

# QUEBEC HOME AND SCHOOL

... *This Issue* ...

PRINCIPALLY SPEAKING . . . . . Page 5

DIRECTORS AT WORK . . . . . Page 6

TROUBLED PARENT . . . . . Page 7

WHAT'S GOING ON . . . . . Page 11

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HOME AND SCHOOL ASSOCIATIONS

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# QUEBEC HOME AND SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF  
HOME AND SCHOOL ASSOCIATIONS  
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## HELPING OURSELVES



L. M. CLARK

One of the problems facing Associations, Regional Councils, and Federation is the problem of obtaining persons to fill the many offices and committees which have to be filled if activities are to be carried out and if associations are to prosper. In some cases and perhaps in a larger percentage than is thought people decline to accept office or to stand for election because of a feeling of uncertainty as to what to do and how to do it. As a result of this feeling of insecurity many worthwhile and otherwise willing persons sidestep tasks which they are perfectly capable of performing and which secretly in some cases they would like to undertake.

What can be done to help this situation? One suggestion is that associations provide each elected officer and committee chairman with a copy of the Home and School Handbook published by the National Federation. This Handbook gives the duties of the various officers in detail, outlines the terms of constitutions and gives a wealth of information about Home and School committees and activities. Here is one way in which each President or Secretary can be given a clearer picture of his duties and responsibilities and the limits of his office.

Regional Councils could with advantage to their member associations hold meetings or conferences at which workshop sessions or roundtable discussions could be held to work out together ways of tackling the administrative problems which have to be handled by association officers. The conference could break up into section meetings, a section for Presidents, a section for Vice-Presidents, a section for Secretaries, a section for Treasurers, a section for Committee Chairman. By exchange of views and under competent leadership the participants in each section will come away with the feeling of having contributed and having learned much which will be of help to them in the discharge of their duties.

Because there are indications that sessions of this nature would be welcomed Quebec

(continued on page 4)

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

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

**HELPING OURSELVES, cont'd**

Federation will plan to hold section meetings for this purpose at the 1953 Annual Conference. Have you other ideas which you would like to see carried out at the Annual Conference? If so, send them in, for the Annual Conference is your Conference and should do what you want it to do.

A second problem common to Associations is how to arouse and hold the interest of its members. Better informed and capable officers result in better organized and more attractive meetings. This in itself is one way to keep the interest of Association members. A well run organization gains for itself the attention of its members who in turn are keen to participate in the activities.

At this season of the year when good resolutions are in vogue perhaps we should each resolve to play our individual parts a little better and to help in any way we can the other fellow in the execution of his duties. In this way 1953 will be made a successful year for us individually and as a group. A Happy New Year to you all.

**Permanent Platform**

The National Congress of Parents and Teachers in the United States believes that the following goals, based on the Objects of the organization, must be reached if every child is to have an opportunity to live a full life, satisfying to himself and useful to his community:

**1. Good Homes**

A good home is the basic unit of value in our social structure.

**2. Sound Health**

The power of the nation depends upon the health of its citizens.

**3. Safety**

Children need an environment free from physical hazards.

**4. Equalized Educational Opportunity**

The public school is an indispensable training ground for good citizenship and should provide for every child an opportunity to develop to the maximum of his capacity.

*(continued on page 16)*

# PRINCIPALLY

## SPEAKING

### . . . About Promotion

This being the first time this column has appeared we find ourselves in the comfortable position of being able to select our own topic for discussion. Taking advantage, therefore, of what may well be our only opportunity of determining the contents of this column we propose to deal with the promotion of pupils in elementary schools. We have chosen this topic in the hope that we may be able to help parents understand more clearly what promotion and non-promotion mean in the elementary schools of this province. That there is a considerable amount of misunderstanding on this question is evident from the number of queries and comments we principals receive individually during the course of the year.

The first point we should like to make is that the words promotion and non-promotion have assumed within the teaching profession a meaning that is quite different from that traditionally assigned to them, especially in the layman's mind. Promotion is not necessarily regarded as a reward for work well done nor is non-promotion looked upon exclusively as a punishment for lack of application or a penalty for stupidity. The advancement of a child to the next stage of the educational programme or the retention of a pupil in a class for the second time are simply administrative devices for placing a child where, in the opinion of teacher and principal, that child will have the best opportunity to develop during the ensuing year.

It follows therefore that the determining

factor in all decisions affecting the grade placement of pupils is the educational welfare of each child concerned. Rigid grade standards of achievement no longer dominate a school's promotion policy as they did in the past. Such standards still influence decisions but they are not the sole consideration. The personality and circumstances of each individual child are taken into consideration and before a decision on grade placement is reached due account is taken of such matters as a pupil's age, health, emotional development, physical maturity, home conditions, educational background, intelligence, etc.

In view of the emphasis placed upon the individual, it might well be asked why we do not "promote" all pupils and meet their individual needs within the framework of a seven-stage programme. Some schools in other parts of the world do precisely that, but we are of the opinion here that such an extreme is as bad as its opposite. Rigid grade standards disregard the individual, whereas an automatic promotion policy runs the risk of not challenging the individual enough. Promotion policy in our schools is an attempt to reach a compromise and provide enough flexibility to safeguard standards of learning, on the one hand, and meet the needs of individual children, on the other.

