

QUEBEC

HOME AND SCHOOL

MAGAZINE



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• **MONTREAL, QUEBEC**

• **DECEMBER, 1955**

WHEN DREAMS COME TRUE . . .

Christmas is a time when dreams come true. On Christmas Day, the young wake to a realization of material things: glittering, thrilling gifts that excite and entrance. And for those of us who are older, there is a realization of deeper, more significant things: the realization that, with Christmas in our hearts, the greatest of all dreams will one day come true — the dream of Peace on Earth, Good Will toward Men.



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QUEBEC HOME AND SCHOOL

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THE PRESIDENT REPORTS TO YOU

TO SOME it may seem that with five Vice-Presidents, Quebec Federation is overloaded. This is far from the truth. In the first place, they form the core of the Executive. With their past Home and School experience and their varied backgrounds, they can discuss and help to take action on the many problems which come before us.

In addition, each one has a specific job to do. The Executive Vice-President, is in effect the assistant President, ready to act for the President whenever needed. Two Vice Presidents divide responsibility for the various Committees. Another takes care of all matters concerning the forming of new Associations, and the fifth is given the problem of increasing Magazine circulation, the Quarters for Headquarters campaign, etc.

The Vice-Presidents are busy people. They are well worth knowing better.

ONE OF the pleasant duties of your President is the bringing of greetings to other organizations such as teachers, principals, school trustees, etc. I hear some fine talks on these occasions but recently I was shocked to hear a gentleman from a neighboring Province compliment his Quebec hosts and compare his reception with that at two Home and School associations. In one case he arrived, sat in the front seat, was called on to speak, formally thanked, poured himself a cup of coffee at the end of the meeting and departed without one member of the executive bothering to speak to him personally. On the other occasion the chairman thanked him in a speech in which his name was given incorrectly five times. The rather funny part of this story was that the name used was that of

(continued on page 14)

OUR COVER

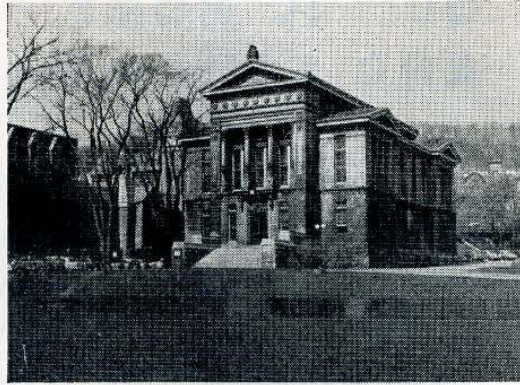
No text book was ever like this, agree 60-odd Montreal youngsters gathered to learn about nature first-hand at McGill University's internationally-noted Peter Redpath Museum. You'll find more on this great storehouse of visual education and how your family best can use it in, "Museum Piece", beginning on the next page.

H. DON ALLEN

gives most helpful
advice in a brilliant
account —

MUSEUM PIECE

*Mr. Allen besides being Director
of "Home & School On the Air" is
a writer of note for boys and girls.
Photos by the author.*



YOU'D NEVER guess to look at it, but McGill University's dignified old Redpath Museum has harboured more criminal than Bordeaux Jail, been visited by more monarchs and state officials than City Hall or Parliament Hill, is the local hang-out for every comic strip character that drops in on the University — and its Curators really don't mind a bit.

The Museum's bulging Guest Register, which runs into many volumes, provides an authoritative resume of police "most wanted" listings, movie stars "in the limelight", comedians, vocalists, baseball idols and comic strip heroes of several decades. Such entries, though hardly encouraged, are scattered liberally through some 12,000 annual endorsements. They serve, if nothing else, to indicate that hundreds of highly imaginative youngsters have viewed Redpath Museum collections and displays and have been sufficiently enthusiastic to brave the guard's turned back to record their belief that their hero-of-the-moment might enjoy visual education, as well.

The old Guest Register, more to its original purposes, amply bears witness to Redpath Museum's increased prominence as a tourist attraction and an educational centre for family visits and for conducted tours representing schools and clubs of Greater Montreal. McGill's Museum, like many others, has become a good place to visit with your children. This article has been designed both to introduce you to McGill University Museums and to help you make full family use of the facilities of a large museum and its displays.

Fine tradition

McGill's museums boast a lengthy history, dating back to early in the campus story — and a modern outlook. The stately Neo-Grecian structure that is Redpath Museum was opened in 1882, an impressive building to house two impressive collections, of world renown. One was of rocks, Canadian fossils gathered and studied by the late Sir William Dawson, McGill Principal. The other was of shells of the world, the incomparable accumulation of Dr. Philip P. Carpenter, Montreal educator. About these nuclei, McGill University's museum collections have grown, supplemented by seven decades' acquisitions, to encompass new fields, overflow from Redpath, and occupy every available corner of two additional structures.

The Redpath Museum which you now visit

delves both into the historical and the scientific, drawing upon collections presently exceeding half a million items, to provide choice displays. The past is reflected in Canadian historical exhibits and ethnological displays contrasting the living habits of Indians of four major North American regions. Rock collections on view spotlight the very specimens which first showed mankind the likeness of a number of prehistoric varieties and plants. Other geological exhibits deal both with local rock types and colourful and significant mineral ores. The animal kingdom comes under detailed study. Bright displays of insect, shell and bird varieties fit into the overall pattern of the exhibition, "A Survey of the Animal Kingdom", the feature of an entire museum floor. A separate museum offers a room filled with priceless relics of Biblical times. A third, devoted to study and research, serves as a storehouse for an incomparable accumulation of historical material. Recognizing the broad scope and unusual diversity of McGill collections, curators at Redpath hasten to offer a word of advice:

Avoid "mental indigestion" — don't set out to see too much in one visit to the Museum!

The most satisfactory way in which to visit any large museum is to concentrate on one section each trip. Learning becomes less

superficial and interest is stimulated for subsequent visits. This is especially true when a child is being introduced to a museum. There are what might be termed "museum techniques" when it comes to starting a youngster off on the right foot.

How to begin

A taste for museum education, acquired when young, tends to remain as a valuable asset through life, for with it comes a love of first-hand knowledge and original sources. Yet the child finds the museum a strange world, a storehouse brimmed to the full with strange items potentially filled with excitement and adventure — as one child phrased it, "a dead circus". Our task is to bring its wonders to life.

Common sense and a good knowledge of the child's interests and needs assure most parents of the right start. A certain amount of highly practical advice, curators believe, will keep the new guide clear of most pitfalls. Taking a child to a museum unprepared and leading him about on a tour is looked upon as a practice well avoided: the child may be brimming over to tell you what he knows, and have to be hurried on to the next display, for many parents tend to underestimate the amount of good background knowledge which the school supplies. Your child may surprise you with the extent that he is "up on" animal ways, Indian lore, fossil types or historic anecdotes. A revealing experience, and a sound bit of pedagogy, awaits you if you follow one museum worker's unusual advice: let your child show the museum to you!

Treasure hunt!

A museum visit is bound to bring something new to the child's life. Like any worthwhile new experience, it may be expected to benefit from a certain degree of planning and direction. A preliminary visit on your part should acquaint you with the scope of your chosen museum. Getting your child started exploring a particular section then should be no trouble if you follow the advice of H. G. Ferrabee, Associate in Visual Education at Redpath. Send your child on a treasure hunt, he recommends.

Every museum has specific items that should be expected to arouse keen interest in the mind of a child. McGill University's Museums certainly are no exceptions. It would be hard to imagine anywhere else where a child could reasonably expect to discover a shrunken human head, the towering skeleton of a prehistoric mammal, a working signal drum of Africa, rocks that light up and a stuffed mountain gorilla, all under one roof, with the added knowledge that mummies and other

ancient relics from Egypt and the Holy Lands are housed nearby. Getting a child started on a treasure hunt should prove no problem. Select the section of the Museum on which you want to concentrate, suggest a few "treasures" and let the younger generation take over from there.

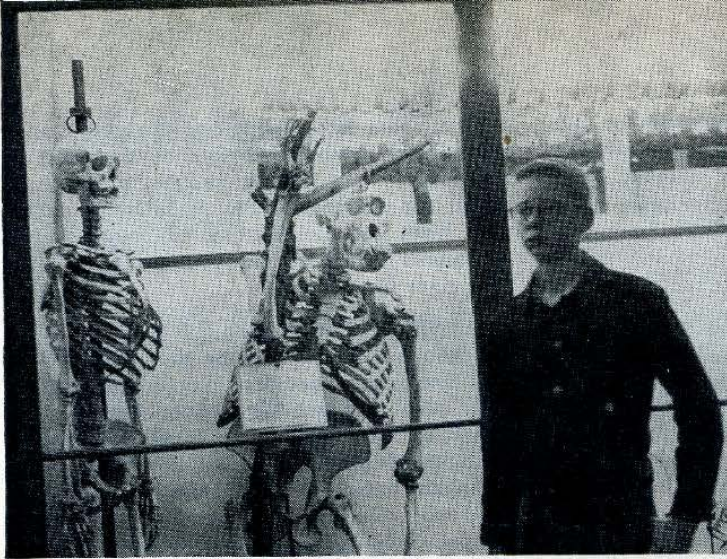
Awaken interests

Perhaps it will always be that the spectacular makes the strongest impression, and the child who recounts his visit to Redpath will speak of the striking, the towering megatherium, the frightening gorilla, or the horrifying shrunken heads. Nevertheless, secretly, the child may discover a new world in the orderly display cabinets of insect and bird and sea shell, rock and mineral and relic. Certainly there is the potential for stimulated and awakened interests in any of a number of splendid displays from the world of nature. Many a near-forgotten story book has come to life on actual encounter with the caribou, or penguin or reptile met on its pages. More significantly, a new hobby or life interest or new respect for organized learning may come from a few minutes' browsing among history or natural science displays.

