

Quebec

*E. Guerin*

# HOME *and* SCHOOL

*Published Monthly by*

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



Vol. I. No. 8.

Montreal, Quebec

September, 1949

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# The President's Message

## Avoiding Mistakes in Home and School

As this is my first message following the summer vacation I would like to use it in discussing ways of avoiding mistakes in Home and School. Your Association will only be as healthy and successful as the care your leaders take in avoiding these mistakes.

Family membership should be encouraged by having a family membership fee. This will stimulate family participation. The educational welfare of children is a responsibility which must be shared equally by fathers and mothers.

The annual meeting of your Association should be held during the month of (and at least ten days prior to) the Provincial conference. During the past two years this has meant the month of April — a calendar selection which now appears to be one worthwhile keeping. It has given the newly elected officers and other members of your Associations an opportunity to attend the Conference from which they have received not only an uplift of spirit but also useful information through inter-changing Home and School ideas and procedures. Furthermore it has enabled new Executives to set up Committees that functioned smoothly before the summer vacation: a procedure which, you will agree, eliminates several months of a vacuum in the activities of your Committees.

### Distribution of Magazine

*Quebec Home and School* is the voice of the Federation. Your Association should see that either through mailing or delivery one copy of this magazine reaches every member family. Only then will there be any assurance that your membership is conversant with the whole movement of Home and School in our province.

Copies of the revised Constitutions for Associations, Councils, and the Federation will be distributed once again this September among all our affiliated Associations. The Constitution Committee of your Association should study these constitutions with the view of revising its constitution in those respects which bear upon *Federation*

and *Regional relationship* and *policy*. Uniformity here will produce a smooth-functioning, well-knit Home and School organization for Quebec.

The Executive of your Association should pass along the recommendations of its committees to those bodies most competent to deal with them.



Problems common to a geographical area should be handled by your Regional Council, or passed on to the Federation if no Council exists; but problems of a vital nature to Home and School or common to all Associations should be acted upon by your Federation. In this way the overlapping of work (and with it a tremendous loss of energy) will be avoided and a greater efficiency of effort achieved.

### Planning your meetings

The agenda of general meetings of your Association should be so drawn up that the address of the guest speaker and the question period appear before the business. This is a courtesy to your speaker who may not be interested in the business of your Association.

Your Executive should be extremely careful in selecting only that business of the Association which will be of interest to the general membership. Long and boring meetings only discourage attendance.

Your Program Committee should have its program completed and accepted by the Executive before the middle of June each year. Poorly planned programs usually result in the teachers and pupils filling in the gaps. This always overloads the teachers and often places them in embarrassing situations.

The administration of the school is the responsibility of the Principal, appointed by the School Board, whose members are regularly elected and responsible to the citizens of the school district as a whole. Your Association is a voluntary organization and, therefore, should never seek to infringe in any way upon this constituted authority. Your discussions and recommendations, however, may and often should affect the policy of the Principal and the Board.

### Not a Social Organizations

There are many organizations which exist in your community for putting on social activities. Here competition is terrific, with artists usually high class and expensive. The failure of your Association is certain in this field. This does not, however, rule out an occasional social evening. Indeed, the odd social evening is useful in making parents and teachers better acquainted, or for

raising funds for the purchase of something special for the school for which the Board has not the funds.

Space does not permit further discussion of this topic. I sincerely hope that what I have written will contain answers to questions which are disturbing many of our member Associations.

EDWARD C. POWELL,  
*President.*

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# Quebec HOME and SCHOOL

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## Guidance: what is it?

E. P. HOOVER, B. A., *Guidance Conselor,*  
*Baron Byng High School*

In recent years much has been said about guidance programmes. You may ask "What does guidance mean in a school?" Some seem to think that guidance consists of giving a youngster a few psychological tests, and then, on the basis of these tests, by some miracle or other telling that youngster what he or she should be or do. True, these tests, carefully administered, and carefully interpreted along with other assembled data, may prove useful in arriving at a better understanding of the youngster's capacities, interests and needs. But they will not enable the guidance worker to hand out any definite prescription about a suitable future career. This choice of future vocation and plans for the future must be decided by the youngster himself. The trained guidance worker can assist him and his parents in getting together information necessary in making suitable plans for doing this and thus can render a very worthwhile service.