Much more could be written on this whole topic than space permits, but may we in conclusion discuss briefly one other aspect of it. Some of our readers are undoubtedly thinking that non-promotion (or failure, as they would call it) does serious psychological

*(continued on page 14)*

# DIRECTORS AT WORK

**Quebec Federation is YOUR federation but apart from meetings of the Council of Representatives there is little opportunity to let the general membership know just what is being discussed and considered by the Federation. The following information, therefore, is in the nature of a report to members on the activities of the directors during the period from the last convention until the end of December.**

**June 16, 1952**—The President introduced new Directors elected at the Annual Meeting (May 9—10). . . He then presented report on the Canadian Home and School and Parent-Teacher Federation convention at Banff, June 1—6, which he attended with Dr. Evelyn Grieve and Arthur R. Colman, National Vice-President. . . Mr. Colman agreed to head our committee to study *classroom lighting*, in accord with resolution of Annual Meeting. . . Miss Rita Sheppard of *Verdun High* was appointed new chairman of Children's Leisure Reading committee. . . Mrs. J. A. Bilton, *McMasterville*, will chair Program Planning committee. . . Kenneth Van Geun of *Rosedale* was named to head the Traffic Safety committee. . . Appointment of the new Editorial Board for QUEBEC HOME AND SCHOOL, chaired by Dr. L. E. Socolow of *Outremont*, was approved. . . A number of letters from Associations protested the Greater Montreal School Board's decision to impose *added tuition fees and textbook rentals* in order to pay the teachers a bonus for the coming year. A resolution was thereupon passed to convey to the School Board our regret that this method of raising needed revenue had to be employed and our request that it be terminated as soon as possible. Copies of this resolution and covering letter to School Board to be sent to all our Associations in Montreal area. . . Re-appointment of Dr. W. P. Percival as Honorary President

was confirmed—also of *Leslie N. Buzzell* as our liaison representative on Protestant Committee of Quebec Council of Education.

**September 8**—The President announced formation of a special committee under Hon. Justice Arthur I. Smith of *Hampstead* to investigate and report on the question of *Montreal teachers' salaries*—in accord with resolution of Annual Meeting. . . Letter sent to Protestant Committee requesting direct representation, also in accord with resolution of Annual Meeting. . . Final affiliation was granted to *Beebe* and *Thurso* Associations. . . Provisional affiliation was granted to *Connaught* Association, Montreal. . . Formation of *Verdun* Regional Council has been initiated. . . Robert Gardner of *The Montreal Star* was appointed Press Officer of the Federation.

**October 20**—Ernest W. Crowe made specific recommendations for reorganization of the *Traffic Safety* committee, which were adopted. . . Mrs. P. J. Dow, *West Hill*, was appointed co-chairman of Program Planning committee. . . Mr. Resin reported on the meeting of Association Presidents and Program Chairmen on September 27, at which 35 Associations were represented. . . Alex. G. Pryde reported on the meeting of the *South Shore* Regional Council and representatives of the other Regional Councils, on October 3, to hear Mrs. Bedoukian (*North End* Regional Council, Montreal) and Mrs. Shuster (*West End* Regional Council, Montreal) tell about the Ontario Home and School Leadership Training Camp. . . Mr. Pryde also reported on the *District of Bedford* Regional Council's annual conference on October 4. . . Total membership of the 116 Associations comprising our Federation has now reached 16,505 families. . . The President reported on the annual meetings of the Provincial Association of Protestant School Boards, which he attended as our Teachers and the Provincial Association of Protestant School Boards, which he attended as our representative and conveyed greetings. . . We will provide studio audience for the *CBC Citizens' Forum* in Montreal October 30.

(continued on page 10)

## O. Spurgeon English, M.D.

Day by day it becomes difficult for many of us to surround our children with the security that emanates from a calm, untroubled home life. The strains and tensions of our modern world are hard enough on us. Think what they are like when reflected in our children! For children are like mirrors. A troubled child mirrors a troubled parent.

*O. Spurgeon English, M.D., is a practicing psychiatrist and head of the department of psychiatry at Temple University, Philadelphia. With his collaborator, G. H. J. Pearson, he is the author of that widely read book, The Emotional Problems of Living.*

So it behooves us all to take a look at ourselves, see what our troubles really are, and have a try at doing something about them.

The most common of our troubles arise from our immature responses to the ordinary

# Troubled Parent

A placid, serene child mirrors a happy, self-confident one. How, then, can we troubled parents rear untroubled children? How can we avoid the vexations, irritations, and tensions that are so apt to affect our youngsters?

### The Force of Truth

First, we must admit a rather painful fact. Somewhere along the line many of us have failed to do everything necessary to make contented, cooperative human beings of our offspring. And having acknowledged this fact, we must mend our ways and work hard, extremely hard, to undo the damage we have done.

vexations of everyday living. These are the minor irritations that besiege us all. The coffee is too hot or too cold. We've got up on the wrong side of the bed. Mother-in-law is irritating. The milkman comes late, or the dishes get dirty too often. These and a thousand trivialities like them annoy all of us, but we do not have to transmit our irritation to our unsuspecting youngsters.

If we are in a bad humor or feel annoyed, it is important to admit honestly that we are. Then we must find out why and "come out of it" by forgiving whoever or whatever has frustrated us. We can be honest with

# Troubled Child

To relieve ourselves of guilt, too many of us have fostered the belief that heredity has something to do with disposition. It doesn't. If a child is stubborn, we cannot conclude he is so by nature. If he has a bad temper, he did not inherit it from his grandfather. He inherited it from his home environment. The child with a temper is an unhappy, neglected child who has not been given enough of the right kind of love, consideration, and discipline. He frequently loses his temper to get attention or something else he wants, or else he loses his temper because he has seen his parents do the same thing. If we have no way of solving our problems besides losing our tempers and screaming for what we want, we can be assured our children will do the same.

our child, too, and say to him, "Johnny, Mommy's in a bad humor. I know I shouldn't be. So if I didn't seem nice to you just now, please forgive me. It's not your fault, and I love you just the same."