A rewarding illustration of the extent to which first-hand encounter with the building blocks of nature can remain in a child's mind occurred last school year when the author conducted Museum tours for several of his high school classes in geography and history.



Museum scientific collections contain unusual, sometimes unique, specimens no school laboratory could hope to possess. Here Martha McMaster, a student at The Study, Montreal, sketches historic fossil-plant specimens to add to her notes in high school biology. Her class had arranged a conducted tour of McGill's noted scientific displays.



COMPLEX STUDY—Wayne Bungay, 8th-Grade student at the High School of Montreal, is posing in a surprising corner of Redpath Museum zoological displays—amid animal skeletons that are life size, because they're real. Note the gorilla and human skeletons, and the long backbone of a whale, to be seen behind.

A snapshot of an historic site in the Eastern Townships was brought to school by one of the boys who had taken the tour. His camera had accompanied him on a week-end holiday when he had learned that photographs have a place in history. Each vacation offered boys a chance to scan the countryside for unusual rocks. A summer holiday meant a drilled well, with a beautiful shale sample brought to school. One boy went so far as to write to an uncle, prospecting in Northern Ontario, and to obtain an ore sample which was added to mineral collections at McGill. A parent is in a position far superior to a teacher's when it comes to watching a youngster's new interests develop with the years. Instilling a new respect for science and nature and orderly learning is a rare privilege. In the museum, the child encounters reason for developing such respect.

Displays well-chosen

Redpath Museum is in the midst of a period of transition—from the traditional to the most modern in methods of museum display.

The visitor cannot but be struck by new graphic exhibits which now supplement and replace crowded old-style displays. The reconversion, progressing as rapidly as limitations of staff and budget permit, relegates much to areas of study and research, emptying space so released to present well-chosen current displays, often closely related to the child's course of study.

An "open text book on the science of the sea shell" is a feature of Animal Kingdom displays, largely revised. The shell exhibit prepared from Redpath's great shell accumulations by the Museum's Malacologist, Vicente Conde, should provide a treasure-trove of colour and fact for the child fond of lake-shore or sea. Included are displays of collecting equipment, common shell varieties, uses of shells, and rare and unusual specimens, including a three-foot "man-eating" giant clam of the Australian barrier reef.

The Zoology floor, supervised by J. D. Cleghorn, ornithologist, offers a detailed sur-

(continued on page 18)

Boys from the High School of Montreal stroll across McGill's campus on their lunch hour to view the latest in displays at the Redpath. Here Cuban-born malacologist, Vicente Conde (left) points out the Giant Clam of the Australian Barrier Reef, a specimen more than 3 feet across. The Museum doors are open every day except Sunday, 9 to 5.



THESE LEAFLETS MAY HELP YOU

AVAILABLE FROM The Superintendent of Documents, United States Government, Washington 25, D.C. upon ordering by the catalogue numbers indicated and the forwarding of the prices shown (U.S. coin) the following leaflets are just a few which Associations, or individuals, might find helpful. The descriptions given here are those from the catalogue.

SCHOOL FIRE SAFETY. Deals with adequate fire prevention measures in public schools. Shows actual photographs of school fires, and outlines methods of fire prevention in school shops, furnace rooms, cafeterias, lunchrooms, laboratories, classrooms, and in other areas. Principles of fire protection are given, and programs for inspections and fire safety are suggested. Types of fires are discussed and methods of extinguishing them are given. 6 pages, with illustrations. Catalog. No. FS 5.3:951/13 . . . 20 cents.

OPEN DOORS TO CHILDREN — EXTENDED SCHOOL SERVICES. The extension of school facilities to provide supervised play programs for children is the subject of this interesting pamphlet. It tries to show in broad perspective how the school can provide a wide variety of play activities meeting the needs of children; offer opportunities for companionship; give experiences in group living; and express concern for the health and nutrition needs of children. In effect, this booklet is a guide for teachers and school administrators in formulating plans for extending school services to meet play requirements of the community's youth. 30 pages with illustrations. Catalog No. FS 5.2: Sch 65/9/947 15 cents.

EXCHANGE TEACHING ABROAD. Ever since 1946, the United States and many of the other free nations of the world have been participating in a cultural and educational program of exchanging teachers. This pamphlet presents information about the program and the role of the individual teacher in it. Clearly written, the pamphlet tells how the program provides opportunities for teachers to contribute to international understanding through the school, and how the experience abroad offers a broadening of the educational horizon of the exchange teacher, thus promoting improved teaching methods, both here and in other countries. 18 pages. Catalog No. FS 5.2: Ex 2/3 . . . 10 cents.

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Edward C. Powell

asks a very pertinent
question —

SHOULD SCHOOLS SCHEDULE PARENT-TEACHER INTERVIEWS TO SUPPLEMENT THE CHRISTMAS REPORT CARDS?

Dr. Powell, a past President of Quebec Federation, is an ardent and informed proponent of parent-teacher interviews.

The scheduling of parent-teacher interviews to supplement the Christmas Report Cards of students has been a recent venture in education in our province. Unlike "open house" which has been solely a project of the school, scheduled parent-teacher interviews have been a joint undertaking of the school and its Home and School Association. Before these interviews were introduced into a school community, parents and teachers had a good understanding of their purposes, techniques and advantages. This was achieved by the Association having a panel, one member being the principal, address its December meeting on the different aspects of scheduling parent-teacher interviews to supplement the Christmas Report Cards.

The scheduled parent-teacher interviews serve several purposes, one of which is the prevention of misunderstandings in a school community. When children take their report cards home, they have to explain and interpret them to their parents. The children who have not been doing their best work in school, now do their utmost in presenting their poor marks in the most favourable light possible to their parents. Unfortunately most parents do not trouble to ask the school for interviews to find out their children's study troubles. Many of them instead take the low ratings on the report cards of their children as insults to the good names of their families and unjustly criticize the school to their neighbours. The school avoids much of this criticism through scheduling interviews which provide the teachers with the opportunity of interpreting the Christmas Report Cards personally to the parents.

The scheduled interview brings the teacher and the parents together at the time or shortly after the giving out of the Christmas Report Cards so that they can pool their information on the child. If the child is not working to the best of his ability, they determine why he is not and formulate a plan for improving his work. The degree of improvement is largely dependent upon how well the parents coop-

erate in carrying out the plan during the second half of the school year.

There are some parents who would like to have the interviews provided by "open house" held early in September of each year. Parents would then be able to tell the teachers what they think the teachers should know about their children. The teachers, however would be receiving the parents' views on children before they had an opportunity to judge for themselves. Such interviews would interfere with an objective evaluation of children on the part of teachers which the interviews scheduled to supplement the Christmas Report Cards need if they are to be valuable.

In the high school the teachers are subject-matter specialists. Each of these teachers has too many students to make it possible to know all the parents. Although the classroom teacher may teach his class in only one subject, he knows these thirty to forty students well. And he should because he is responsible for their attendance and punctuality, distributing and grading their text-books, making out their Report Cards and their classroom discipline.

Planning is essential

When interviews are scheduled, real effort can go into planning for them. This can not be done for the interviews which "open house" provides. It can, however, be achieved by the classroom teachers who can make use of the students' Report Cards, permanent record cards and academic intelligence quotients, and have on hand samples of work of the students who are not doing their best. Furthermore, the office can see to it that they receive comments on specially prepared forms from the teachers of other subjects on those students in their classes who are doing unsatisfactory work. When these teachers are specialists, the classroom teachers can send the parents to them for additional assistance.

The scheduling of interviews for one to two hours after school for a period of one

week gives many senior students the opportunity to act as hosts. They can meet the parents at the door, take them to the teachers and make the necessary introductions. Incidentally, it is well for the classroom teacher to inform his students of what he is going to tell their parents so that they will not feel that they are being sold down the river. Unlike "open house" where parents are limited to one or two evenings and are required to queue up for interviews, the parents have the choice of one of five afternoons and a definite time set by the school for the interview. Moreover, interviews which are scheduled after school are less fatiguing and more convenient for teachers than the evening interviews of "open house". This is especially true of teachers who live long distances from the school or have definite commitments on several evenings of each week. However, they do not provide the fathers with the same opportunity to attend as they do the mothers.

