

QUEBEC HOME AND SCHOOL

... This Issue ...

STEPPING TO SAFETY Page 5

MENTAL HEALTH IS 1-2-3 Page 7

THE TEACHER'S PRIVILEGES Page 11

PRINCIPALLY SPEAKING Page 16

— PUBLISHED BY —

THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS

VOL. V, No. 6

MONTREAL, QUEBEC

MARCH, 1953

Compliments of

A & P
FOOD STORES

for everyday low prices

shop at

A & P

Available

Without Cost

**"THE STORY OF
THE TEA PLANT"**

an interesting and instructive, fully illustrated, twenty page booklet telling the story of tea from the time it is plucked in the highland gardens of India and Ceylon until it appears on the grocer's shelves.



This booklet is ideally suited for classroom study. To obtain copies for your students, just write to . . .

SALADA TEA COMPANY
OF CANADA, LIMITED
407 St. Lawrence Boulevard
MONTREAL



**Over One Million Dollars
for Bursaries**

The Province of Quebec has the most complete system of technical education for the training of its youth in the entire field of arts and crafts, and in order that no talent will be lost for want of financial resources, the Department of Social Welfare and of Youth maintains a service especially erected to study all requests for assistance in that respect.

Bursaries are thus granted to young men or women having the necessary qualifications and who can establish their inability to undertake or to continue their studies without financial support.

Students of Highly Specialized, Technical and Arts and Crafts Schools, University Students and nurses are eligible to bursaries, together with professors who wish to study pedagogy during summer sessions, when the courses are held away from their hometown.

During the present fiscal year, over a million dollars are being spent for bursaries by the Department of Social Welfare and of Youth, thus enabling over 6,000 young men and women to acquire additional knowledge.

DEPARTMENT OF SOCIAL WELFARE AND OF YOUTH

Hon. PAUL SAUVE, Q.C.,
Minister

GUSTAVE POISSON, Q.C.,
Deputy-Minister

QUEBEC HOME AND SCHOOL

Published Monthly by
THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS
4589 Wilson Ave., Montreal 28.

Honorary President: DR. W. P. PERCIVAL

President: L. MOWBRAY CLARK (Kensington)

Vice-Presidents:

REUBEN RESIN (Baron Byng)

ALEX. G. PRYDE (Farnham)

MRS. G. C. LIERSCH (Roslyn)

ERNEST W. CROWE (Montreal West High)

DR. LEWIS E. SOCOLOW (Outremont)

Assistant to the President: DR. EVELYN GRIEVE (Willingdon)

Treasurer: VICTOR HOUGHTON (Carlyle)

Recording Secretary: MRS. E. STEELS (Greenfield Park)

Corresponding Secretary: FREDERICK W. PRICE (Willingdon)

Please address all magazine correspondence to the Editor.

Editor: ALLAN K. COOK
30 Bourgogne St.
Fort Chambly, Que.

Associate Editors

MRS. G. N. MOSELEY	MRS. N. S. MCFARLAND
225 Carlyle Ave.	3649 St. Leon Street
Town of Mount Royal.	Montreal 9.

Editorial Board:

DR. L. E. SOCOLOW (Chairman)	
MRS. G. C. LIERSCH	DR. E. C. POWELL
MRS. S. L. RICHARDSON	C. E. JOHNSON
MRS. N. S. MCFARLAND	A. K. COOK
L. G. GAGE	

Advertising Manager: EDWARD GROSS
202 Cote St. Antoine Road, GLenview 2815, Westmount

Subscription Manager: REV. M. W. BOOTH
Authorized as second class mail,
Post Office Department, Ottawa

VOL. V, No. 6 Montreal, Quebec March, 1953

DEMOCRACY AT WORK



L. M. CLARK

Someone has likened a dictatorship to a well run ship with a well trained crew. Each member of the crew is well versed in his duties and knows just what he is supposed to do and does it well. The captain knows his ship and his crew and everything runs like clock-work. But in spite of all the efficiency there is always the haunting thought that some day the ship may sink.

On the other hand, the same writer says, a democracy is like a great lumbering log raft. You can't sink the darn thing but your feet are always wet.

Active and enthusiastic Home and School Associations are generally good examples of democracy at work. For in such associations a high percentage of the membership are taking part in the meetings and the other activities. Further the meetings and the activities reflect the wishes of the membership which have come up to the association executive. The executive in turn ask for and obtain the assistance of the members in carrying out the projects desired. The result is an association which functions like a smooth working team and everyone benefits.

New Procedure

It is our wish that this same democratic way with its happy results not stop at the Association level but apply also to Regional Councils and to Quebec Federation. Admittedly it is more difficult at the Federation level to know the wishes of the far flung membership Communications are more difficult and we can only urge that by letter and at Federation meetings Associations express their wishes.

Democracy also means the assumption of responsibility when called upon to do so. For the tasks of the group are only done when individual members of the group are willing to take them on.

With this principle in mind Quebec Federation has followed a new procedure this year. By the time this issue reaches you the Nominating Committee, charged with bringing in a slate of officers at the Annual Conference in May, will have communicated

(continued on page 4)

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

Children's Leisure Reading	MISS RITA SHEPPARD, Verdun High School, Verdun.
Health	DR. C. W. MacMILLAN, Faculty of Medicine, McGill University, Montreal.
Mental Health	MRS. O. DOOB, 4643 Sherbrooke St. W., Westmount.
Parent Education	MRS. G. B. CLARKE, 182 Desaulniers Blvd., St. Lambert.
Program Planning	MRS. J. A. BILTON, Beloeil Station. MRS. P. J. DOW, 4452 Beaconsfield Ave., Montreal.
Publications	MRS. W. M. HICK, 3823 Melrose Ave., Montreal.
Recreational Activities	MRS. H. R. SCOTT, 3560 University Street, Montreal.
School Education	MISS RUTH LOW, 141 Bedbrooke Ave., Montreal West.
School Finance	E. G. DRAKE, 10736 Coburg, Montreal North.
Traffic Safety	KENNETH VAN GEUN, 4950 Randall Ave., Montreal.
Vocational Education	H. E. WRIGHT and A. P. WATSON, Verdun High School, Verdun.