Children can understand this sort of talk. They can accept it and not feel hurt. They can accept anything if they know they are loved and can feel secure in that love. They will let us have our bad moods and not be hurt by them because they can understand them. But these moods shouldn't occur too frequently, for children tend to take their parents' unexplained worries, bad humors, or depressions very personally. Often they assume that they have somehow caused the

(continued on page 8)

## TRoubLED PARENT, cont'd

distress. So if we take the responsibility for our unpleasant moods and explain their causes, our youngsters will not think they are to blame for our vagaries.

A very simple experiment can be performed to show how the troubled mind of a parent can be transmitted to a child. Press a foot on the sustaining pedal of a piano, sing for a few seconds, then stop abruptly. A string of the piano will vibrate quite audibly. It vibrates because of the air waves your voice has set in motion. Therefore a tone of voice, whether it be a whisper, a shout, or a yell, will cause some reaction on the piano string.

What we should remember about our children is that they are as susceptible to these vibrations as are the strings of the piano. Whatever we vibrate emotionally will be picked up by sympathetic vibrations in their sensitive minds. So it does behoove us indeed to see not only that we do not let everyday irritations and vexations be passed on to our children but that our more serious worries and anxieties are dealt with so that the youngsters are not set into sympathetic vibration with them.

### Stormy Weather, Steady Controls

Let us take a few examples of the troubles or worries that may influence children adversely. One mother was brought up to feel that living in a certain part of town, sending the children to private school, and having a maid was the only proper and right way of live. She married a man whose income did not permit this. Being unable to realize that life can be good without these outward trappings, she has become unhappy and critical of her husband. She resents his apparent lack of worth and transmits this same feeling to her child. Such conflict between what she wants and what she has makes it practically certain that her child will also be emotionally troubled.

There is another mother who is too keenly aware of all the perils facing her young son. Every sniffle is a forerunner of pneumonia. All traffic is a menace to him. No nursemaid or teacher could possibly have enough affection and understanding to take proper care of him. She is an unhappy, fearful, insecure woman. She finds fault with the neighborhood, finds fault with the school system. The neighbors' children are "bad" and their parents worse. She has little or nothing constructive to say about the community in

which she lives, and she has little or nothing to offer that will give her boy a positive, optimistic outlook on life.

Fathers are of course not immune to troubles either. Mr. B., for instance, complains either that Mother isn't strict enough or that she is too strict. School expenses are too high; so are grocery bills. He thinks that the children aren't respectful enough. They want too large an allowance, or they stay out too late at night. Where is their sense of responsibility? What about all this sex? Don't children know entirely too much these days? Such worries show Father's lack of insight and understanding, his insecurities and uncertainties. And as surely as the sun will rise, his children will also be insecure.

In short, we see that a mother who is troubled in her relation to her husband, to her mother, even to the maid, the butcher, or the laundryman, will reflect these troubles onto her children. The father who brings to his marriage certain anxieties left over from his own boyhood or who is troubled about his relation to his employer or his colleagues or who is for any reason dissatisfied with his life will constantly be imparting some of those troubled feelings to his children.

### Being Wise in Adult Ways

How, then, can we change our attitudes so that they will be a positive force for good? We must ask ourselves what it is that prevents us from being satisfied with our lives and our work. What is it that makes our worries and anxieties so excessive, so burdening that they lurk in the background of our children's daily life? If we have such problems, we should try to find some solution to them.

If we have trouble with our "in-laws" there is a way to resolve that problem. (Usually it means taking them as we find them and blandly refusing to let them impose upon us.) If we are unhappy in our work we should find the reasons by honest questioning of ourselves. If false fears beset us we can look to our childhood training and our values. And if we cannot think out satisfactory answers to our own problems, we can seek outside help from a counselor, a family physician, clergyman, or psychiatrist.

If there is someone employed in the home who is such a troubled person herself that she nags and quarrels with the children, we can try to teach her to be more understanding of children's needs and thereby

*(continued on page 13)*



## ***A Matter of Percentages***

If Quebec Home and School award-honors there's no doubt about which individual associations would get top ratings. **FOUR ASSOCIATIONS HAVE SENT IN SUBSCRIPTIONS TO THE MAGAZINE FOR 100 PER CENT OF THEIR MEMBERSHIPS.** They are:

PERRON

VALLEYFIELD

ROSLYN

MOUNT ROYAL HIGH

But that's not all. In addition to the above, the associations at *Cowansville, Thurso, Crawford Park, Dorval, Tetreaultville, and University District* have included between 50 and 100 per cent of their members as magazine subscribers. What's the percentage for your association?

## **NEW SUBSCRIBERS PLEASE NOTE**

In the past subscriptions to the magazine have been on the basis of a year running from October to the following May. For the convenience of subscribers, however, a change has been made so that the year now runs from November to the following October. This means that those readers whose subscriptions were received too late for them to receive the October issue will have their subscriptions extended to include next October.

Fear not that thy life shall come to an end, but rather fear that it shall never have a beginning.

—CARDINAL NEWMAN.

