout Troop sounded the call to "chow" and did the serving.



## BLIND SPOTS

*(Continued from page 6)*

standing and support when problems arise? First of all, teachers feel that parents should at least keep an open mind on the issues involved until they have the real facts. Secondly, these facts should be obtained at first hand and not simply accepted from pupils or other parents. Thirdly, differences of opinion should be discussed frankly and honestly between parent and teacher, with the pupil being present on some occasions, but not on others. Finally, every effort should be made at the parent-teacher level to reach an understanding that will not prejudice the position of either with respect to the child.

To many readers the wisdom of the approach suggested above may seem rather obvious, as it undoubtedly is, but the truth of the matter is that far too few parents show such a common sense attitude in their relations with teachers. If they did, there would be a much greater degree of understanding between the home and the school. The resultant sense of security which the teacher would feel would enable her to meet her responsibilities more cheerfully and efficiently.

There are admittedly cases where the willingness of parents to do the right thing by the teacher is taxed beyond the breaking point and they are faced with the alternative of withdrawing support from the teacher or losing their child's respect and confidence. Such cases are, it is to be hoped, very rare and can only be decided in the light of all the circumstances at a particular time. My point is that parental support is often removed from teachers long before any such crisis arises and that the teacher of to-day is in much greater danger of having her position undermined than were the teachers of any preceding generation. No one senses this fact more keenly than the teachers themselves, and parents who continue to contribute to that feeling can expect the teacher shortage to persist for some time to come.

I had Mr. Hinton, a local parent, in for a conference not long ago, and he held forth at great length on the lack of phonics training in schools to-day. It was my first meeting with Mr. Hinton, but I had previously met enough parents to suspect that this so-called deficiency in our reading program is the subject of much discussion over the back fences, at the bridge-tables or wherever parents congregate. What disturbs teachers about it all is that so many of the parents

do not know what they are talking about. They simply do not have enough accurate information about our reading program, or about many other aspects of school life that they discuss so frequently and at times so heatedly.

Parents rely too much upon the recollection of their own school experiences in their discussion of current educational problems. Schools have changed, and quite drastically in some respects, but parents have not taken sufficient pains to obtain accurate, up-to-date, information about our schools. Parental interest is higher now than ever before, but mere interest is not enough. In fact this very interest can be harmful to the cause of understanding if it is not supplemented by factual information.

It is not entirely just, of course, to put all the onus upon the parent to inform himself. School systems must assume their fair share of the blame for not disseminating more information and for publicizing the wrong aspects of school programs. But what about the opportunities that do exist for the layman to obtain the facts? Does he take advantage of them? Only a small proportion of parents interview teachers or principals, and when they do it is frequently upon matters that are relatively insignificant, educationally speaking. How many parents ever ask to see a school board's report or take the trouble to examine seriously a course of study or even a textbook? Even the programs of Home and School Associations show no consistent pattern, nor do they reflect any very widespread determination on the part of parents to find out how the taxpayer's education dollar is being spent or why. Instead, many Home and School Associations limit their endeavours to a superficial consideration of a wide range of educational questions and seldom get down to the real business of discovering what our schools are actually trying to do. Yet in Home and School Associations are to be found our most active and interested parents. If they are relatively uninformed on school matters, what can be said for those hundreds of other parents who cannot lay claim even to a superficial knowledge of our system of education?

Some of my readers may feel that teachers are expecting too much of parents in wanting them to make themselves conversant with the aims, objectives and methods of teaching the many skills that children are sent to school to acquire. After all, what are teachers paid for, if it isn't to do these things for parents? This observation is a fair one.



Parents aren't expected to have as thorough a grasp of detail as the professionally trained. But, on the other hand, tradition decrees that teachers be made responsible to the community to a far greater degree than any other professional group. Is it therefore unreasonable for a teacher to ask that those to whom he is ultimately responsible make themselves familiar in a general way with the aims of our schools and the basic methods underlying the instructional program?