Broadly, guidance then, is the process of assisting the pupil to adjust himself to the complexities of high school, as well as to develop to the fullest his own personality, the better to enable him to take his proper place in the life of the community.

It is important to bear in mind that the duties of the Guidance Officer are to supplement, NOT to supplant the work of the class teacher in the appraisal and adjustment of the pupil under his care.

The many changes in our everyday civilization have meant the passing of the "Little Red School House", and placed emphasis upon the individual attending the school. Attention must be given to the attitudes, personality and health, as well as the mental capacity of each pupil. It is no longer possible for the classroom teacher due to the size of classes and the complexity of the curriculum, to study each pupil fully in the light of his needs, interests and abilities. Here is where the trained counsellor may be of greatest assistance to teacher and pupil alike.

With compulsory education and the greater demand for a high school education for all, it has been impossible for the teacher to carry on the many courses necessarily offered, the many extra-curricular activities, as well as the many affairs in the community which he is called upon to undertake, and at the same time, give adequate attention to the personal needs of the pupils.

*(Continued on page 7)*

*fine to their  
fingertips . . .*



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(Continued from page 5)

Interpretation of I. Q. tests, and personal interviews which help the pupil to understand and make adjustment to prejudices or emotional disturbances, make possible a better relationship between teacher and pupil. It can be readily understood that these adjustments cannot be made in a single interview, and in some cases unfortunately, there seems to be little improvement. We are dealing with the frailties of human beings, and we are all human — pupil — teacher — and guidance counsellors.

Not all the work of the guidance counsellor is with the so-called problem child. He should have at his disposal sources of information about occupations, vocations and the various courses required that can be of real value not only to the teacher but the pupil as well.

Guidance is an attitude of mind; it is an integral part of the whole educational process, not a branch of it. It implies a choice between two or more courses of action. Most students require help in making decisions to prepare for the best future life possible. This is the function of guidance. It must acquaint him with the various choices possible in a given situation — acquaint him with his own capacities, interests and needs in this situation — and assist him in making a wise decision, one which will enable him to develop along lines compatible with self-interest and with the demands of a democratic society.

This work can be carried out in two main ways. Group or class guidance deals with such subjects as personality and character development, how to study and vocational information. Individual guidance or interviews permits the pupil to discuss in private his own particular problems. This second phase is the very heart of the whole programme.

Although it is impossible to separate all phases of the guidance programme, there have been attempts to divide it up into three major areas for purposes of organization:

1. Educational guidance deals with the various courses offered, to enable the student to choose more wisely and to enable him to do his best to meet his future needs.
2. Personal guidance—where discussions relating to social and emotional adjustment are carried on as well as how to make the best use of leisure time.
3. Vocational guidance — the study of occupations and the requirements for same. This includes a certain amount of placement where possible and necessary.

The first two are given greater emphasis at the present time, particularly in view of the fact that usually the guidance officer has classroom work in addition to his duties, and there is naturally insufficient time for him to follow up the work thus begun in order to ascertain just how much has been accomplished.

It should be emphasised that in all guidance programmes the pupil must make up his own mind without undue interference from the counsellor or others. The guidance officer must be considered his friend, a person to whom he can go with his problems, a sympathetic listener and one who has time to devote to each individual in the school. As this idea takes root, more effective work with the pupils and a better understanding of each pupil should result. It is hoped in this way to overcome a great waste of time which has occurred in far too many cases in the past, and as a result to bring about a more complete way of life for the future citizens of our country.

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# Better Education Costs More!

W. A. E. PEPLER

(Following is a condensation of the excellent report of the School Finance Committee given at Spring Conference which covered in full the various aspects relating to general school financial needs and the provincial situation in regard to school finances, with particular reference given to Montreal.)

In October, 1948, as a result of a resolution passed at the First Provincial Conference, the Board of Directors named your President and myself as a special committee to investigate and report upon the question of school finance. This committee was later expanded to include the following: Mr. Leslie Buzzell, Mr. David Lockerby, Mr. A. M. Patience, Mr. Roy Wagar and Mr. Lachlan Campbell. The present report is by way of an interim statement and is not to be considered the complete and final report. As a matter of fact, we believe that this subject is one which should be of constant interest to the Federation and we are recommending that a Standing Committee be appointed.