January, 1953

[9]

Quebec Home and School

WORKING WITH CANADIANS IN EVERY WALK OF LIFE SINCE 1817



*Canada's  
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MONTREAL**

## **IMPORTANT**

**The Sixth Annual Conference**

of the

**Quebec Federation of Home  
and School Associations**

will be held

**May 1st and 2nd**

in the

**Windsor Hotel, Montreal**

***Plan Now to Attend!***

## DIRECTORS, cont'd

representative and conveyed greetings. . . We provide studio audience for the CBC *Citizens' Forum* in Montreal October 30.

### Council of Representatives, November

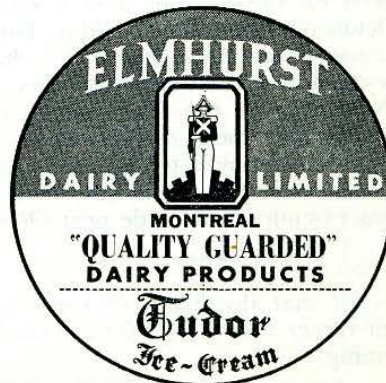
**1**—The President announced that this meeting, held in *Granby High School*, was the first Council meeting in the history of our Federation to be held outside the Montreal area. He hoped that it would start a trend, and expressed thanks to Loran Ball, *Granby* president, for his Association's hospitality. . . The President also reported on his visits to several Associations and Regional Councils since the Annual Meeting of the Federation. . . Mr. Price reported on the action taken to date by the Board of Directors on resolutions and recommendations of the Annual Meeting. . . Our resolution re-enforcement of legislation on *crime comics* and other undesirable matter was sent to the Attorney-General at Quebec, together with pertinent section of report of Children's Leisure Reading committee. It has not yet been acknowledged. . . Our resolution re-inclusion of *Traffic Safety* training in the school curriculum was acknowledged by the Protestant Committee, which requested our specific suggestions—which were promptly forwarded to them. . . Reply of the Greater Montreal School Board to our resolution re-coeducation in high schools states that it is their intention to have mixed classes in the new *West Hill High School*. . . Dr. Socolow reported that the subscription campaign for QUEBEC HOME AND SCHOOL is going well. . . Preliminary plans are being made for the Annual Meeting of the Canadian Home and School and Parent-Teacher Federation, to be held at *McGill University*, Montreal, from June 1 to 6, 1953. Several events on the program will be open to all Home and School members. . . Committee reports were presented, and Mrs. Bedoukian of *University District* reviewed the book "New Ways to Better Meetings". . . There was unanimous approval for the idea of another Art Contest for the children again this year. . . The President announced that our *Annual Meeting and Conference* will be held on May 1 and 2 in the Windsor Hotel, Montreal. Chairman of the committee in charge is Thomas M. Lawrence, *Lachine*. . . Mr. Feiner, *Bancroft*, asked if there had been any progress in our negotiations with the Greater Montreal School Board on question of new regulations affecting dancing classes sponsored by our Associations. Mr. Price

reported that we had not yet obtained any revision of these regulations.

**November 10**—Mrs. A. G. Forman, *Cartierville*, was appointed our representative on the Quebec Provincial Committee of the *Junior Red Cross*. . . The President reported on the successful Council of Representatives meeting in Granby on November 1. It was agreed that henceforth we hold at least one of the three statutory Council meetings per year outside the Montreal area. . . Mrs. G. C. Liersch stated that the *Parent Education Institute* held on November 4 at the Montreal YWCA was a success in every way. . . *Adath Israel* Association, Montreal, was granted provisional affiliation. . . The new *Verdun* Regional Council was granted affiliation—made up of representatives of *Bannantyne*, *Crawford Park*, *Riverview*, *Verdun High*, and *Woodland* Associations. . . Organization of four new Associations planned for this month: *Brownsburg*, *Elmgrove*, *Nesbitt*, and *Westward*—latter three in the Montreal area.

**December 8**—Dr. Evelyn Grieve and Messrs. Resin and Pryde were appointed our *National Representatives*, in preparation for Annual Meeting of Canadian Federation in June. . . Mrs. Shuster (*West End Regional Council*), Dr. Socolow (*North End R.C.*), Mrs. Simon (*Verdun R.C.*) and Mrs. C. O. Jones, Jr. (*District of Bedford R.C.*) were appointed *Delegates*, with one more to be named. . . C. Bruce Brown, *Mount Royal High*, will lead the reconstituted Teacher Shortage committee of Quebec Federation. . . Mrs. G. Lerner of *Iona* was appointed chairman of the new *School Art* committee. . . Reports were presented by Mrs. G. B. Clarke for *Parent Education* and Miss Ruth Low

(continued on page 17)



# What's going on at . . .

## . . . BEAUHARNOIS

The Beauharnois Home and School Association held its second meeting of the year Tuesday night, Dec. 9. The meeting was ably conducted by Mrs. W. Kilgour, in the absence of the president, Mrs. Rose Clark. The Banner Vote (for attendance) was won by Mrs. Ward's class—grades III and IV. Mrs. T. Kemp spoke briefly on the importance to the community of the new weekly paper, *l'Information Regionale*, which has now made its appearance in Beauharnois.