As I walked to school this morning I saw young Robert deeply absorbed in a game on his own front lawn. His mother threw open the window and endeavoured to persuade Robert to stop playing and hasten off to school. She was failing miserably to move him until she threatened to "tell his teacher on him". That did it. Robert picked up his heels and skipped merrily down the street. I felt just about as relieved as Robert's mother, but for a different reason. I could see that if her last approach had failed she would have resorted to a bigger bogey man in the person of myself, Robert's principal.

My feeling of relief soon gave way to one of extreme annoyance and despair as I thought of the difficulty parents can make for a teacher. Robert's teacher happens to be a rather sweet young thing, who is trying earnestly to establish a happy working relationship with Robert and his thirty-six classmates. She doesn't even suspect at the moment how needlessly complicated her work is being made for her by Robert's mother. I shall try to keep it from her, but I know that before long she is bound to find out. When she does she will enjoy being a teacher just that much less.

Teachers realize that not all parents would stoop to use them as Robert's mother did. They do feel, however, that a good many parents show a similar tendency to turn over to the school problems that really should be met and solved elsewhere. The education of the young should be the joint responsibility of the home, the school, the church and other community organizations. Each has its own unique contribution to make to the development of good citizens and each must face up squarely to its own obligations. Teachers should not be expected to assume any more than their fair share of the total responsibility.

In studies that have been made of the reasons for the present teacher shortage there is evidence to show that increasing numbers

of teachers are finding their work too demanding. Courses of study have been broadened to include more phases of living, and extra-curricular activities have been expanded. Methods, too, have changed in such a way as to make more demands of teachers in the matter of preparation, correction and the provision for individual differences. Some of these changes have been the result of a professional interest in doing a better job. In fact, a few over-zealous educators have undoubtedly been guilty of going to the extreme of inviting trouble for teachers by a premature and too vigorous a desire to educate the whole child. On the other hand, a great many of the more recent additions to the school's program have been dictated by the failure of other agencies in the community to fulfill their respective roles adequately. Teachers feel that not least among these delinquent agencies is the home.

Whether the diagnosis of the malady suggested above is correct or not, the fact remains that teachers generally are finding the burden very onerous. They are looking hopefully for signs of a break in the trend to let schoolmaster George do it. Perhaps in so feeling they may be criticized for a lack of conscientiousness. Personally, I do not think that such a criticism is merited. Certainly I have not seen enough evidence in my relations with hundreds of teachers to believe that they are letting the public down. I am deeply perturbed, however, by the growing feeling of frustration in our profession and am convinced that much of it can be traced to the common practice of asking teachers to assume many duties that are not properly theirs and that cannot even be most effectively handled in the school situation. To my mind nothing could be better calculated than the present state of affairs to impair teaching efficiency and prevent children from acquiring adequate training in those fundamental skills that the school alone is equipped to teach.

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## FEDERATION HIGHLIGHTS

(Continued from page 10)

for the three one-act plays being staged by the Montreal Repertory Theatre for Home and School groups continue to come in, and no further bookings are being accepted... Mrs. Hick announced that the new Home and School *Handbook* is now available at 50 cents... Mrs. E. T. Bourke of *Westmount High* reported for the *Discriminatory Practices* Committee.



**T**he electrical industry offers opportunities that are limited only by the alertness, imagination and aggressiveness of the people who enter it. These qualities have enabled many Canadians to 'reach the top of the ladder' and are factors in helping the electrical industry keep pace with the phenomenal growth of the nation itself. The Northern Electric Company Limited, one of Canada's oldest and largest manufacturers of electrical equipment is ever exploring and developing new ideas, methods and equipment for the improvement of all electrical services. In this endeavour, Northern welcomes the aid of young graduates who, with the bold imagination of youth, have contributed and will continue to contribute to the expansion and improvement of Northern's National Electrical Service. Through their own achievements these young Canadians are creating for themselves opportunities for a secure future in positions of responsibility and leadership.

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