Parents must co-operate

Unfortunately many of the parents whose children are doing very unsatisfactory work in school do not take advantage of these interviews. They do not see the value of parent-teacher cooperation and hold the school completely responsible for the academic education of their children. They fail to realize that the home and school must present a unified front or each will cancel out the work of the other. Persuading these parents of the need for effective parent-teacher cooperation is the task of the Home and School Association.

In 1951 the Federal Bureau of Statistics revealed that just 22 out of every 100 children who start school achieve Junior Matriculation or equivalent standing. Teachers and parents can not be complacent with this academic wastage. There are too many students who are failing who should not because they possess the necessary capacities for success. Many of them could have been saved from failure if their teachers and parents had co-operated in treating their study problems early.

Surely the annual scheduling of parent-teacher interviews to supplement the Christmas Report Cards of students adds a new educational lustre to the school in a community. Not only does it develop between the teacher and the parent a sympathetic understanding of each other's problems, but it also provides the student with better opportunities for doing his best in school. Truly such rewards compensate teachers for the considerable time and effort these interviews demand.

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SUN LIFE OF CANADA

Head Office — Montreal

Rachel Dubé, B.S., M.S.,

noted nutritionist,

subscribes to the thought —

"FOOD BECOMES YOU"

Following is Mrs. Dube's contribution to a panel discussion on Health Education at the Canadian Education Association meetings in Quebec City—Sept. 21, 1955. The panel, moderated by Dr. Margaret Nix of McGill University, was composed of Mrs. Dubé, Canon G. E. Carter, E. Guité, D. V. S. Martin, Miss Katherine MacLaggan and Hugh Noble.

A recent book by Dr. Ruth Leverton, a foremost nutritionist and researcher, has the bold title "Food becomes You". The author emphasizes that all there is in our body today was once in our food. Thanks to food — the right kind of food — if we are alive at all. Thanks to food if we possess a buoyant spirit; thanks to food if we can concentrate long enough to learn; thanks to food if we have the drive to succeed. If food has such importance in our lives, should not anybody know the principles of a well-balanced diet?

The problem for us in Canada is not of getting enough to meet our caloric need but of getting the right variety of edibles to meet our requirements for proteins, minerals and vitamins. The toll taken by nutritional diseases is minimal today if we think of the Middle Ages and the Renaissance when people died by thousands from scurvy, rickets, pellagra and beriberi. Because of popular education and enrichment program in various countries, these plagues are no more with us. There is, however, a great deal of listlessness, apathy, fatigue, susceptibility to disease which linger among our population witnessing that poor food habits still sabotage human capital.

The effectiveness of education is at stake when children do not get the proper food. Someone went as far as to say: "the machinery of education is wasted if it operates on mind listless from hunger". Whether hunger means not having enough food or not having the right kind of food, the results are the same, that is your efforts as teachers are doomed. The experiment on famine at the University of Minnesota brought that out very clearly.

The earlier in life food habits are up to par the better it is for the future of the child. Experiments upon rats have shown that young animals deprived of the B complex vitamins during early life never do attain the mental development of their littermates fed normally,

although they catch up with them in physical development as soon as a good diet is restored. If rats can be mentally retarded by vitamin deficiencies during their early life, the same may be true of children even though a control experiment is difficult to set up. It is appalling to think of the loss in human capital which may result from the carelessness of parents and educators regarding nutrition of children.

Some countries have so understood the importance of the proper foods for school children that the school itself took over the responsibility of supervising the administration of supplementary feeding to the children. Examples of these projects are the Oslo Breakfasts, the milk and orange juice scheme in England and the better known school lunch in the United States. In our country if we are not willing to take any of these steps could we not at least teach the children the right kind of foods for health and success?

If it is of primary importance for everybody to know the rules of good nutrition who should teach them? We normally think of the school as the normal place to get most of our information and skills. Why not learn nutrition in school?

It seems that we are asking the poor school teacher who has already such a heavy task to take on some more work. The teacher should not however consider that as an extra task but as a tool to make his teaching more effective. As it was pointed out before, the teacher teaches the "whole" child. A sick child, a malnourished child, a hungry child are poor soils in which to grow the seeds of learning. Teaching nutrition is thus merely laying the groundwork upon which must rest all other subjects: mathematics, history, french, english, etc. If the teacher himself is convinced that "everything in his body was once in his food", if he is a living example of good nutrition, teaching nutrition should be as natural to him as teaching good manners.

Where will the school teacher get his information pertaining to food selection? There are text books on hygiene which have among other things sketchy outlines of nutrition and references to food as composed of proteins, carbohydrates and fats. This is all very good to know but may turn out to be quite theoretical and unconnected with real life situations. The heart of the matter in nutrition is in this country Canada's Food Rules, that is a list of foods classified in five groups which should be included in the meal patterns every day.

These Rules summarize the up-to-date findings on body needs and food composition. They were prepared by the Canadian Council on Nutrition to answer a need in our population. Canada's Food Rules should constitute the core of the nutrition information given in school, whether the means of presenting them are a sketch, a poster, a leaflet or a rat experiment.

Most of the reputable teaching aids available to teachers are built around Canada's Food Rules. Whether the material comes from the Federal Government, the Provincial Government or the Milk Foundations, they have in common these Rules which give unity and simplicity to the nutrition teaching.

Should the teacher need any help in carrying out his nutrition program, there are several people and organizations to which he may turn. Such are the city nutritionists, the city or school nurses, the Red Cross, the Milk Foundations, etc. These sources may provide leaflets, posters as well as initiate class projects and act in an advisory manner.

I have striven to establish that nutrition education belongs in the classroom and that the teacher not only can do it but should do it in the interest of the child and in his own interest to make his teaching effective. ●

"APPOINTMENT WITH YOUTH"

THIS is a 20 minute, 16 mm., colour and sound film made by Crawley Films, in consultation with the Canadian Teachers' Federation, on teaching as a career. It may be borrowed from the Montreal Municipal Library; Service Cine-Photographie, Montreal; Macdonald College, Ste. Anne de Bellevue; or the Dept. of Education, Quebec City.

December, 1955

[11]

Quebec Home and School

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reports on

THE COMMON COLD

Dr. Jones is Chairman of
Quebec Federation's General
Health Committee.

NOT SO long ago in New York, a meeting was held and sponsored by the Common Cold Foundation.

There was agreement on the following statement made at this meeting and reported in the press:

1. Nobody has isolated the virus from a common cold and demonstrated that it can cause a cold.
2. Air conditioning has no effect on the frequency and severity of colds.
3. Drafts alone do not cause colds.
4. "Cold shots" are worthless.
5. There is no cure for the common cold.
6. Colds cause industry a loss of two billion dollars a year and account for 27% of all time lost by absenteeism.

Actually there was nothing particularly new in these statements, but at least they tell us where we stand. Considerable sums of money are spent each year on so-called "cures" for the common cold. This money could be better spent on almost anything else. Such medication as the anti-histamines, penicillin and sulphur drugs are not cures and should not be used unless the attending physician so advises. In these cases there is usually some other condition added to the cold.

However, even though there was little to encourage us in these pronouncements it is heartening to realize that many keen minds are at work on this problem. Usually most problems yield to brains, money and time. Let us hope that any year now the answer will be found. Indeed some researchers believe that the outlook has become much brighter.

In the meantime we must rely on our time-tested measures. It is believed that the whole thing is based on immunity factors in our bodies. Some persons do not contract, nor can they be given a cold by research techniques while other people seem to have a cold all the time. Most of us find ourselves between these two extremes.

Whether we have more or less of these protective substances in our bodies we can assist them by doing some things and avoiding others. If we keep in as good physical

condition as possible we might avoid catching a cold but if we do, it may not be as severe as it might otherwise have been.

Things we should do:

1. Obtain plenty of sleep.
2. Eat a well-balanced diet.
3. Obtain a reasonable amount of fresh air and mild exercise during the colder months.
4. Dress according to the weather at all times.

Things we should avoid:

1. Wet feet and wet clothing.
2. Becoming chilled because of insufficient clothing or inadequate foot wear.
3. Persons with colds, especially in the early stages.

When we do catch a bad cold — and many of us will — we are better off in bed if we have an all-over miserable feeling. Generally speaking, recovery is quicker, complications are fewer and we are less liable to pass the infection on to others if we remain in bed. When fever and prostration occur the patient should be under medical care.

Let us hope that in the early future there will be a more encouraging report on the struggle against the common cold. ●

AHUNTSIC OPENS SCHOOL EXTENSION

THE AHUNTSIC H & S.A. held Open House on the occasion of the opening of the extension to the School.

Parents, friends and "old pupils", numbering 535, spent a pleasant evening.