DEMOCRACY, cont'd

with every association. Formerly the Nominating Committee members each year put their heads together and sought out good and willing persons to hold office. This year each association is being asked to suggest names of persons who are qualified and willing to hold office in the Federation. In this way the responsibility for seeking out the

next year's Board of Directors will fall not on the shoulders of the few but be shared by all the affiliated associations. The selection of the slate from among the names submitted will still rest with the Nominating Committee but their task will be immeasurably lightened and the associations will have had the opportunity of putting forward names of worthy persons who might otherwise be overlooked.

<p>WINSOR & NEWTON ARTISTS' MATERIALS FOR STUDENT or PROFESSIONAL</p>	<p>DRAWING SUPPLIES BLUE PRINTING PHOTO COPY REPRODUCTION</p>
<p>HALIFAX MONTREAL OTTAWA TORONTO</p>	<p>THE HUGHES OWENS COMPANY LIMITED</p>
	<p>WINNIPEG EDMONTON VANCOUVER</p>

• Here's what school authorities are doing about making children conscious of traffic safety at all times.

SAFETY

TO

STEPPING

At the conference last May Quebec Federation adopted a resolution recommending the inclusion of "traffic safety" as a distinct subject in the school curriculum. This resolution was considered by the Protestant Committee in December and the following recommendation was approved.

"That the Quebec Federation of Home and School Associations be thanked for their interest in attempting to improve safety education. The following steps should be taken: (a) The Federation should be informed of what is being done in the schools. In particular their attention should be drawn to the substantial content of the Health textbooks on this topic in Grades IV-IX. (b) The Federation should be asked to draw the attention of parents of pre-school children to the necessity of cultivating habits of carefulness in the home and on the street. (c) The Department of Education should be requested to draw to the attention of teachers the necessity of constant emphasis upon safety education. (d) The Protestant Committee should request the Government to amend the Act II George VI, chapter 47, concerning the stopping of automobiles when autobuses are taking on or discharging passengers so as to make this condition apply to school buses only. (e) The Government should be requested to have signs placed along the main highways drawing attention to the law. (f) The Federation should be advised that the Protestant Committee is not yet ready to recommend the institution of driver instruction in High Schools.

(g) The Department of Education should be asked to include books on safety in the Professional Library."

F. W. Price, executive secretary of Quebec Federation, was notified of the action of the Protestant Committee in a letter from Dr. W. P. Percival, quoting the above recommendation.

Companion piece to this recommendation was an editorial in the December issue of THE EDUCATIONAL RECORD, of which Dr. Percival is the editor. It is reproduced here with his permission to show parents what is currently being done about safety instruction in the schools.

SAFETY EDUCATION

"For too many accidents are occurring in the home, on the street, in the shop or office, in the woods. Children are easy victims. They do not have the experience needed to warn them sufficiently about standing on shaky stepladders, climbing and jumping from unreasonable heights, or darting imprudently across the highway. The consequence is that sprains, bruises, cuts, and other serious accidents occur all too frequently.

Every year in Canada thousands of lives are sacrificed and a million people injured as the result of accidents. The number of deaths from traffic accidents is often posted in large cities to induce the citizens to avoid taking risks and so reducing the hazards. During the year 1949, the latest for which figures are available, no fewer than 85,040 persons in Quebec were hurt sufficiently to have their injuries reported for claims to the Workmen's Compensation Commission.

The greatest single cause of fatal accidents apart from those caused by motor vehicles used to be those occurring in industry. In Canada in 1946 there were 346 such deaths. So productive have been the safety measures taken, however, that in 1949 this number was cut down to 244. On the contrary the number of deaths in Canada caused by traf-

(continued on page 14)

YOU'RE INVITED

to attend the

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

Sixth Annual Provincial Conference — 1953

WINDSOR HOTEL, MONTREAL

PROGRAM

- Friday, May 1 — 1 p.m. Registration.
Council of Representatives.
8 p.m. President's Reception.
- Saturday, May 2 — 9 a.m. Workshop Meetings (open to all members).
2 p.m. Council of Representatives.
"Our Association's best program of the year."
7 p.m. Conference Dinner.

Details of the Conference program will appear in the April number of QUEBEC HOME AND SCHOOL.

Registration and attendance at all events of the Conference are open to all Home and School members:

- (a) REPRESENTATIVES—three from each Association, with the right to vote. *Must carry Association credentials*, to be presented on registering.
- (b) OTHER DELEGATES—any number from each Association.

Conference Fee: \$5.50 for Representatives } All-inclusive—Registration
\$3.50 for other delegates } Reception, Dinner, etc.

Home and School members who are unable to attend the evening events are welcome to attend the other sessions as guests of the Federation.

All delegates must complete the form below, detach it and send it to their Association Secretary, from whom they will receive the Dinner-Reception ticket.

REGISTRATION FORM

Name..... Address.....
(PRINT)

Please register me as a—Representative (or) Other delegate (underline which) attending 1953 Conference from..... Association.

I attach cheque/money order for \$..... as my Conference Fee (made payable to Quebec Federation of Home and School Assns.)

I have obtained by Dinner-Reception ticket from the Association Secretary.

Signed.....

IMPORTANT: This form must be in the hands of the Federation Secretary **by April 18.**

• People who are mentally healthy are:—

Good Friends, Good Mates,
Good Workers, Good Parents,
Good Citizens.

MENTAL HEALTH IS . . .

Many people, when they hear the term mental *health* think of mental *illness*. But mental health is far more than merely the absence of mental illness.