The committee set up certain objectives which would provide the most direct approach to those problems which confront parents and teachers generally in the Province. These were: 1. To determine, in general, the financial needs requisite to supply the necessary buildings and building repairs for the modernisation of the Quebec systems of schools. 2. To determine the annual revenue required to sustain these modernised systems. 3. To supply the necessary expanded and new services to provide the highest facilities possible within the improved

schools. 4. To consider the present financial provisions of the Quebec Government in relation to these new capital and operating needs. 5. To compare the expenditures of Quebec Province for education in general terms in relation to those of other Canadian provinces, particularly Ontario. 6. To consider whether Quebec Province was justly contributing all that it might to public education, whether the funds raised by new and old methods of taxation would meet the needs, whether the methods of taxation were proper, and whether in such instances where the methods seemed prejudicial to general principles of public education, other more equitable means might be sought.

The Montreal Protestant Central School Board has a building program estimated two-three years ago to require \$18,000,000.00. Their program is based on a careful building survey and appears to represent pretty adequately what is required. Further than this, it is estimated that a sum approximating \$9,000,000.00. is still required to complete the re-building and modernization of off-the-island schools. These then are the capital needs. They represent heavy investments but are necessary to make up for the war years during which there was little but the barest maintenance.

There is a process of consolidation well under way in the province which necessitates modernization and expansion of facilities of many schools. Although this requires considerable capital outlay, in these modernized systems there are long term savings of notable proportions. Nonetheless, educational costs do continue to rise because educational standards are rising. It is evident that this is the price of progress, presumably a price that all public-spirited citizens of a democracy are willing to pay. It is a fact that attempts to meet these standards have led to a series of revenue deficits in the Montreal Island Board picture for a number of years. The accumulated deficit as at June 30th, 1946 was wiped out by a special government grant and the annual deficit for the last two years is budgetted to be covered by another special government grant. In the case of Montreal the newly provided funds (1% sales tax) are estimated to be adequate for current needs with no deficit.

One may assume therefore that increased expenditures, both in capital and operating costs in Quebec, are thoroughly justified. There will continue to be queries as to how costs are to be met. In this particular, two objections have been raised in our Federation discussions; one, that Quebec Province does not expend as much money as it should on public education in proportion to other provinces; and two, that such monies, particularly new monies, as are assessed for, are raised in ways hostile to our fundamental tenets of public education. The raising of these points is valid and de-



serves careful consideration. We have therefore tried to gather information dealing with them.

In regard to the comparative provincial expenditures on education our investigation does not reveal Quebec in an unfavourable light, but rather the contrary. We have figures to show that the provincial per-capita expenditure has been greater in Quebec than in any other province and the per pupil expenditure is second only to British Columbia. This provides something of a corrective to assertions that Quebec's attitude toward support of public education is irresponsible or uninterested

In regard to the second, it is not within the scope of the present interim report to go fully into the comparative methods of raising educational funds in other provinces, in the Commonwealth, and in the United States, to name only three highly-comparable areas. It is, however, instructive to compare the means of raising educational funds in Ontario and Quebec, since there are at least main general areas of similarity for purposes of comparison.

In these two provinces the methods of raising funds are in general strikingly similar; the raising of funds through local property taxation, the assessing of private corporation for contributions, and the allotment of certain monies from general taxation receipts for educational benefits.

Recently Quebec has passed legislation enabling local boards, in accordance with their needs and at their discretion, to use two special types of taxation; the one, the contribution of parents irrespective of property holdings through charges for partial text book costs, and for monthly school fees; the other, the institution of a locally applied sales tax specifically ear-marked for education. It is with

### CORRECTION

Mr. Pepler's statement to the Spring Conference on charges for schools (page 20, May number of Quebec Home and School) should read as follows: "Mr. Pepler reported on the action that the Federation had taken in connection with the charges for the use of school buildings by the Associations in Montreal. The School Board is now willing to consider modification of the charges for defined Home and School activities, and it is expected that discussions between Home and School Federation and the Montreal Protestant Board will begin almost immediately."

these special forms of taxation that your committee is immediately concerned, the question being how far these modes of taxation are justified in the light of what we call the fundamental tenets of free, compulsory democratic education.