Very Rev. Dr. Campbell, Chairman of the Montreal Board, gave the invocation and the main address was delivered by Roy E. Wagar, Chairman of the Building and Planning Committee of the Greater Montreal Board. The School choir rendered three selections. After an inspection of the School building, guests and parents returned to the auditorium for refreshments of an unusually sumptuous nature. ●

Mrs. J. R. LeRoy

THE ANNUAL "PUSH" IN VERDUN!

QUEBEC FEDERATION'S Vice-President Norman Wood enjoyed the evening of September 29th. That was the sincere thought he conveyed to the audience of executives of Home and School when asked to appraise the 3rd Annual Conference of the Verdun Regional Council. Mr. Wood was standing in for Federation President Douglas Walkington who was out of town. The workshop sessions, moulded into a compact evening program, surprised and pleased him.

In jocular mood, the guest speaker, Robert Japp of the Protestant School Board of Greater Montreal, answered a theoretical question — Does public opinion play a part in changing the school curriculum? Who, or what, asked Mr. Japp — in this regard — is public opinion? Is it the Home and School movement? It could be so, in part. The strength in intelligent, studied opinions can and should influence for good. Indeed, the curriculum has now put forward in the Protestant schools has been the result of prolonged study and the experience of competent educators over many years. Many noted educators, of course, have been in Home and School.

The Conference was opened by the chairman, T. Pate, who introduced Terry Ashford, President of the Regional Council. Then the whole audience was split by choice into two groups for panel sessions on "The Functions of Officers" and on "Standing Committees". These were effectively chaired by Mr. Ashford and J. Brindley, respectively.

Program Planning was the absorbing subject of a short talk by Mrs. J. Simon, Past President of the Council, who also introduced the highlight of the evening, a Mock Broadcast featuring the progress of Home and School through the years. This both serious and humorous sketch was most successful and delighted all present.

A half hour get-together, with refreshments, concluded the proceedings and a satisfied audience dispersed with inspiration for the new season in their respective Associations.

The Verdun Regional Council, members of which have worked long and hard in furtherance of Home and School projects in Verdun for several years, were delighted to be informed recently that tenders have been requested for the long awaited additions to Verdun High School, the Council's foremost ambition!

J. BRINDLEY



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THE PRESIDENT REPORTS . . . contd.

another educator whose views were quite different from those of the speaker.

I was glad that these associations were not in Quebec. Let us be sure that they are not duplicated. A speaker who puts himself out to come to your meeting, frequently at his own expense, deserves careful attention. If the president is too busy, one member of the executive should be expressly charged with the job of seeing that your guest is well looked after and speeded on his way with happy thoughts of home and school.

MANY PROBLEMS come before the executive and the Board of Directors. Some have to do with policy, some with finance. Our funds are limited and we must live within our means.

During the summer a problem arose in connection with the Magazine. Our publisher told us that costs had risen, that paper, labour and everything else was dearer. If we were to avoid a deficit, which we could not afford, we had to do something right away. One way would be to raise advertising rates, but we might lose some advertisers. Another way was to raise the subscription price, a most unhappy thought. Our solution, wise or unwise, was to decide on five issues a year, which of course is fewer than in the past few years. Still, five issues for fifty cents, or for twenty-five cents if 80% of your members subscribe, is still cheap, as long as the contents are worthwhile. The Editor promised to take care of this and the publisher will try to give us extra pages, if possible. You can help by encouraging your firm, or your friends, to advertise in the Magazine.

ANOTHER MATTER which has been taking up a good deal of time and energy is insurance. I do not need to go into details here because they are covered by correspondence with each Association and are mentioned elsewhere in this issue. However, it should be pointed out that in these matters Federation is acting in a way which no Association can act by itself. Our Province-wide interests make it possible to give to all benefits which are unavailable to a few. This is particularly valuable to the many associations in smaller communities.

AND HERE is a wish from the heart — A Merry Christmas and A Happy New Year to you and yours!

DOUGLAS WALKINGTON



EXPORT

CANADA'S *Finest* CIGARETTE

PLAIN OR CORK TIP

Rough Notes

by Al. Rough

Please send your notes to the Editor — and please sign your name to them

Fluoridation News Prominent: Good to see by the local press that **Longueuil & Montreal South H & S.A.** had **Dr. Robert F. Harvey** of the Faculty of Dentistry of McGill as speaker . . . Dr. Harvey summed things up neatly with, "fluoridation is not a treatment; it is a preventative, public health measure like the chlorination of water and the pasteurization of milk". He also said, "the safety and effectiveness of fluoridation have been more thoroughly investigated than any other public health measure" . . . Remember, Quebec Federation unanimously passed a resolution urging all Associations to take whatever action possible to implement the program of fluoridation of their local water supply.

Of People: It's good to know that Federation business still left **President Douglas Walkington** sufficient time this past summer to get in some golf . . . On September 3rd he climaxed the season with a hole-in-one at famed Whitlock's fourth hole! . . .

Gordon Fulcher, a former president of **Montreal West High H & S.A.** also joined the hole-in-one club by conquering Knowlton's well-known 6th, "Tiny Tim" . . . Congratulations to both golfers! . . . **Dr. Frank M. Jones**, an N.D.G. home-and-schooler, has kindly accepted the chairmanship of the **General Health Committee**. Dr. Jones is Medical Director of Dupont of Canada. His first contribution to this magazine will be found in this issue.

Ideas From Here and There: **Herbert Symonds H & S.A.** gives each of the School's teachers a subscription to Quebec Home and School . . . Wonderful idea! . . . **Quebec High School** conducted a Safe Driving Course this past year for its senior pupils . . . At **Hudson H & S.A.** the class mothers hold an annual tea in each classroom to meet the teachers . . . **Willingdon H & S.A.** at its opening Fall meeting gave every attendee (some 600) a brief outline of what was accomplished last season. Incidentally, Willingdon has a Grounds Committee which is responsible for keeping the School grounds attractive with flower borders . . . The Seattle-King County Safety Council and the **Seattle Council of PTA** sponsor a series of pictures (posed by children and parents) demonstrating child safety fundamentals. The pictures are published in the Seattle newspapers.

Magazine Items: "Saskatchewan Home and School" draws the attention of its readers to a number of magazine articles including, "How We Penalize Our Brightest Children" which appeared in Chatelaine's October issue . . . **Nova Scotia's "Home and School News"** announces with relish that **Miss Mattie Harris** (for the past 3 years Executive Secretary of Canadian Federation) has returned to her native Province to become Office Manager of **Nova Scotia Federation's** new Headquarters . . . And, by the way, congratulations to N.S. Federation upon having acquired such excellent headquarters — and such a wonderful Office Manager. Happy days, Miss Harris! . . . "National Parent-Teacher Magazine" recommends a new comic book series, "Archie's Mechanics".



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SUTTON'S NEW SCHOOL

ON JUNE 2nd, 1955, an event took place which marked another important step in the educational history of Sutton Township. The laying of the cornerstone of the new Sutton High School was carried out with all of the dignity and solemnity befitting such an important occasion; the outward manifestation that the long cherished dreams of all those vitally interested in the education of youth were at last taking shape.

When it became imperative that a new School be built in Sutton the first step was to find a suitable location as the old grounds were too small. Many sites were considered but had to be abandoned for various reasons; proximity to the railroad, drainage, etc. The site which was finally chosen lies on a height of land overlooking the village and surrounding countryside and covers over eight acres which will allow for expansion and still leave ample play area.

The building, designed by J. Leslie Perry, architect, of Montreal and built by Richard & B. A. Ryan Ltd., contractors of Montreal follows the modern trend in architecture. It is L-shaped of one storey construction and completely fireproof, being built of cement blocks with a facing of red brick. As one enters the very attractive glass entrance they step into the corridor with the principal's office on the right and library on the left. Opening off the office there is a stationery room with a window-like opening into the corridor where supplies may be handed out. The library is equipped with adjustable shelves and magazine racks as well as reading tables and chairs.

Moving straight ahead across the end of the building one comes next to the Household Science room which is beautifully equipped with a variety of cupboards and drawers for sewing and cooking needs, also two double sinks. Included in the furnishings are an electric refrigerator, two stoves, gas and electric (for the girls must learn to operate both kinds), a washing machine and a maple dining room suite. Continuing to a slightly higher level approached by broad steps is the cafeteria kitchen equipped with a gas stove and electric refrigerator. This kitchen has a pass-through counter to the auditorium, which is on the same level.

Auditorium for Many Uses

The auditorium, which will seat 400 has a large stage equipped with flood lights and a fireproof curtain. This room will also serve as a cafeteria dining room with tables that let down from the walls; when closed they give the effect of panelling. The chairs when not in use will be stacked in mobile racks under the stage. The basketball backstops are on pulleys and are drawn up to the ceiling when not in use. The floor, of mastic tile is laid out for both basket-ball and badminton.