Mental health is something all of us want for ourselves, whether we know it by name or not. When we speak of happiness, or peace of mind, or enjoyment, or satisfaction, we are usually talking about mental health.

Mental health has to do with everybody's everyday life. It means the over-all way that people get along—in their families, at school, on the job, at play, with their associates, in their communities. It has to do with the way that each person harmonizes his desires, ambition, abilities, ideals, feelings and his conscience in order to meet the demands of life as he has to face it. It has to do with:

how you feel about yourself
how you feel about other people
how you are able to meet the
demands of life

There is no line that neatly divides the mentally healthy from the unhealthy. There are many different degrees of mental health. No one characteristic by itself can be taken as evidence of good mental health, nor the lack of any one as evidence of mental illness. And nobody has all the traits of good mental health all the time.

1, 2, 3

One way of describing mental health is to describe mentally healthy people. Just *knowing* what mental health is doesn't mean you can go out and *be* mentally healthy, but knowing *can* help you to think straight about it.

These are some of the characteristics of people with good mental health.

1 *They feel comfortable about themselves.*

They are not bowled over by their own emotions—by their fears, anger, love, jealousy, guilt or worries.

They can take life's disappointments in their stride.

They have a tolerant, easy-going attitude towards themselves as well as others; they can laugh at themselves.

They neither under-estimate nor over-estimate their abilities.

They can accept their own shortcomings.

They have self-respect.

They feel able to deal with most situations that come their way.

They get satisfaction from the simple every-day pleasures.

(continued on page 8)

2 *They feel right about other people.*

They are able to give love and to consider the interests of others.

They have personal relationships that are satisfying and lasting.

They expect to like and trust others, and take it for granted that others will like and trust them.

They respect the many differences they find in people.

They do not push people around, nor do they allow themselves to be pushed around.

They can feel they are part of a group.

They feel a sense of responsibility to their neighbors and fellow men.

3 *They are able to meet the demands of life.*

They do something about their problems as they arise.

They accept their responsibilities.

They shape their environment whenever possible; they adjust to it whenever necessary.

They plan ahead but do not fear the future.

They welcome new experiences and new ideas.

They make use of their natural capacities.

They set realistic goals for themselves.

They are able to think for themselves and make their own decisions.

They put their best effort into what they do and get satisfaction out of doing it.

from: The National Association for Mental Health
1790 Broadway, New York 19, N.Y.

Discussion Groups Feature of West Hill Meeting

West Hill Home and School Association held a most successful general meeting in February. J. B. Lewis, President, declared in outlining the year's program that "The theme revolves around the parent, the teacher and the child. "In the execution of the program, he said, the co-operation of the teachers had been magnificent.

The first meeting consisted of a visit to the new school; the next, a talk by the principal, Leonard Unsworth. In December there was a School Concert and in January a Military Whist.

Discussion Groups

The February meeting consisted of discussion groups with some of the teachers acting as discussion leaders. Subjects covered were as follows:

The Report Card: the information it is intended to give; its limitations; whether or not it can be improved; and how parents can co-operate. Roy Saunders led the discussion.

Courses in the School: courses available; what the various courses lead to; the value of High School Leaving; what students should go to college. The leader was Evelyn Wilson.

Extra-Curricular Interests: how important are athletics; what social interests should be encouraged; how can these be kept in balance. The leader was P. Murray McFarlane.

Homework: how many hours are required; when it should be done; how parents can co-operate; and how work habits can be improved. H. R. W. Goodwin was the leader.

Meeting Approved

The meeting opened in the auditorium and following brief remarks by Mr. Lewis the various groups proceeded to separate classrooms where the discussions took place. It was recommended that this type of meeting be repeated to allow each member to discuss all subjects.

Refreshments were served by the social committee headed by Mrs. Matthew Fisher.

Border Home & School Carries Out Big Project

The Boundary communities are justly proud of their new Sunnyside School, which is one of the finest in the Province of Quebec. It was opened last September.

The building has a fine cafeteria and kitchen. The project of this Association for the 1952-53 term is serving hot lunches to any student, or teacher who so desires it.

This big undertaking required a good deal of money and help to get started. First we purchased a nine-foot electric refrigerator and an electric stove. Next we purchased 10 dozen each of the necessary dishes along with 10 doz. serviceable trays, numerous pots, pans and kettles, at a total cost of approximately \$2,000.

Assistance in paying for these things was given by the Junior Red Cross (\$1,000.00); the North Women's Institute (\$200.00); and the Tomifobia Institute (\$50.00).

Meals Below Cost

Our next big step was to hire a cook and assistant. Mrs. Lee Jenkins and Mrs. Fred Putney are an excellent team in the work of preparing well balanced, nourishing, tasty lunches. Naturally with food at its present high cost, we have a difficult time making ends meet. Meals are served at twenty-five cents. To make up the deficit we have had a very successful oyster supper, a tag day and a dance.

The school principal, Mrs. Hugh McClary and her staff co-operate by keeping discipline in the dining-room, where each day lunches are served to from 65 to 120 students.

Our association membership consists of approximately one-third of the families of students attending school. The executive has spent many hours on this project, but we have been well supported by all members of the association, all of the parents and many others in the community. Altogether our project has been decidedly successful.

March, 1953

[9]

Quebec Home and School

Canada's
First Bank

"MY BANK"
TO A MILLION CANADIANS
B of M

**BANK OF
MONTREAL**

WORKING WITH CANADIANS IN
EVERY WALK OF LIFE SINCE 1817

"EXPORT"
CANADA'S FINEST
CIGARETTE

PRINCIPAL DISCUSSES TEACHER SHORTAGE

The problem of finding qualified teachers for Canada's rapidly-growing school population is one of increasing seriousness, according to John Perrie, Principal of Willingdon School. Speaking at the January meeting of the Chambly-Richelieu Association Mr. Perrie outlined the development of the problem and detailed some of the reasons for it.