Let us deal first with the permission granted to local boards to charge school fees and partial costs of text books. Although it is argued that these payments are token payments by the families who derive the education in proportion as they benefit, and it is argued further that the Federal government, through family allowances is supplying funds out of which payment of these fees is easy, we believe that this method of taxation is not compatible with free compulsory education and recommend its elimination.

With respect to the 1% sales tax we are of the opinion that this is a proper method. It is a broad base as all fund-raising for education should be and under the existing machinery collection is efficient and inexpensive. All taxation is contested as it is a burden on this or that group or on the public as a whole, but we must remember that there is no great pool of funds from which money for education can be taken. We cannot at the same time advocate modern education methods and contest every means of providing the necessary funds. However, we recommend that the development of this be closely watched.

There is one more feature of education finance which we would mention, and that is Federal Aid. The Canadian Teachers Federation has studied this matter very thoroughly and their report on it is available. In it they recommend strongly that Federal Aid be granted without any infringement of provincial or local autonomy in educational matters. We support this view.

Montreal Protestant Central School Board Building Program was divided into three sections: Urgent, pressing and needed with a projected amount of \$6,000,000.00 for each group. An example of the urgent group is the projected school at Victoria-Van Horne to relieve the overcrowding in the Iona School District.

Total expenditure per pupil enrolled . . .  
Quebec 1948 . . . . . \$ 120.00  
Ontario 1946 . . . . . 102.61  
(latest available figure)

Provincial Grants . . .  
Quebec 1948 . . . . . \$34,000,000.00  
Ontario 1947 . . . . . 30,134,000.00  
(latest figure available)

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# CAN WE PROTECT OUR CHILDREN?

Report given By D. C. BEWS, M. D.

*Chairman of the Health Committee.*

The following report deals with measures for the protection and control of tuberculosis in school children and was drawn up by the past Chairman of the Health Committee, Dr. Hugh Burke. It represents, in my opinion, a forward step in this important field and the recommendations which he has made, deserve the attention of everyone interested in the health of school children of this province. I am pleased to say that Dr. Burke has consented to continue as a member of the Health Committee. His experience and leadership will contribute much to our work in attempting to control this disease.

"Various measures for the prevention and control of tuberculosis in children of school age are being employed on the Island of Montreal at the present time. Many of these measures have much to commend them. However, the following points should be given special attention.

1. The measures found to be effective in the prevention and control of tuberculosis should be adopted in *all schools*.
2. Much more emphasis should be placed on certain measures in certain age groups than is the case at present.

The matter of where emphasis in measures for the prevention and control of tuberculosis should be placed changes with changing situations. It seems to me that in the Montreal area at the present time, particular attention should be given to certain age groups and, further, that each of the age groups to be considered should be handled in a specific manner. I suggest that an attempt be made to encourage the adoption of the following procedure.

## 1. Children of Kindergarten and 1st and 2nd Grade ages.

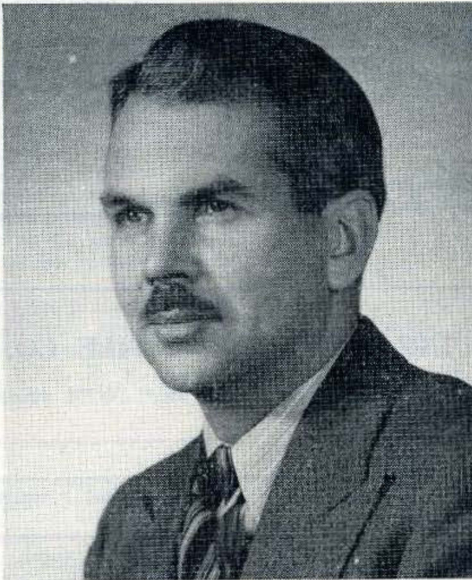
- a. All be given Patch Tests at least once.
- b. All who give a positive Patch Test be x-rayed and referred to a private physician or an anti-tuberculosis clinic, for examination.
- c. All parents and close associates of all children who give a positive Patch Test be urged to report to a private physician or a clinic for examination for evidence of tuberculosis.