Mastic tile is used to cover all of the other floors as well, both in the corridor and class rooms. The latter are on either side of the long corridor and with the attractive color schemes chosen and the modern furniture are a far cry from the drab uninteresting school rooms of twenty years ago. A few of the main features in the rooms are; no draft windows, fluorescent lighting to give the least possible

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glare, chalkboard lighting, green chalk boards, large pin-up boards and ample cupboard space. The laboratory is combined with the senior classroom and has modern equipment.

Many Conveniences

The teachers' room is comfortably furnished with maple furniture. Other features designed for the convenience of the scholars are lockers for the older children and cloak rooms off the class rooms for the younger pupils. The primary grades also have their own wash rooms, and there are drinking fountains in the corridors. The stage dressing rooms are equipped with showers.

The oil heating system is of the radiant type with the heating pipes laid under the floors. An electric buzzer system and Public Address system have also been installed.

Upwards of 350 pupils attend Sutton High School and of these approximately one half are from the rural districts. They are brought in by three large buses and four smaller conveyances. Their combined routes cover the complete Township of Sutton with no rural schools now being left open. This year, with the addition of Grade 12 another progressive step was made in our school, with 10 pupils taking the course. The Staff consists of 13 teachers with Miss Kathleen Harper, M.A. the Principal-Supervisor. Mr. Dwight Sweet is chairman of the Board.

Home and School Participates

Working in close harmony with both the Staff and School Board is the Home and School Association, founded 28 years ago. Hot lunches for the rural children have always been one of the main projects of this group and in years past a hot dish was furnished free to every rural scholar but time marched on and with consolidation the increased enrolment made this impossible. From then on a hot dish was served only to the pupils up to grade 6 for the small sum of 5¢ per pupil per day. This was made possible through the generosity of interested persons and organizations. This year the Association expects to supervise the cafeteria; the plans, however, are not yet complete.

With a new building in which to study and the unfaltering school spirit which has enabled the teachers, pupils and parents to carry on in the face of past difficulties, education in Sutton should go ever forward until theirs is ranked among the leading schools of the Province.

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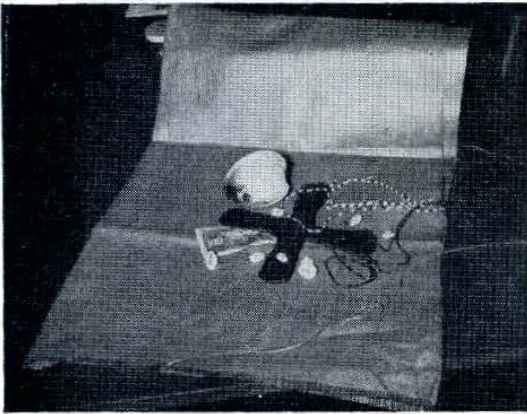
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MONEY TALKS — There's never a charge for admission at Redpath Museum, but money to be seen around display cases could tell quite a tale. Here, brought together for a photograph, are some people's ideas of cold cash. The beads are "wampum", Canada's first "medium of exchange", once carved by Indians from purple and white shells like the large one to the left. The smaller shells are cowries, used as money in several parts of the world. To the Baluba people of Central Africa, the crude copper cross is worth one fat wife, the preferred kind, to Baluba way of thought. The modern banknote provides the scale. Dozens of such diverse and interesting items are to be viewed in every display cabinet at Redpath.

vey of animal varieties, from the microscopic to man. The youngster from kindergarten and the post-grad in comparative anatomy will find material he can learn from and understand such is the diversity of displays. Bird exhibits are magnificent in colour and variety, from the exotic species of the tropics to familiar kinds of Canada's countryside. Feature exhibits discuss migration, bird flight, rare and extinct birds, and such topics of interest to all ages. The whooping crane and passenger pigeon are to be viewed. Among reptile and fish exhibits, the youngster will find many peculiar varieties of which he will have heard. Skeletal material will prove an eye-catcher — it always does. Offered are choice illustrations of the body framework of many familiar domestic creatures as well as the unusual; the boa constrictor, whale, gorilla and man. Popular with all ages will be a glimpse through a plate glass window of life in Canada's North. On display are caribou, grazing on reindeer moss, surrounded by birds and mammals of the Arctic, against a painted backdrop of northern Quebec.

Entomology, the study of insects, is a specialty at Redpath. Curator George Moore has more than 200,000 preserved specimens of 20,000 varieties in his care, together with a specialized library, built on a bequest of the late John Lyman. Insect displays, included

in the Animal Kingdom Survey, spotlight choice specimens of the world, including four-inch beetles and still larger butterflies. A fine representative local collection is on exhibit.

From rocks, history

Rocks come to life at Redpath — and tell quite a story. Montreal geology is featured in one display, identifying and discussing common local rock types, including ptize specimens obtained during tunnelling under Mount Royal, and building upon known facts to reconstruct the controversial volcano held by many to be the ancestor of Mount Royal. A stroll on the Mountain surely takes on added meaning for a child after a stroll amid such displays.

A fifteen-foot dinosaur-like "Megatherium" cast towers over cases of historic fossil displays, rocks in which can be seen perfect reproductions of bark, stems and leaves of tree-ferns and other forms of coal-age life. Here is an adventure in discovery for the child as he picks out the traces, and wonders. Any child's eyes will widen, too, at fine mineral specimens, choice crystals inches long, beautiful polished rocks. A fluorescence display, the do-it-yourself kind, lets the youngster project ultraviolet light on fluorite, rocks and dyes and create the phenomenon for himself.

Geologist at the Museum is Mrs. L. S. Stevenson. Many choice geological exhibits are the work of McGill's Professor T. H. Clark, whose recent survey of Montreal geology itself is the theme of a display.

How others live

Indian lore is in the spotlight when costumes, utensils, weapons and artwork of Canada's great tribes are on exhibit — the first sights to be seen on entering Redpath's doors. Here the thrill of viewing history firsthand must be strongest, with authentic material in full original colours carefully preserved across the years. Indian displays tie in with those concerning other peoples, including South American and African civilizations, a true storehouse of the unusual in human ac-

de BELLE & WHITE

ARCHITECTS

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complishment. Exhibits represent but a small fraction of McGill's accumulations, under the care of Mrs. Alice J. Turnham, Ethnology Curator and Director of McGill Museums.

Related displays, dating back to the dawn of history, are on view at McGill's Museum of Biblical Antiquities, Divinity Hall. From implements of the stone age through the period of growth and greatness of Egyptian dynasties on into the time of Moses, weapons, household utensils and religious symbols, preserved through the ages, offer insight into the past; each object may be looked upon as reflecting a personal need, provide us with glimpses of the men who made them and the times in which they lived, Curators feel. The Museum, which includes mummies, historic casts (including one of the Rosetta Stone) and items of great beauty, is popular with Sunday school classes and offers a remarkable and unusual educational experience.

The David Ross McCord collection, McGill Museums' great reserve accumulation of Canadian historical material, is stored off the campus at a centre devoted to study and research. As space permits, choice topical material is brought to Redpath for feature displays. Museum officials look to the day when facilities will permit housing and display of all suitable McGill material under a single roof, one of the University's long-range plans.

Special invitation

Educators throughout the city and Province are found to be taking increased note of McGill Museums as a centre for teaching aids

and instructive tours. Travelling displays are available to schools through Redpath's Education Division. Special tours are arranged with volunteer guides. McGill Museums' Director suggests that Home and School groups wishing to bring children to the Museum may wish to arrange for guides by appointment, or obtain literature and advice from the Museum and plan their own tours. Fifteen is found to be a good number for a guided group, but several groups can be accommodated in the Museum at one time. Teachers wishing to bring classes make similar arrangements, and find sections of the Museum that tie in with practically all subjects at any age level. Parents visiting the McGill campus to share a family experience with their children at the University Museums find Redpath's doors open daily except Sunday, 9 to 5 — there's never a charge.

The special invitation extended by the Museum to all Home and Schoolers certainly merits a mental jotting down. We must agree with Mrs. Turnham and her busy co-workers in education that coming with a child for a first, or repeat, Museum visit is guiding him toward a pleasure which indeed is worthwhile. Any youngster takes real pride in adding his name to those in the big Guest Register. If the pride carries over toward a true appreciation of organization in science and first-hand sources in education, and if the visit opens his eyes to the wonderful world of natural science, then certainly hours will prove very well spent.

THE ANNUAL MEETING AND CONFERENCE
of the
Quebec Federation of Home and School Associations
on
Friday and Saturday, May 4 and 5, 1956
at
McGill University, Montreal



“Hello...Coke!”



ASSOCIATION REPORTS ON HIGHLIGHTS OF THE YEAR

This is a continuation of the feature which appeared in our October issue. The Associations in elementary schools mainly now report.

CHAMBLY H & S.A. reported:

There was diversity of opinion as to our most successful session but the vote goes to the evening we had a short playlet given by the Thespians entitled, "And You Never Know".

This play described the trials and misunderstanding that can occur in an entire family when one child in the family appears to have more gifts or talents while the other, or others, may be average or ordinary. This is a common and difficult situation in family life and it is illustrated splendidly.