With 90,000 school classrooms in Canada, the nation was already short 10,000 teachers, he said. In addition a further 10,000 were teaching on certificate with no better than Grade X training, and thousands of others holding teaching permits were classed as educational baby-sitters.

Apart from making up for present shortages, he indicated, Canada during the next 10 years would have to find teachers for a school population double that of today. This was resulting from both an increased birth rate and an open immigration policy.

The salary question, Mr. Perrie said, had always been a factor affecting the recruitment of teachers. But there were many other factors, some of them equally important.

Other Factors

A materialistic view of life on the part of young people today led them away from teaching careers.

Competition from business, industry, the armed forces and other professions was constantly increasing due to Canada's rapidly expanding economy.

A further factor was found in the fact that working conditions in other fields are improving at a time when the load of responsibility of teachers was increasing. The poor morale of some teachers themselves was a poor advertisement for the profession. Finally, there was a lack of prestige to teaching.

Mr. Perrie noted that teaching did not have the holding power of some other professions. Four out of ten remain in the profession 10 years and one out of eight remains for life. He warned that the schools are being overloaded with responsibilities which should rest elsewhere. Teachers are called upon to take over instruction in many things which do not properly belong in the school room.

(continued on page 17)

For MUMMY DADDY and ME



de BELLE & WHITE

ARCHITECTS

2425 GRAND BLVD.

MONTREAL

The Teacher's Privileges

by JOHN HUGHES, M.A.

(Chairman, Department of Education, McGill University)

A teacher can justly regard himself as a privileged person. What are his privileges? Here are some of them.

There is the privilege of working with young life, with its characteristic abounding vitality and optimism, idealism and freshness of outlook.

Keeping young in spirit and forward-looking in out-look by living, working and playing with students, is a distinct privilege as is the sharing with eager questing young minds the thrill and zest of intellectual inquiry and discovery.

Is it not a privilege to become a guide, philosopher, friend and trusted confidant of pupils?

These are the privileges of a teacher.

Sharing with students his enthusiasm for knowledge in general and for his own favourite fields of study in particular.

Watching young students' physical, intellectual, emotional, artistic, moral and spiritual growth.

Sharing with intelligent parents, ministers, social workers and other citizens interested, a public-spirited concern for the welfare and progress of the rising generation.

Sharing happily with his colleagues and pupils in the life of a well-ordered school community which can be planned and developed as an ideal society in miniature, incorporating the better features and eliminating the weaker traits of the larger society outside the school walls.

Co-operating with colleagues and pupils in building, maintaining and enhancing a fine school tradition, tone, atmosphere and influence.

The occasional pleasure of sharing joyfully with the pupils their enjoyment of humorous situations and incidents in the classroom.

Sharing with alert, intelligent, public-spirited, forward-looking citizens in planning for further improvements in the health, welfare and development of youth.

Sharing, during after-duty hours, in voluntary efforts (in co-operation with others interested) to improve education (e.g., with Home and School Associations, Women's Institutes, Citizens' and Farm Forums, radio and other discussion groups.).

Organizing and focussing his whole public and private life for the proud pursuit of his calling as a teacher.

Using his term time leisure hours (even though these are not nearly as abundant as many citizens seem to imagine) for reading, creative writing, painting, or some other pursuit or hobby of cultural interest or value to himself as well as to his students.

Using his summer vacation (should his economic situation make it possible) for the purpose of further study or for travel with its attendant cultural benefits (a) to the teacher himself directly, and (b) to his students indirectly.

Interesting his pupils in such pleasant pursuits as art, drama, music, poetry, handicrafts, the beauty of nature, the study of stars and birds, etc., etc., cultivating in his students a taste for good reading which will be a permanent and lifelong enrichment of their cultural life.

Providing his students, more by example than by precept, with a firstclass character education.

(continued on page 12)

Cultivating in them, by example and by precept, the healthy habit of hard work as a privilege to be shared rather than as irksome drudgery.

Furnishing children with opportunities in the classroom of developing and practicing the democratic way of life without abdicating his own responsibilities inseparable from his duties as a mature person and a teacher of youth.

Exploiting the pupils' strong sense of hero-worship by placing before them patterns selected from the great figures of history.

Building a better country and a better world in which brotherhood, harmony and co-operation, and peace founded on justice can flourish.

Developing daily in the pupils a strong sense of responsibility and stewardship, and the fiduciary principle whereby they will gradually realize their future daily duties, e.g., (a) that of the future employees to give a full day's work in return for a full day's pay, and (b) the corresponding duty of the future employers to give their workers a full day's wage for a full day's work, and (c) the duty of both employers and employees towards the public—the consumer—by putting intelligent planning, quality materials, and sound workmanship so as to provide commodities and services of high quality for the consumer.

Knowing that he is preparing his young charges, not only for livelihood, but for life—not merely for earning a living, for for learning the art of living.

The proud and glad awareness that he is in his daily work constantly obeying the command of the Master Teacher who said "Feed my lambs."

Knowing that he is daily co-operating with the Master Builder in establishing the Kingdom of Heaven on Earth, and

Knowing that he is helping to raise a generation of law-abiding, God-fearing citizens who will make it their future business to build a better world and cultivate the habit of knowing God and enjoying Him forever.

A teacher can indeed justly consider himself a privileged person.

Hull Association Gives Active Support to Music

The Hull Home and School Association has almost reached its third birthday. On June 12th 1950, the first association meeting was held after careful organization plans were completed under the guidance of N. A. Todd, principal of Hull Intermediate School at the time, and H. Y. Chen, who later became its first president.

Urgent Need

The need for an enlarged musical programme in the school was grave, and the budding organization immediately took up the challenge. An excellent music teacher was found in Mrs. E. Massé, and the association agreed to donate up to one hundred dollars for music to be taught for the balance of the year. This was to take the form of singing classes one day a week. The students responded whole-heartedly, and now the school board has officially employed Mrs. Massé as music teacher.