The speaker of the evening, L. V. Fuller, principal of Beauharnois Intermediate School, was introduced by W. F. Monovan. His subject was, "The School Curriculum and Its Effect on the Child." In fascinating manner, Mr. Fuller detailed the curriculum, grade by grade, set forth by the Department of Education, and showed its effect on the education of the child. If followed rigidly by the teachers, it would result in a child full facts, figures, and knowledge, still needing further education in order to use the tools which had been acquired. Mr. Fuller revealed clearly, and with wry humour, how much a teacher has to contribute, out of his own personality and conscience, to bring this diversity of knowledge into focus for the child, and so develop a thinking person, able to use his knowledge to some purpose. He also emphasized how much the active interest of the parents was needed to make the things a child learned at school part of everyday living.

R. Calhoun thanked the speaker Mrs. V. Anderson and the Grade 4 mothers provided refreshments.

## . . . DUNRAE GARDENS

Dunrae Gardens Association in Mount Royal has been handicapped this fall due to lack of space in which to hold its meetings. A large addition to the school is all but completed and the new gymnasium will be a vast improvement over the cramped and poorly ventilated quarters used till now.

Probably the most important event staged by the Association this year has been the inauguration of The Elmer Traffic Safety Pennant Campaign. This took place on November 6th during the lunch hour with

all the children and their teachers grouped about the flag-pole for the ceremony. Importance was given to the occasion by the presence and participation of civic officials, local school board members and of Messrs. T. Sommerville and J. G. Lang of the Greater Montreal Board. The presentation of the pennant was made by Ernie Harris, Chairman of the West End Traffic Safety Council. Rev. C. W. Coleman offered a prayer of dedication. Reports indicate that the teaching staff is doing its part to maintain the children's interest in the campaign.

Actually only one full membership meeting has been held. This was a joint meeting with The Carlyle Association on their kind invitation to hear Mr. D. C. Borden speak on the subject of Traffic Safety.

The New Year's activities commenced with official opening of the new addition to the School on January 16th by Mr. Dunton. The Rev. Dr. G. G. D. Kilpatrick was the principal speaker. Also heard on the program were H. F. Finnemore, Chairman of the local school board; the Principal, Mrs. Vera Richards; Canon E. A. Findlay, Rev. C. W. Coleman, and Mrs. Cecil Currie, President of the Association. Parents welcomed the opportunity to inspect the new building.

A social evening has been planned for January 30. Square dancing will highlight the program. The Association has been fortunate in obtaining the consent of Mr. J. G. Lang of The Greater Montreal Board to act as "caller" which should be a guarantee of the evening's success.

Programs of a more serious nature for the balance of the season are in the planning stage.

It is expected that there will be courses in millinery, wood-working, and square dancing for parents. Badminton will also be available.

A skate exchange is operating successfully under the competent management of Mrs. A. C. Bell, a member of the Executive.

## . . . LACHINE

The Central Park Home And School Association is conducting a junior art center. Instruction is given by Mrs. E. Herbst,

assisted by mothers of the school. Two classes of 30 children each will receive instruction for 10 weeks.

The children of Central Park have the opportunity of skating at the Lachine Arena two hours per week, the time being sponsored by the Home and School Association. In addition an outdoor rink is available for hockey practices.

This association is hoping to sponsor an adult art class beginning in January.

### . . . TETREAULTVILLE

The Tetreaultville Home and School Association held its Christmas Party in the school on Tuesday, December 16.

The program included carol singing with Mrs. F. Smith at the piano; a violin solo by Mrs. N. Viger accompanied by Mrs. H. Giroux; highland dancing by Miss Margaret Jean Anderson, to the bright and lively tunes of piper, Capt. John Anderson, MC and Bar; and tap dancing by Miss Bernice Ellis.

During the evening, Miss Van Vliet, who has served the school as teacher and principal for 27 years was nicely surprised when about 35 or 40 "Old Boys" assembled in one of their old classrooms and held a mock school session. Later, they presented Miss Van Vliet with a bouquet of roses and a lovely set of matched travelling bags.

Mr. and Mrs. J. Love were presented with a gift from the Home and School Association, in recognition of their faithful services as caretakers of the school. The association also presented a small radio to the school.

### . . . VAN HORNE

The Executive Committee (Parents) were hosts to the entire teaching staff of Van Horne School at an informal tea on Friday, December 19th.

Presiding at the tea table were Mrs. R. F. Anderson, wife of the principal of the school, and Mrs. N. Grycan, wife of the president of the association.

The Annual Social and Barn Dance for parents and teachers was held on *Thursday*, January 15th.

I would rather make my name than inherit it.

—THACKERAY.

Education commences at the mother's knee, and every word spoken within the hearing of little children tends toward the formation of character.

—HOSEA BALLOU.

Things change so fast these days a man couldn't stay wrong all the time if he tried.

*Independent-Herald*  
PINEVILLE, WEST VIRGINIA

The worst bankrupt in the world is the man who has lost his enthusiasm. Let him lose everything else but enthusiasm and he will come through again to success.

—H. W. ARNOLD.

I often wonder, considering what charming things children are, where all the queer old men come from.

—GERALDINE FARRAR.

It is fortunate to be of high birth, but it is no less so to be of such character that people do not care to know whether you are or not.

—BRUYÈRE.

## For MUMMY DADDY and ME



## TROUBLED PARENT, cont'd

become a more constructive member of the family. She too can learn how children imitate the behavior and attitudes of adults. If she cannot change her attitude, however, it might be worth changing employees.

If school life has begun and the children are not doing good work, it is useless to scold. Better to go to the school and find out why. Ask for a conference with the teacher. We can learn much about the needs of children from her. If a child seems shy or lonely encourage as many group activities as possible. Don't comment on the shyness; just ignore it. Give the youngster more social experience and more rewards for participating in them.