Afterwards the audience was divided into study groups to analyze the play. The reasons for selecting this session were:

1. The fact that a play was to be given attracted a larger number of people.
2. A very common situation was illustrated and a remedy explained.
3. The audience or members were given an opportunity to meet each other and express their views.

A proper parent-teacher-child understanding and relationship is as important as one of the three R's in developing children into better citizens and possibly the parents as well. Unfortunately this relationship is sometimes difficult to attain.

The Home and School Association is probably the best means if not the only means to improve this relationship among a large majority of parents. Yet a great many people who really need guidance will not attend the sessions or a lecture. A play will attract more people. It can pleasantly teach them a lesson. And the discussion after will improve community relationships and friendships.

CRAWFORD PARK H & S.A. reported:

Our most successful program was the one held during Education Week.

The Principal and Staff took over the entire meeting. Children brought home invitations stating, "School's in for all Parents! Sit in your child's desk and be a pupil once more. Lessons begin at 8.15 p.m. sharp."

Attendance was excellent. The Principal received in the front hall, directed us to the

various classrooms and gave orders, "No loitering or shuffling of feet".

Until the bell rang we examined the children's books, projects and art work. Then lessons began. Teachers had chosen subjects to best illustrate new methods and techniques used in teaching. A question period for parents followed. In one classroom the music supervisor came to teach a two part song and soon had the parents singing quite smartly.

A bell ended classes and we met in the auditorium for tea and more, informal discussions.

A close bond of sympathy and understanding between teachers and parents resulted. A group of fathers stated they would like to repeat the evening but would prefer an all day session.

COWANSVILLE H & S.A. reported:

The main project of our Association is the Student's Loan Fund. This had been originally started as a Bursary Fund in order to assist worthy graduates to continue their education in universities. As the time went on the demand for help grew larger, and the executive of the Association decided to change the bursaries into a loan, interest free. Before this only students taking courses leading to a degree could receive a bursary. Now any graduate of the Cowansville High School who intends to continue his or her education by teacher training, nursing, business course, university or technical study at any recognized college in Canada is entitled to a loan of not less than \$100.00, this he pledges to repay within 2 years after finishing his studies. This project was started with a small donation of \$25.00 and it has grown within past 7 years to \$3,000.00.

Contributors to the Fund are industries, social organizations, past students and graduates, also many private individuals who are interested in education. We sincerely hope that within the next 4 or 5 years this Fund will become self-perpetuating and will be of even greater value to our young people.

LAKE OF TWO MOUNTAINS H & S.A. reported:

In recognition of Education Week, our March meeting this year featured Students'

Night, at the end of which the parents sat in awe and wonder at the ability and confidence of the performers, many of whom had never stood on a platform before.

Three advanced High School pupils participated in a panel discussion on three timely school subjects—"Students' Council", "Extra-Curricular Activities" and "Homework". Each pupil spoke briefly on one of the subjects and then questions were tossed from one to another regarding their talks.

Then followed a debate between 2 Grade 8 girls and 2 Grade 9 boys on the resolution: "That the years spent in the classroom are the best years of one's life". The negative side emerged victorious. A Grade 9 girl handled the chairing of this effort extremely well.

Grades 5, 6 and 7 were represented by 6 students who delivered 2-minute public speeches on topics of their own choosing. Our Principal stated that the try-outs for selection of the speakers, involving every pupil in the three Grades, had sparked more interest in oratory than he had seen during his whole tenure of office. The teachers deserved much credit for their collaboration here. Nevertheless, it was felt that the whole evening was something of a showcase for the unedited thoughts of our young people. Besides, their presentation would have put many grown-ups to shame.

There was, of course, a large turn-out (in itself a good thing!) and the general feeling was that Students' Night was here to stay.

McMASTERVILLE H & S.A. reported:

The most successful program put on by our Association was held jointly with Concraft Club—a local ladies' organization. You may have heard this; I refer to the CBC Citizens' Forum

broadcast entitled, "How Different is Quebec?"

A combined meeting of the executives of the two organizations was held to discuss the requirements for the meeting with the CBC representative, Margaret Howes. A program such as this requires careful preparation and members were busy putting up posters, sending out invitations and dreaming up questions.

The meeting was held in the school auditorium on November 3rd. The discussion group sent out by the CBC was under the chairmanship of Neil Morrison. Gerard Pelletier, editor of "Le Travail", and Marcel Faribault, Secretary of the Université de Montreal, spoke for Quebec, and J. B. McGeachy of the Toronto "Globe and Mail" and a well-known speaker, and Marcel Ouimet, who has appeared in "Press Conference" on TV, represented those outside the Province.

The discussion was both lively and amusing. McGeachy had a lot to say about his "new Canadianism" and Gerard Pelletier spoke about the freedom of the press. At the end of about 30 minutes the discussion was thrown open to the meeting. The audience entered into the spirit of the thing and almost fell over themselves to ask question, questions concerning, for example, the rights of women, and the effect of the Code Napoleon on the laws of the Province.

After the program went off the air the discussion continued for a further 15 minutes, but with such a stimulating subject, of course, it could have gone on almost indefinitely.

This program was recorded for technical reasons. The advantage to us was that the following evening we could hear it over our own radios and you can guess what a thrill it was for those who asked questions. ●

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A tremendous plan made possible by Quebec Federation of Home and School Associations

In order to install the plan an Association must designate one member who will be responsible for introduction of the Plan. Federation's Insurance Committee, headed by J. W. Chivers, must also be informed of the number of children in the school.

For particulars, get in touch with your Association president. Association officers should get in touch with the Federation's Corresponding Secretary.

ON GREETING DR. FLESCH'S C-A-T WITH CAUTION

The author is Professor of Education,
McGill Institute of Education, Macdonald College

THIS SUMMER thousands of conscientious teachers bought Rudolph Flesch's *Why Johnny Can't Read And What You Can Do About It* (The Musson Book Company Limited, Toronto). They carried it along with them to summer school and to camp in the hope that it would provide a new solution to the exacting demands of teaching reading.

After all, the author claimed on the very first page: "I knew of a way to teach reading that was altogether different from what they do in schools or in remedial reading courses or anywhere else." On the following page they also read: "Do you know that the teaching of reading never was a problem anywhere in the world until the United States switched to the present method about 1925?" The author's conviction and his authoritative style carried them far enough to find that the panacea is the teaching of phonics. At that point, memory of the many phonic exercises which they had taught and corrected during the winter must have haunted them. Where was the wonderful new method which they had been promised?

This same summer, thousands of interested parents also bought *Why Johnny Can't Read*. They must have been startled to find on the second page: "The teaching of reading — all over the United States, in all schools, in all the textbooks — is totally wrong and flies in the face of logic and common sense." They may have been a bit concerned about the progress of their children, but they had no idea that things were that bad. As they read on, they were told that the trouble sprang from a nasty bit of connivance between the reading "experts" and the publishers. On page 7 they found the explanation. "There are one or two dozen textbook houses in America. By far the most lucrative part of their business is the publication of readers for elementary schools. There are millions of dollars in profit in these books . . . And that is why each and every one of the so-called authorities in this field is tied up with a series of readers based on the Chinese word-learning method (sight word

method). As long as you use that method, you have to buy some \$30 worth per child of Dr. So-and-so's readers; as soon as you switch to the common-sense method of teaching the sounds of the letters, you can give them a little primer and then proceed immediately to anything from the *Reader's Digest* to *Treasure Island* . . . Consequently, it's utterly impossible to find anyone inside the official family of educators saying anything even slightly favourable to the natural method of teaching reading."

A planned swindle

The poor taxpayer must have felt that he had been swindled again. But somehow the explanation seemed a trifle too pat. Surely that devoted class teacher who had done so much for her pupils last year would not be party to such a fraud! But apparently she was an innocent victim, poor dear, because on page 12 of *Why Johnny Can't Read* they found: "The primers and readers are keyed to the textbooks on how to teach reading, and the textbooks are all carefully written so that every teacher in the land is shielded from any information about how to teach children anything about letters and sounds. It's a foolproof system all right. Every grade-school teacher in the country has to go to a teachers' college or school of education; every teachers' college gives at least one course on how to teach reading; every course on how to teach reading is based on a textbook; every one of those textbooks is written by one of the high priests of the word method . . . Today the phonic system of teaching reading is kept out of our schools as effectively as if we had a dictatorship with an all-powerful Ministry of Education." Home and School meetings should be fun this autumn when parents who have taken the book seriously try to disillusion the misguided staff.

Perhaps someone will point out to Dr. Flesch that the "high priests" are not opposed to phonics. A. J. Harris wrote in the *Encyclopedia of Modern Education*: "The word method makes it possible for a child to develop a

reading vocabulary of sight words quickly and begin meaningful reading in a relatively short time. It **does not give** the children an independent method of attack upon new words and therefore should be supplemented with training in word analysis and phonics."