In the fall of 1951 K. Hall became the new principal of Hull Intermediate School. At his suggestion the association agreed to allot sufficient money to purchase suitable classical records for the record library. A music committee was formed, convened by Mrs. W. L. Haney, with Mrs. Massé as teacher representative, under whose guidance the records are selected. Now, in three classes each month students have singing. The fourth class is dedicated to music appreciation through the playing and discussing of records.

First Orchestra

Early in the fall of 1952, R. W. Saint-Pierre, French teacher at Hull Intermediate started the first orchestra in the long history of the school, and at the tender age of three weeks this orchestra entertained at the commencement exercises in October. No orchestra is complete without a set of drums, and Mr. Saint-Pierre appealed to the Home and School association to help locate a set. Eventually drums of the very best type were located.

(continued on page 15)

LENNOXVILLE ASCOT HAS BUSY SEASON

The Lennoxville Ascot Home and School Association has had a very busy year beginning with a visit to the Experimental Farm, which was arranged for the children in May.

During the summer months children's moving pictures were shown every Friday evening.

Organized soft ball games, under the supervision of a number of parents took place during the holidays. At the end of the season all the players were given a party when the Home and School Trophy was presented.

Mr. K. Van Geun gave a talk on Traffic Safety at one of the Spring meetings, and a Safety committee was formed to check all bicycles brought to school. All necessary repairs, etc. were made and the children drilled on traffic rules.

A kindergarten was sponsored by the association with the attendance of thirty pre-school children and a qualified teacher in charge. Miss Joan Skinner, Department of Education, gave an excellent talk on the Importance of Kindergarten.

Two representatives attended the Spring Federation Conference and three attended the Council of Representatives at Granby in December.

A combination school and town rink is being operated by Home and School with a paid attendant in charge. A skate exchange was organized which proved of great help to the parents.

Dr. C. H. Cahn, Senior Psychiatrist of Verdun Protestant Hospital presented two films "Feeling of Rejection" and "Feeling of Hostility" followed by discussion and question period. Two more evenings on Mental Hygiene are planned.

Membership buttons were made by two members of the staff. These are worn by the members during the meetings to enable the parents to become better acquainted.

The association is supplying the furniture for the new staff room for the lady teachers in the High School.

In order to raise the necessary funds for these activities the association held a community rummage sale, a card party, a canvass for rink funds, and a cooking school.

A "100" Club was formed. Each member who joins pledges \$1.00 per month for ten months.

Electricity earns its 'E'



In the school and at home, in factory or laboratory, Electricity rates an 'E' for excellence and efficiency.

That the miracle of electrical energy is taken for granted is perhaps its greatest compliment. People in every walk of life, in every type of endeavour, in crowded cities and in rural hamlets are secure in the knowledge that day and night their lives are richer and pleasanter because of electricity.

Electricity is a commodity of amazing versatility: It can do scores of things all at the same time, be in different places to do tasks small and large and save time and labour. It is a commodity which always gives its best, whether in the services of the industrialist, the farmer, the student or the housewife — for only a few pennies a day.



associated and subsidiary companies

STEPPING, cont'd

fic accidents is increasing, having risen from 1709 in 1940 to 2430 in 1949. The increase in Quebec is outstanding, the deaths having risen from 434 in 1940 to 648 in 1949, a growth of almost fifty per cent.

The automobile is a splendid means of transportation. In the hands of a careful driver it is very useful servant and gives much pleasure. When driven by a careless person, however, or one who is thoughtless of life and limb it becomes a potential killer.

Experiments have shown that the mere teaching of safety rules or the coining and use of slogans are not very effective means of reducing accidents. More efficient methods consist of exercises giving direct experience of taking care and of doing things properly. Opportunities should therefore be supplied to young people to dramatize potential accident situations and to hear talks from such individuals as fire chiefs and policemen. What these men say makes a tremendous impression upon children and breeds respect for their callings. Doctors and nurses may be asked to talk to pupils on occasion. Such equipment as fire extinguishers may be demonstrated under skilful direction.

Problems concerning safety should be discussed in the class when certain incidents

arise or as preventive measures are found to be needful. No matter how trivial the results of an accident may be, if it illustrates a dangerous or common situation it will well merit the time spent in pointing out the consequences that might have followed.

The school principal is responsible not only for the discipline of the school. He has some responsibility also for seeing that safety measures are adopted and that they are sound and practical. The conduct of the pupils towards one another must be such that no harm shall come to others through pranks or practical jokes. That the responsibility has limitations is understood. It is not unusual, for example, for a teacher to explain to pupils the necessity of exercising care in crossing a street only to have the pupils dash out of school and straight into the path of an approaching automobile.

Some films are good for helping teachers to make lessons in safety education live. Those in the Film Library of the Department of Education are:

FIRE WISE T-129
HEADS UP T-833
LIFE SAVING T-59
LIFE SAVING—RESUSCITATION T-457
OARS AND PADDLES T-968

(continued on page 15)

Arts & Crafts

• Leisure time is important time when put to good advantage. ARTS & CRAFTS are a definite aid in vocational guidance and technical training as well as an interesting pastime for children and adults.

LEATHER, METAL, CERAMICS, REED and RAFFIA, FELT, HAND TOOLS, LINO PRINTING, ARTISTS SUPPLIES, LEATHER CARVING, WOOD CARVING, UPHOLSTERY, FIGURINE PAINTING, MODELLING CLAYS, ART and DRAWING PAPERS, SHELLCRAFT, INSTRUCTION BOOKS.

Catalogue on request • For your convenience a One Stop Store Service, Daily Mail Order Service.

CANADA'S ONLY COMPLETE ARTS & CRAFTS SUPPLY CENTER

9 D'AIGUILLON ST.
QUEBEC CITY

CORBEIL-HOOKE INC.