If our children seem rebellious or heedless this probably means we aren't being resourceful enough in getting our ideas across to them. Hold a family conference and bring troubles out into the open. Why not ask, "How can we, as a family group, be happier, get more cooperation, and make life easier for all of us? Let us hear your complaints and your suggestions." It's amazing how quickly children will respond when they see that adults are willing to accept blame for some family difficulties and share in the changes to be made. Sensing our belief in democratic action and our respect for them as individuals, they will feel free to express their views. We must listen to them respectfully, if we expect to be listened to ourselves. Democracy can only work as a national idea if it first works in the home.

Finally, if we build up the morale of our homes, we shall not only change our own negative attitudes and relieve our own troubled minds, but we shall give our children some part of that security we are all seeking. Morale in the home can be compared to the morale of an army. In both it has the same meaning, and in both it gives added strength to fight for the desired goal. Morale is a *group spirit of courage, devotion, and endurance, applied in the service of a goal or cause.*

What, then, are the goals for a healthy, happy family life? Let us list them in this way:

1. Cultivating love.
2. Teaching the value of order and self-discipline.
3. Learning to understand oneself and others. (This includes, of course, sex information.)

4. Teaching the value of cooperation and mutual helpfulness.

5. Learning the need to serve outside the home (both in a job and in community activities).

6. Fostering academic and religious education.

7. Teaching respect for the sentiments and beliefs of others.

8. Building strength for future responsibilities.

9. Learning to take part in the cultural activities that enhance the joy of living.

These nine points give us something to aim for, something constructive to work toward. We can use them as a guide to help us make the family environment a healthy, happy one.

We all want quiet security, but we cannot have it without working for it. What is more, none of us can expect to be continuously serene. We must all be troubled from time to time. But we can minimize our troubles by trying to analyze them and understand them. We can even manage the ups and downs of everyday living without disturbing the happiness and security of our children.

Let us realize that it means working together intelligently and patiently to live a happy life, free of quarreling, nagging criticism, resentment, and mutual disapproval. And when we have worked for and achieved some of our goals, we shall have come a long way toward ridding ourselves and our children of major emotional troubles.

NATIONAL PARENT-TEACHER • APRIL, 1951

Being young is a fault which improves daily.

—SWEDISH PROVERB.

The silent man is often worth listening to.

—JAPANESE PROVERB.

Children should have their times of being off duty, like soldiers.

—RUSKIN.

Men who have a good deal to say use mighty few words.

—JOSH BILLINGS.

A specialist is one who has his patients trained to become ill in his office hours. A general practitioner is likely to be called off the golf course at any time.

—ANON.

## AUDITION WINNERS

The committee of the Young People's Symphony Concerts which are held, under the auspices of Les Concerts Symphoniques de Montreal, in the auditorium of Montreal High School has released the following list of winners in the auditions held for local soloists in the series: Ann McCahey, age 14, pianist, of Miss Edgar and Miss Cramp's School; Robert Silverman, age 14, pianist, of Strathcona High School; Margaret Joan Errey, age 11, and Donald Errey, age 14, duo-pianists, the first from Willingdon School, the latter from West Hill High School.

## PRINCIPALLY, *cont'd*

harm to the child with whom it is used. Admittedly there is a danger of that happening, but the danger will be considerably lessened if parents understand the situation and prepare themselves and their child for it. It must also be remembered that equally serious psychological damage can be done to a child by forcing him to work at a level which is beyond him.

The real art of conversation is not only to say the right thing in the right place, but . . . to leave unsaid the wrong thing at the tempting moment.

—DOROTHY NEVILL.

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# These are the Books

**A regular feature of Quebec Home and School supplied by members of the Children's Leisure Reading Committee. This month's selection deals with Canada's Northland.**

"The Canadian North" was a phrase that used to call forth the picture of dark spruce forests through which Indians, explorers, trappers and wild animals threaded their way, all in a fine conglomeration of romance. The romance still holds, boys and girls still eagerly read of Indian life and strenuous journeys by canoe and dog-sled, but there is a richness of information and an exactness of description in the books of to-day that bring those wide stretches of our country closer to reality. There is also an ever growing interest in and understanding of the north that lies beyond the forests and the plains. Eskimos, the rigours and pleasures of their lives, are now taking their place in books.

### For The Young Folk

For the younger children, "*Their First Igloo*" (\$1.75 True and Henry, illustrated Blackwell—MacLeod) has unusually charming illustrations and simple, clear text.

"*Anaghalook, Eskimo Girl*", \$1.75; one of the Encyclopedia Britannica's film series, has excellent photographs of Eskimo life, the small girl with the peppermint candy stick is sufficiently attractive to warm any child's heart.

For those more experienced in reading there is "*Eskimo Boy*" by Pipaluk Freuchen (\$2.50 Ambassador); a story close to reality, it begins with the tragedy that persuades primitive life and develops the theme of endurance and courage ending with final

triumph. It is written with the truth and sympathy that comes from kinship.

"*Ook-Pik*" (\$1.50 W. G. Crisp—J. M. Dent & Sons) is full of information, both of customs and characteristics, and presents a delightful picture of an Eskimo family, the training of the children and of the affectionate ties that help them grow into maturity.

### For High School Age

Older High School students will enjoy "*The Tundra World*" (\$3.50, Stanwell-Fletcher—McClelland & Stewart). Though written with the detachment of an outlander, it gives an interesting account by a young woman naturalist of a little known part of our country, the Barrens northwest of Churchill.