- d. All Mantoux negative children residing in a home known to harbour a case of active pulmonary tuberculosis be encouraged to submit to B. C. G. vaccination.

## 2. Children of grade school ages.

- a. All be given some instruction as regards tuberculosis in their final year in school.
- b. It may be well, if circumstances permit, for all to be given a Patch Test in their final year at the time they are told about tuberculosis. Should Patch Tests be done, ALL who give a positive reaction will obviously have to be x-rayed and referred to a private physician or a clinic for examination for signs of tuberculosis.

It does not seem advisable or desirable, under present circumstances, to do more than the foregoing for this group as a whole. It may, however, be necessary in individual cases in this group to have Patch Tests, etc. done at intervals. Selection of individual cases for repeated Patch Tests, etc. should, I believe, be the responsibility of the School Physician or a Public Health Nurse.



### "Canadian Home & School"

Free copies of the Canadian Federation's magazine are being distributed to every Association in Canada this month. A subscription blank is enclosed. Here is your opportunity to put your Association down for a block number of copies every month. It should be a *must* for your executive members, and for your general membership too!

## 3. Children of High School Age.

- a. All be given some instructions as regards tuberculosis on one or more occasions, preferable in the latter years of their school courses.
- b. All be given Patch Tests once or twice. If Patch Tests are given but once, every effort

should be made to give them in the final year.

- c. All who give a positive Patch Test be x-rayed and referred to a private physician, or a clinic, for signs of tuberculosis.

It seems to me, finally, that if present resources as regard personnel, facilities and funds do not permit of implementation of the foregoing plan as a whole, particular attention should be given children of High School ages in the first place and, in the next place, children of Kindergarten and 1st and 2nd Grade ages."

The Health Committee of the Quebec Federation of Home and School Associations is in the process of being completely reorganized. It has been decided to develop the work of this committee under specific headings. These are as follows:

1. Environmental Health
2. Health Education
3. Communicable Disease — including tuberculosis
4. Mental Hygiene
5. Nutrition
6. Dental Health
7. Records and Statistics.

It is my hope that we will have an authority in each of these subsections who will plan to look into

these problems as they affect the school children of this province.

There has been a great appreciation, on the part of the people whom I have approached thus far, of the need and desirability of studying outstanding problems in these special fields. Up to the present time the formation of the Health Committee has been largely of professionally trained members but it is expected that other representatives will be added as soon as possible.

We wish to assure you that our plans are in progress and that the Health Committee will do its utmost to fulfill its function within the framework of the Home and School Association.

#### **Corresponding Secretaries**

You are requested to send in names and addresses of your Association's three Representatives on the Federation Council immediately to:—

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# A Matter of Public Interest

During the month of May, nine teachers in the Montreal Schools were informed by the Montreal Protestant Central School Board that it was no longer in a position to re-employ them as their teaching permits had been revoked by the Department of Education. All these teachers were married women, highly regarded in their communities and with very satisfactory records of service. When over forty years of age they had returned to their former profession in response to a wartime emergency and had been teaching on permits because their teaching certificates had been obtained outside the province of Quebec.

Here indeed was a situation loaded with perplexity and provocation. Only last year our Federation set up a Teacher Shortage Committee because the acute shortage of qualified teachers was causing grave concern among parents and School Boards throughout the province. The dismissal of these nine teachers has had a very undesirable effect upon the parents whose children have been affected. Their attitude is reflected in the following resolution passed on June 15th by the West End Regional Council (Montreal):

"That this Council recommend to the Quebec Federation that it vigorously pursue the inquiry as to dismissal of teachers on the ground of age or certificate in the face of the present teacher shortage".

The responsibility of determining the facts that had brought about this bewildering situation was delegated by your President, to the liaison officers of the Federation with the P. A. P. T. and the Protestant Committee — Messrs. F. W. Price and

## A HEARTY WELCOME

The Federation is most happy to welcome the following Associations which have recently expressed their willingness to accept the privileges and responsibilities of affiliation:

*Bedford  
Cookshire*

*Shawbridge  
Springfield Park*

L. N. Buzzell respectively. The information which they have gathered is definitely of public interest. And here are the facts.