Most teachers know that the older approach to beginning reading was based entirely on phonics. Children were taught the sound of each individual letter and were then expected to "sound out" the words. That succeeded to some extent with the familiar *cat, pat, rat*, but the procedure was of little value when the child came to *through, tough, and quiet*, and many of the proper nouns. He eventually learned to recognize these words at sight through repetition, although the approach was thought to be phonetic. About 1920, it was realized that adults do not analyze all the words on a page of print. They know most of them at a glance just as they recognize people and locations almost without a second look.

A combination of methods

By 1925 the new method of teaching words at sight was introduced to the schools and was continued, in many instances almost entirely without phonics, until about 1940. The better features of the phonic and the word methods were then combined because it was apparent that each had much to offer. **The result is that the texts in use in most of the schools during the past fifteen years have carried a complete phonic programme in conjunction with the word method.**

Today a beginner is taught to recognize about fifty to seventy words at sight. He is then introduced to initial consonants and immediately he is able to read hundreds of new words by substituting other letters for the initial consonants in his sight words. This is followed by the systematic teaching of all the phonic combinations and syllabication. The emphasis, however, is on blends or groups of letters rather than on single sounds as advocated by Dr. Flesch. The end result is not only more economical from the point of view of instruction, but it is also accepted as being better for the child because he has been reading from the beginning of the first few weeks at school. Far from having no phonics in the schools, we have reading procedures which insist on thorough phonic preparation and practice from Grade I through to Grade VII. Dr. Flesch apparently did not look at the teachers' manuals which accompany the most widely used series of readers.

Dr. Flesch is also very critical of the literary merit of the beginning readers. He is right in

saying that the material has been arranged in an effort to provide the required amount of repetition of the terms in the controlled vocabulary and that this occasionally leads to artificiality in style. But what does he offer in place of the simple little stories which children respond to so eagerly? For a year, the child is condemned to spend his time in reading word lists. These cannot be considered literary by any stretch of the imagination. Dr. Flesch may dislike controlled vocabulary, but he admits that his own lists must also be controlled, and he warns the teacher against introducing any words with long vowels until late in the programme. The problem of control is actually accentuated rather than solved by his proposal.

A meaningful activity

Reading today is far more than the mere ability to pronounce words. From the very beginning of instruction, the teacher strives to create situations in which reading has meaning and significance, to stimulate an interest in reading as a purposeful activity, and to see that the child associates it with pleasure and success. How different the picture would be if we were to begin reading as a tedious and apparently pointless drill in sounds of single letters followed day after day by the recitation of word lists. At the most impressionable period in his training, the child would come to think of reading as a long list of jumbled words which are read from top to bottom. With a small sight vocabulary, today's beginner can read and discuss a story. He moves his eye naturally along the line from left to right and he reads words to understand sentences and paragraphs. Once past this initial stage, he moves easily into instruction in phonics at a time when he is equipped to make use of them as aids to further reading rather than as an academic trick.

With the average child, the whole programme moves ahead smoothly step by step

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until he has complete mastery not only of a method of unlocking words but also of a functioning skill in understanding print. The less successful learner is given assistance in moving at his own rate and acquiring a firm foundation. Years ago, in the all-phonics period, his counterpart sat dismally pondering f's and p's. One programme and one pace only was offered to all. Dr. Flesch may be right in claiming that there was no remedial reading in the schools until recently, but that does not mean that there was no need for it.

What do tests show?

Much of the comment in *Why Johnny Can't Read* obviously is the result of lack of contact with schools, or at least with the right schools. However, there is one chapter which presents a greater challenge than the others. That is the one in which Dr. Flesch claims of "... whenever the results of phonics and of the one in which Dr. Flesch claims that experiments, phonics came out on top" (Page 60). This becomes more than a trifle ludicrous when it is followed on the next page with the accusation that "... sometimes the findings are boldly misrepresented (by the "experts")." Dr. Flesch, on the other hand, has certainly exercised his own privilege in the selection of studies which compare the two methods of instruction. It is unfortunate, however, that he overlooked the very frank report by Gray and Iverson in the *Elementary School Journal*, September 1952, in which the results of ten studies in reading achievement were given.

Of these, one favoured the older method; three favoured neither definitely or in all respects; and six favoured the present methods. The conclusion was that "... silent reading is equal to, and appears on the average to be somewhat greater than, the achievement of several decades ago." It may be surprising to many of us to find that the present methods did not come out better. However, the authors state, "These results are commendable for three reasons: They have been achieved during a period when pupils who formerly failed and dropped out of school have remained in school in increasing numbers. Furthermore, there has been a slight decrease in the average chronological age of the pupils at each grade level as a result of changes in promotion policies. Finally, progress in silent reading is in harmony with the current needs of the child if he is to use reading effectively as an aid to school achievement and personal development." When we consider these factors, it seems most encouraging to find that the present methods can produce even comparable statistical results for the average pupil in today's schools.

The teacher is the key

One point looms as being most significant. Gates found that reading achievement varies widely from school to school and from classroom to classroom, even when a single system of teaching is used. It is obvious that the competent teacher is capable of doing a splendid piece of work; it is equally obvious that indifferent teachers can do unlimited harm. We need the right kind of teacher, and by that we do not mean only persistent drillers or conscientious correctors. We need teachers of vision and understanding, teachers who make learning a joy and who build into even a lesson in phonics a sense of worth of the individual and a goal for which he can strive. Given such teachers, our present methods of teaching reading will produce rewarding results; with less satisfactory teachers, even Dr. Flesch's phonic programme will bring failure.

Dr. Flesch set out to change the methods of instruction in our schools. A thoughtful reading of his book may bring changes, but the change will most likely be towards a more productive application of the present techniques rather than a reversal to the pure phonic method. We should be grateful to Dr. Flesch for stirring up a bit of controversy which forces us to re-evaluate our own procedures. But if Johnny can't read, we shall have to look beyond Dr. Flesch's seemingly simple solution in order to find the answer to our problem. ●

Reprinted from

The Teachers' Magazine

HOME AND SCHOOL ON THE AIR

SPIN YOUR radio dial to 590, 600 or 1240 — whichever combination rings a bell — and there you'll find Home and School, waiting for you and your family each and every week. That largest of Home and School gatherings, "Home and School on the Air", has split itself into three sections, better to blanket areas with Home and School associations throughout the Province of Quebec.

Only a few districts in the Province are out of hearing range this ninth broadcasting year. With your help these regions most probably could be receiving Home and School broadcasts too.

Home and School's radio activity is based on the efforts of a small volunteer committee, working with Federation executives and members of provincial and national committees and local associations, in co-operation with a trio of public-spirited radio stations. Pro-

grams are tape-recorded on high fidelity equipment, at the radio station or the scene of action; duplicate tapes then can be mailed to the remaining participating stations. This year's streamlined ten-minute shows are aired at different times in different areas, to fit the needs of stations and their communities.

You're cordially invited to join us at your radio at 12:30 p.m. Sundays (CFCF, Montreal), 11:45 a.m. Saturdays (CKTS, Sherbrooke) or 1:45 p.m. Saturdays (CKRS, Jonquiere). If you're beyond the voices of all three stations, you might find your local outlet eager to help. Drop us a note, and we'll work together from there.

Your suggestions are welcome, and your criticisms, but above all your participation, in what has become the biggest and best known of Home and School get-togethers — "Home and School on the Air".

DON ALLEN,

Chairman, Broadcasts Committee

ST. LAURENT HIGH HEARS ABOUT "GOOD WORLD CITIZENSHIP"

THE OPENING meeting of the season of the St. Laurent High School H & S.A. was held in the Gym, the President, P. J. Johnson, presiding.

After normal business had been attended to, E. C. Carter, a speaker of the United States panel of speakers, addressed the gathering on, "Good World Citizenship", stressing particularly the well publicized, "Colombo Plan" and Canada's part in that great work. He also spoke briefly on UNESCO and proved to be a very capable and interesting speaker, demonstrating his familiarity with his subject in a very convincing manner.

Mr. Carter is a teacher at West Hill High School and has served as Canadian delegate UNECO Seminar at New York — was co-director of the U.N. Seminar for Canadian and U.S. teachers at Ottawa and also as co-director of the World Affairs Seminar at Mount Allison University this summer. For the past 5 years Mr. Carter has been the Editor of "World Review for Canadian Schools".

An attendance of 216 appreciative people thoroughly enjoyed our opening meeting and we trust this is a good augury for a pleasant and interesting season.

Mrs. Julie R. Parker

QUEBEC HOME AND SCHOOL

wishes every one
A very Merry Christmas
and
A Happy New Year!

OUTREMONT HAS INTERESTING PROGRAM PLANNED FOR YEAR

THE YEAR'S program includes the following topics and speakers:

"How Can Parents Help Their Children At School?"

Speaker: Mr. D. E. Pope of the Protestant School Board.

"Do You Understand Your Child?"

Speaker: Mrs. C. E. Woolgar of the Mental Hygiene Institute.

"The Value of the Modern Method of Teaching Reading."

Speaker: Mr. Robert Japp of the Protestant School Board.