Not at all detached is the "*People of the Deer*" (\$4.50, Mowat—McClelland & Stewart), which has given rise to so much controversy as to its accuracy. Deeply moving and vivid in its picture of suffering and beauty, it should be read for what it is, an account by a man who fell in love with the Barrens and its people.

In any list of books however limited, one should not completely overlook our old friends the Indians. Factual, clear and readable, "*Indians of the Longhouse*" (\$2.75, Bleeker—MacLeod) and "*Indians of the Plains*" (\$2.75, Tousey—MacLeod) are to be recommended.

### For Anyone

And finally, for it is well to remember the early struggles and daring of those that opened up the North, there are the great explorers and geographers. "*Franklin of the Arctic*" (\$3.50, Lambert—McClelland & Stewart) gives the stirring picture of the boy who fought at the battle of Copenhagen and

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at Trafalgar under Nelson, and after a life-time search for the Northwest Passage died in the Arctic ice.

"*North to the Unknown*" (\$2.50 Evans — McClelland & Stewart) tells of David Thompson, from Grey Coat charity bay to surveyor of the 49th parallel, who through hardships and setbacks followed the great demand to know and know exactly what lay beyond.

There are other books of both information and fiction, but these are the books that will help children to understand the great traditions and the fascinating life of the North.

*Margaret G. Forsyth.*

## SKATE SWAP

The origin of the idea is lost but the "Skate Swap" has become an annual feature with many associations. It fills a need in any community and solves the problem of what to do with those skates and boots that Johnny or June outgrew so quickly.

A survey among some associations now operating Skate Swaps shows that in most cases the same technique is also applied to skis and ski boots.

Under these operations no money is handled by the association. A central depot is set up and the skis and skates are brought to the depot with all information on a tag. Information includes the names, address and telephone number of the owner, the size of the article and the price required. The prospective buyer then contacts the owner and closes the deal.

Those associations already operating a skate or ski swap report that is a popular activity and one which functions with little effort and widespread satisfaction.

### PERMANENT PLATFORM, *cont'd*

#### 5. Conservation of Human Values and Natural Resources

The conservation of individual freedom, individual rights, and individual dignity has become increasingly important. Tolerance can be fostered at home and in school only through an earnest, zealous effort to appreciate the contributions of all social and racial groups and thereby achieve the common human culture envisioned in a democracy. Every child should be taught to have (1) a regard for this country's rich natural endowments, upon which depend our national life, culture, and existence, and (2) a general knowledge of how these

## A Children's Guide To Canada's Capital

Did you know that each day at 11 o'clock — the hour at which the first World War ended — a new page is turned in Canada's Book of Remembrance? Did you know that Caleb Bellows was the first inhabitant of what is now Ottawa?

Leonard Knott tells children these and many other interesting facts in "The Children's Guide to Canada's Capital", (Brunswick Press — \$1.00).

Under Knott's skillful pen the story of Ottawa is not a dull history peopled with statues, but a thrilling adventure in which Canada's heroes come to life as "the men of bronze who live on the hill". Confederation, and the function of Canada's parliament are detailed in a fashion which should attract and hold the attention of ten-year-olds.

Of equal importance to children are the fascinating and colorful illustrations by Jacques Gagnier, who has collaborated with the author in numerous other children's books dealing with Canada.

Children should enjoy this lesson in history which takes Ottawa from its lusty youth as Bytown to its more sedate maturity as the Capital of "Our Lady of the Snows."

*A.K.C.*

resources may be best conserved and ever strengthened.

#### 6. Vocational Adjustment

For the individual, successful vocational adjustment means satisfaction and independence, and for society, increased stability and production.

#### 7. Constructive Leisure-time Activities

The wholesome development of children and youth is dependent in large measure upon the constructive use of leisure time.

#### 8. Civic Responsibility

The privilege of American citizenship demands acceptance of its responsibilities.

#### 9. Active Spiritual Faith

Religion has a fundamental place in our American tradition as a basic factor in personal and social behavior. Every child has a right to a religious faith.

#### 10. World Outlook

A world outlook is essential in order that our children may develop appreciation for the abilities, customs, cultures, and religions of people wherever they are.

*National Congress Bulletin.*



## DIRECTORS, cont'd

for *School Education*. . . New Associations at *Brownsburg, Nesbitt School* (Montreal), and the *Rabbinical College* (Montreal) were granted provisional affiliation with the Federation. . . Final and full affiliation was granted to *Coaticook High* and *Adath Israel* (Montreal) Associations. . . Mr. Dunlop reported on the successful leadership conference held on November 27 by the *West End Regional Council*, Montreal. . . The President spoke on the *Students' Councils* meeting at Lachute, which he attended as our representative.

**December 20**—This was a special meeting to consider and approve the report of our special committee on *Montreal Teachers' Salaries*, under chairmanship of Honourable Justice Arthur I. Smith. . . It was agreed to submit this report immediately to The Protestant School Board of Greater Montreal, and to publish it in the February number of **QUEBEC HOME AND SCHOOL**. . . As a by-product of the discussion, there arose two suggestions for consideration of our Teacher Shortage committee: 1. That Home and School Associations should take an interest in making the teachers feel "at home" in the community, and in providing social opportunities for them—particularly for the younger teachers. 2. That a public relations job is required to show the teaching profession in its truelight and to enable it to compare favorably with the "Glamour"

jobs of this age. False impressions exist and it is up to us to help show what an attractive job it really is.

The applause of a single human being is of great consequence.