The Central Board of Examiners (Province of Quebec) has a ruling that teachers over forty years of age who possess certificates obtained in other provinces should not be allowed to teach for more than *five* years. This age limit was considered necessary because the Education Act compels all teachers *with or without a diploma for the province of Quebec* to pay into the pension fund. This makes them eligible to receive pensions at the end of 20 years of service. Thus persons who are 48, 50, or 52 now, will be perhaps 68, 70, or 72 before they will be able to receive pensions. And female teachers should reach the age for a pension at 56.

Our Federation is nevertheless convinced that a solution for this problem exists. It seems decidedly unfair to have qualified teachers on permits paying pension stoppages when they cannot teach for more than five years, and when they need ten years of service to collect these stoppages. It appears ridiculous at a time of acute shortage of teachers to have the profession deprived of qualified teachers of maturity and experience.

The Federation is studying the legislation and regulations which are responsible for this situation, with a view to finding a solution satisfactory to all concerned — the parents, the teachers, the School Board and the Department of Education.

EDWARD C. POWELL,  
*President.*

## Notice to Programme Chairmen

Your co-operation is wanted.

Remember that speaker's address about which you were particularly enthusiastic? Remember the one about which you heard so much interested comment? Remember the one that caused so much discussion? Let us know about them, won't you? The speaker's list is being revised and we need your help in making it as interesting as possible. This is a matter of very general interest and we'd like to count on your help. Will you send your suggestions to Mrs. R. W. Coutts,

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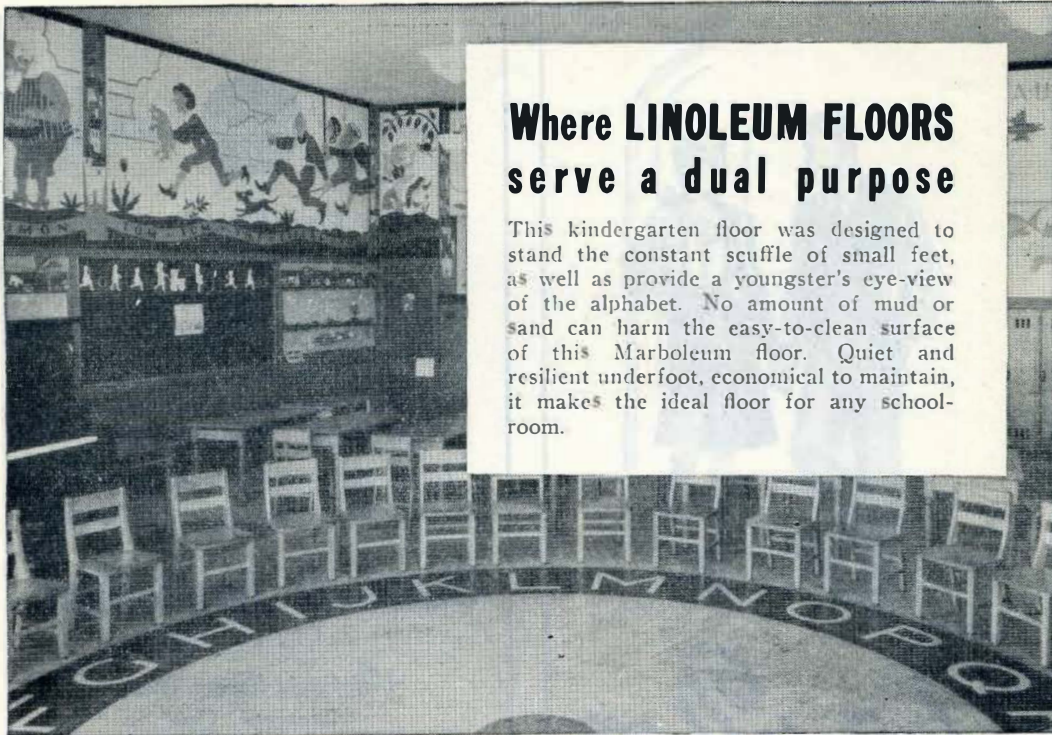
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