1218 DRUMMOND ST.
MONTREAL, QUE.



QUALITY DAIRY PRODUCTS

HEAD OFFICE: N.D.G. BRANCH:

4141 St. ANDRE St. 920 DECARIE BLVD.

FR. 3121 DE. 3561

STEPPING, cont'd

SAFE DRIVING: STREETS AND
HIGHWAYS T-1252
SAFETY IN THE HOME T-781
SEEING GREEN T-429
THE CASE OF TOMMY TUCKER T-1204
WHAT'S YOUR SAFETY I.Q.? T-1213
YOU BET YOUR LIFE T-878
YOU CAN BEAT THE A-BOMB T-1246

Much safety education is taught in our schools, much more than many parents think. Specific references follow to discussions of traffic safety in the authorized texts:

Grade IV — *Healthful Ways*, pp. 194-205:
Safety on the Street and Road; Safe
Outdoor Play.

Grade V — *Let's Be Healthy*, pp. 204,
206-7: Safety on the Street; Rules for
Bicycle Riders.

Grade VI — *Habits Healthful and Safe*,
pp. 197-204: Bright Children Practice
Safety (Deals chiefly with traffic safety).

Grade VII — *Growing up Healthily*, pp.
243-252: Bicycles, Boats Streetcars and
Buses.

Grade VIII — *A Sound Body*, pp. 151-
170: Preventing Accidents (Deals chiefly
with traffic safety).

Grade IX — *Health in a Power Age*, pp.
145-162: Accidents (Chiefly traffic ac-
cidents).

So serious has the traffic problem become that the Government of the Province of Quebec has announced new policies in the hope of reducing traffic accidents. So emphatic is the Government in this respect that even those not directly affected should listen and take heed. All new drivers must undergo tests before receiving permission to drive an automobile. The law will be amended so as to set lower speed limits and to allow the municipalities of the Province to set even lower limits within their borders.

Teachers should seek opportunities to explain the new laws and their purposes to the pupils. School assemblies provide such occasions. Lessons of this type will help children to understand their responsibilities and cooperate more fully with the authorities. The teaching of safety, with the necessary accompanying practices and drill upon safety measures, is a striking example of the many duties undertaken by good teachers today in addition to the teaching of the 3 R's."

March, 1953

HULL, cont'd

ed, and on approval by Mr. Saint-Pierre, they were purchased. Needless to say, when Fun Night along in February this year, the orchestra, complete with drums, supplied the music for dancing.

With music such a strong undercurrent in this association since it's beginning, a visit from Eugene Kash, of the Ottawa Philharmonic, was long looked forward to. Mr. Kash delighted one of the association's largest audiences with his engaging wit, within a brief space of time had made all more aware of the necessity of introducing music at it's best to young people. A film on the popular childrens concerts introduced in Ottawa by Mr. Kash, showed what a truly great service he was doing the children in the Ottawa-Hull area.

In September 1953, the students will move into the beautiful new Hull High School, and as the association grows, it hopes to continue to help this growing musical program.

F. DAVID MATHIAS

ARCHITECT

MONTREAL

CAMP NOMININGUE

NOMININGUE, QUE.

29th Season — Boys 7 to 16 years

All sports and camping activities

Staff largely University graduates and undergraduates — one to each four boys. Resident Doctor and Nurse.

Illustrated Folder

Director: F. M. Van Wagner

McGILL UNIVERSITY

475 Pine Avenue West, Montreal 18

A. LESLIE PERRY

ARCHITECT

MONTREAL

PRINCIPALLY

SPEAKING

Question: *How can schools hope to teach children to read by present hit-or-miss methods? My child is now half way through Grade I and doesn't yet know the letters of the alphabet. With that kind of teaching it is little wonder that children don't know how to read or spell when they leave school.*

Answer: This question is typical of the many queries that principals and teachers receive these days regarding the teaching of reading. It is equally typical, we suspect, of a good deal of bridge-table conversation on the same topic. To answer the question adequately and to meet the criticism implied by it would require more space than could possibly be allotted to the matter in a publication of this kind. Nevertheless we shall attempt, within the limits imposed upon us, to clarify some of the misunderstandings that exist outside our schools on to-day's methods of teaching children how to read.

The now famous "Look and Say" method of teaching reading is the basis of initial instruction in that subject. During the first three or four months the child learns by sight some sixty words so that he may accumulate a reading vocabulary rapidly. Thus he reads almost at once and has the enjoyment and satisfaction of being able to interpret the printed page. Once this stage is over, however, the "Look and Say" approach ceases to play a dominant role. Old-fashioned, hard work assumes more prominence, and children are taught even in Grade I the skills necessary to recognize words by their initial and final sounds.

The teaching of reading to-day is not characterized by a lack of emphasis on phonetics. Phonetics *are* taught and occupy a large proportion of time and attention from the second half of Grade I right through to the end of the elementary school.

(continued on page 17)

Gualaimn Gu Gualinn

The Gaelic expression appearing above may be translated as "Shoulder to Shoulder" and is the motto of the HEADMASTERS' ASSOCIATION OF GREATER MONTREAL. That Association is the professional organization that brings together all the male principals of elementary schools administered by the Greater Montreal Board. Founded in 1901, the Headmasters' Association has been in continuous operation for more than half a century. It has increased both in numbers and prestige over the years and has been responsible for initiating many of the educational improvements that have taken place in elementary schools during the time of its existence.

The feature entitled "Principally Speaking", which appeared first in the January issue of this magazine, would not have been possible without the cooperation of the Headmasters' Association. We are happy to be able to number the principals among our contributors and we acknowledge our indebtedness to their Association for its willingness to work with us. "Principally Speaking" is offered as a medium through which the policies and practices of elementary schools may be interpreted to parents. May we urge our readers to use this new feature to obtain the answers to questions that may be causing them concern. Queries should be addressed to the editor.