—SAMUEL JOHNSON.

What is beautiful is good, and who is good will soon be beautiful.

—SAPPHO.

If you confer a benefit, never remember it; if you receive one, never forget it.

—CHILON.

We confess our little faults only to persuade others that we have no great ones.

—LA ROCHEFOUCAULD.

Good luck is a lazy man's estimate of a worker's success.

—ANON.

Training is everything. The peach was once a bitter almond. Cauliflower is nothing but a cabbage with a college education.

—MARK TWAIN.

**A. LESLIE PERRY**

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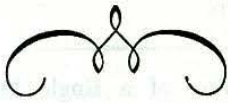
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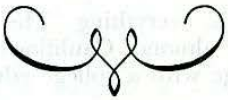
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## **Human Relations Broadcast Series**

Home and School members will be interested in two groups of broadcasts by the CBC Dominion Network in its series on Human Relations and Mental Health.

Now under way and continuing until February 17 is a series of dramas based on the latest work of Canadian child guidance clinics and the psychiatric departments of children's hospitals.

The second group, covering the period April 21, to May 12 is entitled "You and Your Medical Bill". Questions of family illness will be dealt with in four documentary broadcasts written by Sidney Katz, assistant Editor of MacLean's and an experienced social worker.

Broadcasts are given on Tuesdays. Stations carrying the series include CKTS, Sherbrooke, P.Q., CFCF, Montreal and CKOY, Ottawa.

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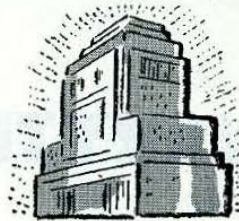
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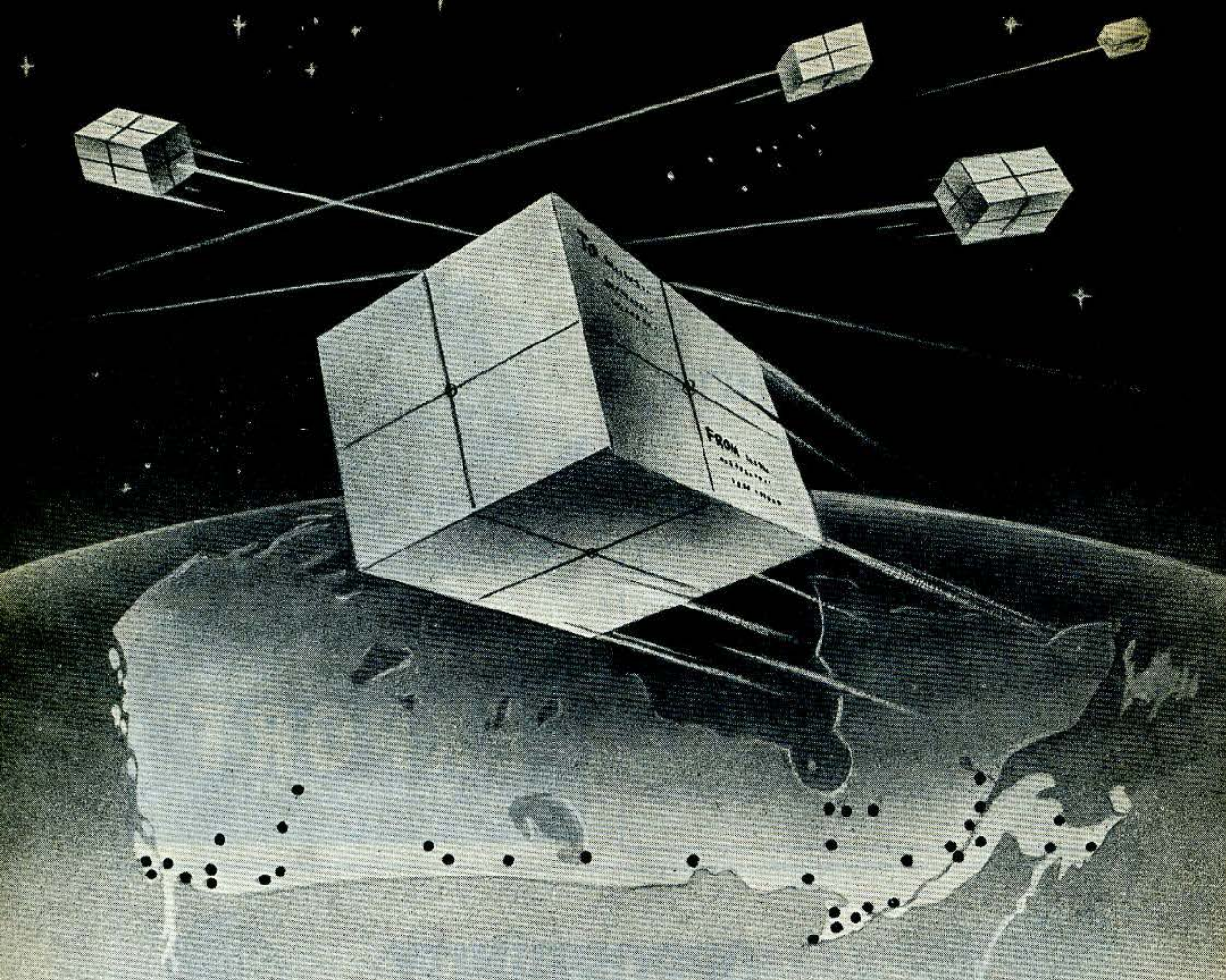


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