"Gualaimn Gu Gualinn" is a motto that has united headmasters in a spirit of fellowship and cooperation. It exemplifies a principle that should characterize the relations of laymen and professionals. Only by standing "shoulder to shoulder" with our teachers and headmasters can we as parents hope to further the cause of mutual understanding between the home and the school.

PRINCIPALLY, *cont'd*

In Grades II and III, for instance, pupils are taught phonetic and structural analysis to a degree never before attempted in reading programs. In fact, some of the exercises required of pupils in this connection would be a challenge for many of their parents. The alphabet is not taught as a prelude to reading instruction as it once was, but, make no mistake about it, children do have to learn the alphabet when the time comes. And according to the best research available on the subject that time is during the course of Grade II.

Methods Never Better

We believe that the public should know that methods of teaching reading were never better than they are to-day. Textbooks and instructional materials used in present-day schools are infinitely superior to anything used by preceding generations of pupils. Lest these statements appear too sweeping in their claims, we would like to assure our readers that there is a wealth of documentary evidence to support our contention.

If that is so, you may ask, why is the reading of young people to-day so inadequate? First of all, we don't think that the situation is as poor as some people believe. Secondly, individual cases of poor reading ability, may be explained by many factors other than the teaching method: irregular attendance, poor health, interrupted schooling, emotionally disturbed homes, lack of intelligence, etc. Thirdly, let us not forget that the reading habit in children is not as common as it once was. Other pastimes with a more immediate and easy appeal have lured many children away from their books. After all, fluency and skill in reading ultimately depends more upon the amount of reading done than upon the method by which reading is taught. Is it possible that the adults of to-day who learned to read so well did so because they read a good deal? Is it possible too that what they fondly attribute to their schooling in this respect they really owe to themselves, their parents and the world they lived in?

PRINCIPAL DISCUSSES, *cont'd*

In conclusion the speaker urged parents to be realistic; to re-examine the role of the school. He suggested that parents could encourage teachers through their attitude to teachers and the school. Parents should take an interest in School Board elections and policies; and above all, in seeking solutions to the teacher shortage and other problems to avoid expedients and short-term half-measures.

March, 1953

[17]

Quebec Home and School

SIR GEORGE WILLIAMS COLLEGE AND SCHOOLS

College —

Arts, Science, and Commerce.
Day and Evening Degree Courses.
B.A., B.Sc., B.Com. — for high school graduates.

High School—

Evening only.

Elementary School—

Evening only.

School of Art—

Day and Evening.

INFORMATION FROM THE REGISTRAR

1441 DRUMMOND ST. MA. 8331
MONTREAL 25

Rap-Rite
**WAXED PAPER
PROTECTS
FRESHNESS**

Compliments of

KANE'S DRUG STORES

Branch No. 1

Westmount & N.D.G. Area

4779 Sherbrooke St. W. GL. 3553

Branch No. 2

Snowdon & N.D.G. Area

5453 Queen Mary Rd. DE. 8461

Branch No. 3

Cote Des Neiges & N.D.G. Area

5690 Cote Des Neiges AT. 1186

West End Council Finds Buzz Sessions Effective

"Workshop techniques" was the theme of the second leadership conference sponsored by the West End Regional Council at West Hill High School, Feb. 19. Evaluation slips completed at an earlier conference, in November, showed great interest in a demonstration of this meeting technique and under the leadership of Miss Anne B. Zaloha its tremendous possibilities were again proved.

Participation Is Goal

Active audience participation is, of course the goal of this new type of meeting; a bored, captive audience at the mercy of a long-winded chairman or speaker, with little or no opportunity to ask questions is not likely to be an interested one. Miss Zaloha, who is Associate Professor of social work at McGill, showed the audience how all members may take part in the meeting and come away feeling that each had contributed something to the conclusions reported at the end of the evening.

Conclusions Reviewed

"Role-playing" was used to enact the lecture type of meeting, and exaggerated as were the characters drawn (disinterested chairman, boring speaker, restless audience), they were quickly recognized by an appreciative group of Home and Schoolers. In contrast, a buzz session got under way after a few preliminary remarks by Miss Zaloha, and four groups of ten people brought in their conclusions to be reviewed by the whole audience. Since each person there had helped formulate these conclusions, the sum total represented a contribution from everyone present.

The West End Regional Council feels that the aims and philosophy of Home and School can be communicated efficiently by the workshop technique methods. Have you tried it in your Association?

Willingdon Association Enjoys Panel Discussion

The February meeting of the Willingdon Home and School Association took the form of a three-way panel discussion. The topic of the evening was "Teacher Shortage".

S. G. Dale, president of the Association was in charge of the gathering and introduced the speakers: who were:—Professor Hughes, Dr. J. M. Paton, and Mrs. A. R. Colman.

Professor Hughes suggested that the public at large does not tend to regard the teacher in the same esteem as other professional callings, and consequently the salary in this profession suffered by comparison. Particularly was this true of men teachers, who have a definite and particular role to play in the teaching of older students.

Maintain Standards

Dr. Paton spoke for the teaching profession, and warned against lowering of the teaching standards. He mentioned some instances in rural communities where this had been done. He expressed the hope that parents would encourage their children to enter the teaching world, and would show such honor to the profession as to rebuild its lost prestige.

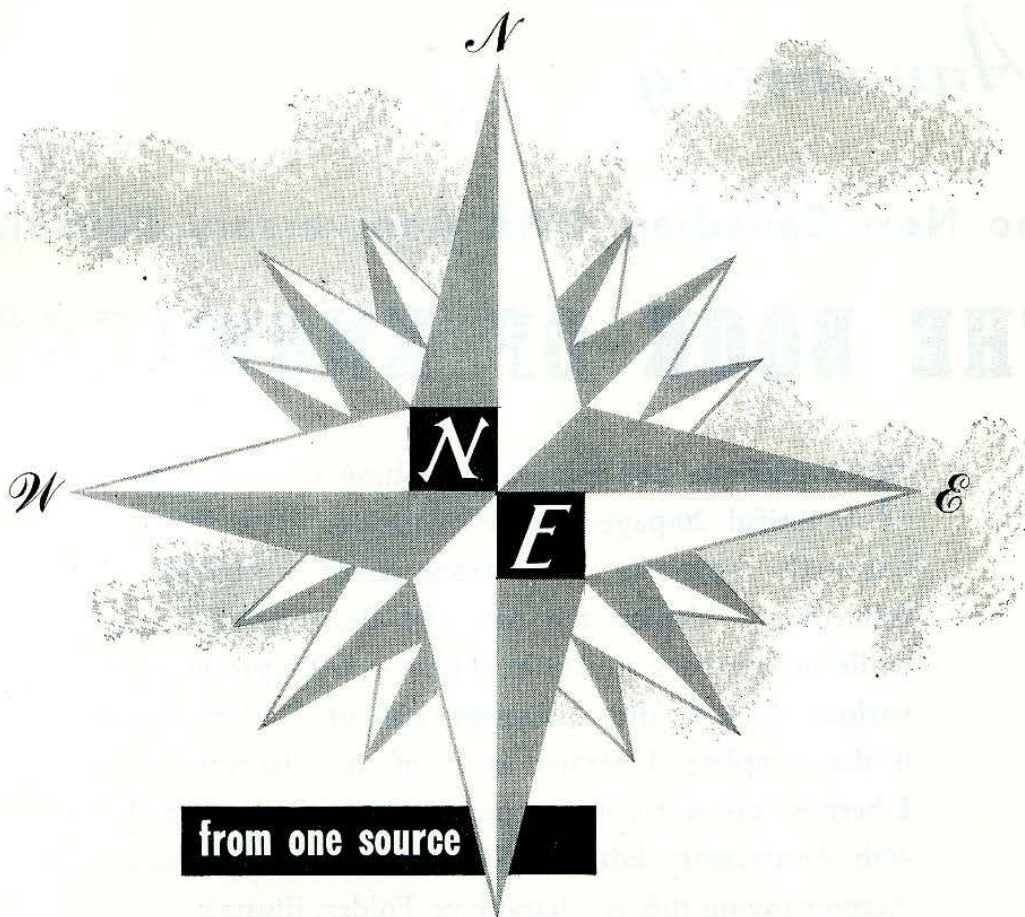
"Statistics show that in twelve years, 8,000 more teachers will be required than now. Where these teachers are to come from is a problem that has to be met now by making the profession more appealing to young people setting out to earn a living", he said.

Over Crowding

Mrs. Colman, on behalf of the parents, felt that the problem of teacher shortage is one of the utmost concern to all. "How can a teacher, however conscientious and capable give the same guidance and careful attention to 45 pupils that she could give to 25, which seems to be the accepted number of students per class by most authorities," she said.

Mrs. Colman suggested that the overcrowding of schools was in a great many instances due as much to the teacher shortage, as it was to the lack of accommodation.

Parents were then asked to discuss this material among themselves in small groups—in a form of work shop technique, with a question and answer period.



from one source

to all points in Canada

FOR EVERYTHING ELECTRICAL ...

HALIFAX, N.S.
St. John's, Nfld.
Moncton;
Saint John, N.B.
Sydney.

MONTREAL, QUE.
Chicoutimi,
Quebec,
Sherbrooke,
Three Rivers,
Val d'Or.

MONTREAL, QUE. *Continued*
Ville St. Laurent.

OTTAWA, ONT.
TORONTO, ONT.

Fleet St. (Toronto)
O'Connor Drive (Toronto)
Hamilton,
Kingston,
Kirkland Lake,
London,

TORONTO, Ont. *Continued*
Sudbury,
Timmins,
Windsor,
Sarnia.

WINNIPEG, MAN.
Fort William, Ont.
Brandon, Man.

REGINA, SASK.
Saskatoon.

EDMONTON, ALTA.
Calgary,
Lethbridge,
Cranbrook, B.C.

VANCOUVER, B.C.
Victoria,
Vernon,
Nanaimo,
Trail,
New Westminster,
Penticton,
Prince George.

Northern Electric
COMPANY LIMITED

6653-1C.

Announcing

The New Canadian 40th Anniversary Edition of

THE BOOK OF KNOWLEDGE

TO celebrate this unique publishing event we offer a beautiful 20-page Booklet, entitled: "THE STORY OF CANADA'S FREEDOMS". The front cover — produced in full colour — depicts the Armorial Bearings of Canada, while on the back — also in colour — are reproduced the various flags of the Commonwealth of Nations. Inside is the complete illustrated story of the Charters of our Liberties, taken from the pages of the New Canadian 40th Anniversary Edition of THE BOOK OF KNOWLEDGE. Accompanying this is a handsome Folder, illustrating and describing the Coats-of-Arms and Emblems of Canada.

MAIL THIS COUPON TODAY!

THE BOOK OF KNOWLEDGE

1440 St. Catherine St. West, Montreal—Phone: UNiversity 6-8841

Please send me copy of the 20-page Souvenir Booklet: "The Story of Canada's Freedoms", containing pages from the New Canadian 40th Anniversary Edition of THE BOOK OF KNOWLEDGE; also the Special Folder, in colours, showing the Coats-of-Arms and Emblems of Canada and her Provinces. Free, and without obligation.

There are children in my family, ages

Parent's Name

Street and Number

Town or City Province

Check here if you own THE BOOK OF KNOWLEDGE

H&S-3-53

The New Canadian

40TH ANNIVERSARY EDITION

is filled with articles by distinguished Canadian Contributors — all recognized authorities in their respective fields.

• The Book of Knowledge deals not only with Canada, but with the entire world — with man's life in it and the stars beyond it — with the making of a match and the development of atomic power — with the story of earthworms and the plays of Shakespeare.