"The I.Q. Test and Your Child's Future."

Speaker: Dr. H. E. Lehmann, Clinical Director, Verdun Protestant Hospital.

"What Influence, Religion, School, Community, Home, Has On Your Child."

Speakers: Rev. A. A. Rogers, Messrs. H. W. Jordan and S. Klein and Mrs. R. Strauss.

Our projects, too, are well on their way. Our dance project, always our most successful one, has an enrollment of about 200 pupils. We are planning a dramatic and art project. We are also working on a bicycle safety campaign.

Thanks to the School staff for their wonderful co-operation in collecting our membership fees and distributing the membership cards, we have collected almost \$800. We hope to reach a membership of 1,000 at least.

Mrs. Ida Ungar



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HOME AND SCHOOL KINDERGARTENS HELP BRIDGE A GAP

From an article appearing in the
Alberta Home & School paper.

FOR A few years Calgary was fortunate enough to have kindergartens in many schools, but with the increase in the number of children at school, one by one these had to be discontinued.

In some areas without kindergartens, groups of parents, realizing the value of kindergarten training, decided to do something about it. They formed a loose association, got a teacher and a building (usually a Sunday school room or church hall) and started a kindergarten, charging a low monthly fee to cover expenses.

Long before the school kindergartens closed it was evident that parents wanted kindergartens and that there would be new kindergartens opening. To provide a similarity and continuity of program and administration, it was felt that the best plan would be to have the kindergartens sponsored and operated by Home and School Associations. With this in mind, the Calgary School Board set out a list of instructions regarding the establishment of kindergartens, paying particular attention to Home and School operation, teacher qualifications, program and equipment.

Today there are at least 16 Community Kindergartens operating in Calgary, accommodating nearly 700 children.

These are run entirely on a non-profit basis, the only source of income being the fees charged each parent. Each class has a maximum of 30 pupils. Considerable equipment has been made, donated or loaned by willing parents. Painting and scrubbing "bees" have been organized. Each kindergarten has a slate of officers holding meetings periodically. Sometimes parents assist teachers with parties or concerts. Many give the parents the opportunity to visit the kindergarten or to see demonstrations of work.

The Gap

The kindergartens aim to bridge the gap between the home and school by providing half-day experience in group living-and-learning in the year immediately preceding school. No reading or printing is taught (that is the field of Grade 1) but every effort is

made to prepare the child for school life. He learns many new words listening to the daily reading or telling of stories. He improves in self-expression when he tells his own story of some little happenings and when he interprets large colorful pictures verbally. Simple plays are acted out at the Miss Muffet — Three Bears — Johnny Goes to the Store level. Verses are spoken alone and in chorus and poetry is read to the children. The child is given many opportunities to see likenesses and differences in size, shape and color of objects or pictures of objects. All this is pre-reading.

Small muscles are exercised during play with small building blocks, pegs, beads and jig-saw puzzles, and during singing or verse-speaking with finger-plays. Plasticine, scissors-and-paste, crayons and large pencils are used to this end during the work periods. All this is pre-printing.

Music plays a large part in the kindergarten program. Many songs are sung — alone, in duets, in small groups and in large. Records and piano are played sometimes just for listening, and good music is used as well as popular childhood songs and nursery rhymes. Most kindergartens have rhythm bands and a few groups have made their own instruments.

Desirable attitudes and habits are fostered throughout the day — neatness, kindness, co-operation, reverence, care of others' property and good health habits.

Encouragement is given to self-expression in rhythmic motion to music, in sand-box play, in original drawing, and in painting with large, half-inch-wide brushes.

Group and singing games, and special play equipment are provided to encourage the use of the large muscles.

Such school routines as opening greetings, roll call, prayers and the calendar are used. Some seat-work is done each day so the children learn to sit fairly quietly, follow teachers' instructions or work independently within the group. ●

LONGUEUIL & MONTREAL SOUTH HAD VARIED AND MOST SUCCESSFUL YEAR

THE PRESENTATION of a high school scholarship, and the supplying and serving of more than 13,000 cups of soup and cocoa may seem like widely unrelated activities, but these are two of the services on behalf of school children which were realized by the Longueuil and Montreal South H & S.A. during the past year.

"It is a welcome sign of our progress," stated Mrs. Dorothy Gascoigne, a charter member of the Association, "that in addition to other projects, our organization was able to donate special prizes to pupils at the close of the last school term, also to meet its full quota to the Canadian Home and School Headquarters building fund, and to sponsor the variety show for the benefit of Lemoyne d'Iberville School."

Reporting for the ways and means committee, Mrs. E. Sheppard, immediate past president, noted that combined gross proceeds were \$577.00 from a cooking school demonstration, card parties, and the amateur variety show.

G. A. Wilkins, treasurer, reported that other substantial operating revenue was gratefully acknowledged from the Canadian Pratt & Whitney Employees' Association and from membership fees.

Programs for seven meetings, arranged by Mrs. H. McClintock, were interestingly diversified, and attendance was consistently good. Study subjects, presented by well-known speakers and discussion leaders, included a movie on children and a short play by The St. Lambert Thespians. Interesting sidelights on home and school life in other lands were learned at a "New Canadians" night. As is usual school class participations were a popular part of certain programs, a tribute to the pupils and to the special efforts of their teachers.

Mrs. A. E. Cuttall, social convenor, thanked her committee and all those who had donated to the ever-welcome refreshments which were served at the close of meetings.

A new high membership of 176 families was announced by Miss H. K. Cross. Mrs. G. Rawlings reported subscriptions to *Quebec Home and School Magazine* had increased moderately.

At the children's Hobby Show, which was held in conjunction with the Association's annual meeting, there were stamp and other collections, paintings, airplane and ship mod-

els, home baking and many other interesting exhibits. Mrs. F. Bell, convenor, announced that there were about 80 entrants, each of whom is to receive a souvenir of the Show.

There was also a most interesting display of European gymnastics by a group of boys from St. Lambert Elementary School. Although the boys had been training only a few weeks, they had acquired remarkable skill. Mr. Smogovary, their trainer, was justly proud that, at the same time each boy maintained better than average grades in his school studies.

Following the report of the Nominating Committee, elections were held and the installation of officers ceremony conducted by Rev. C. A. Adey.

W. I. WALTON

Educator Says Children Better Readers Today

Clare B. Routley, assistant superintendent of elementary education for Ontario, told the first Canadian Conference of Reading, held in Toronto in July, that for the most part children today read more effectively than their parents did.

At the same Conference, which was attended by 1,300 educators, Eleanor Boyce, inspector of public schools for Manitoba, said Dr. Flesch's book and other similar books, "are an expression of public concern, of public dismay, or even public distress over what is happening in our schools."

She suggested that whether her listeners agreed or disagreed with what these books say, it is well to remember that, "there is nothing new in connection with these popular denunciations of our schools. Outstanding leaders at various times have bemoaned the ruin and decay in education."

Readers of this magazine are reminded of Dr. Charles E. Phillips' article, "Education Has Improved" which appeared in our February, 1955, issue.

Editor

Mrs. J. S. Gilchrist
of Magog tells us

HOW TO START AND RUN A HOT-LUNCH PROGRAM

Although this was one of the highlight reports from Associations we think it so constructive and helpful that we are giving it 'headline' treatment.

MAGOG AND DISTRICT Home and School Association's most successful recent project has been the initiation of a hot-lunch program. Many of the pupils were carrying lunches and it was felt that a hot meal would be more beneficial. Upon approval of the School Board a Committee was formed of members of our Association with the welcome addition of the Home Economics teacher and one of the School Commissioners.

The committee found that in order to make the effort an economic possibility and yet charge no more than 25 cents per meal at least ninety meals per day would have to be served. Notices were sent to parents to acquaint them with the advantages of the project, followed by a questionnaire to ascertain how many would make use of the service. The results were most disappointing with only 33 out of nearly four hundred pupils expressing interest in having the lunch every day and about as many wanting the occasional meal. Nevertheless, the School Board wished the committee to proceed and authorized the purchase of cooking utensils and dishes. Plastic dishes were chosen, omitting cups since bottled milk would be used, and no knives were thought necessary since only ground meats, sausages or weiners could be served for the price.

We knew that success would depend very greatly on the cook and it was our good fortune to find a woman experienced in quantity cooking and serving. Most of the success is hers, and a success it has been, indeed. In spite of the poor response to the survey an average of 88 meals per day were served the first week and this number arose

steadily to a peak of 140. A helper was hired in the second week, it being thought more practical to have a regular paid assistant than to rely on voluntary assistance. The cook proved capable of handling all phases of the activity and the committee continues in an advisory capacity only. The teachers have co-operated in handling the sale of tickets and in reporting the number of meals required for the day so that the cook is able to avoid waste by being so well able to judge quantities.

Cash donations have been received from service groups and individuals, in some cases to feed specified needy children and in others the school nurse suggests children who are in need of a nourishing meal. About 14 meals a day are given from this fund.

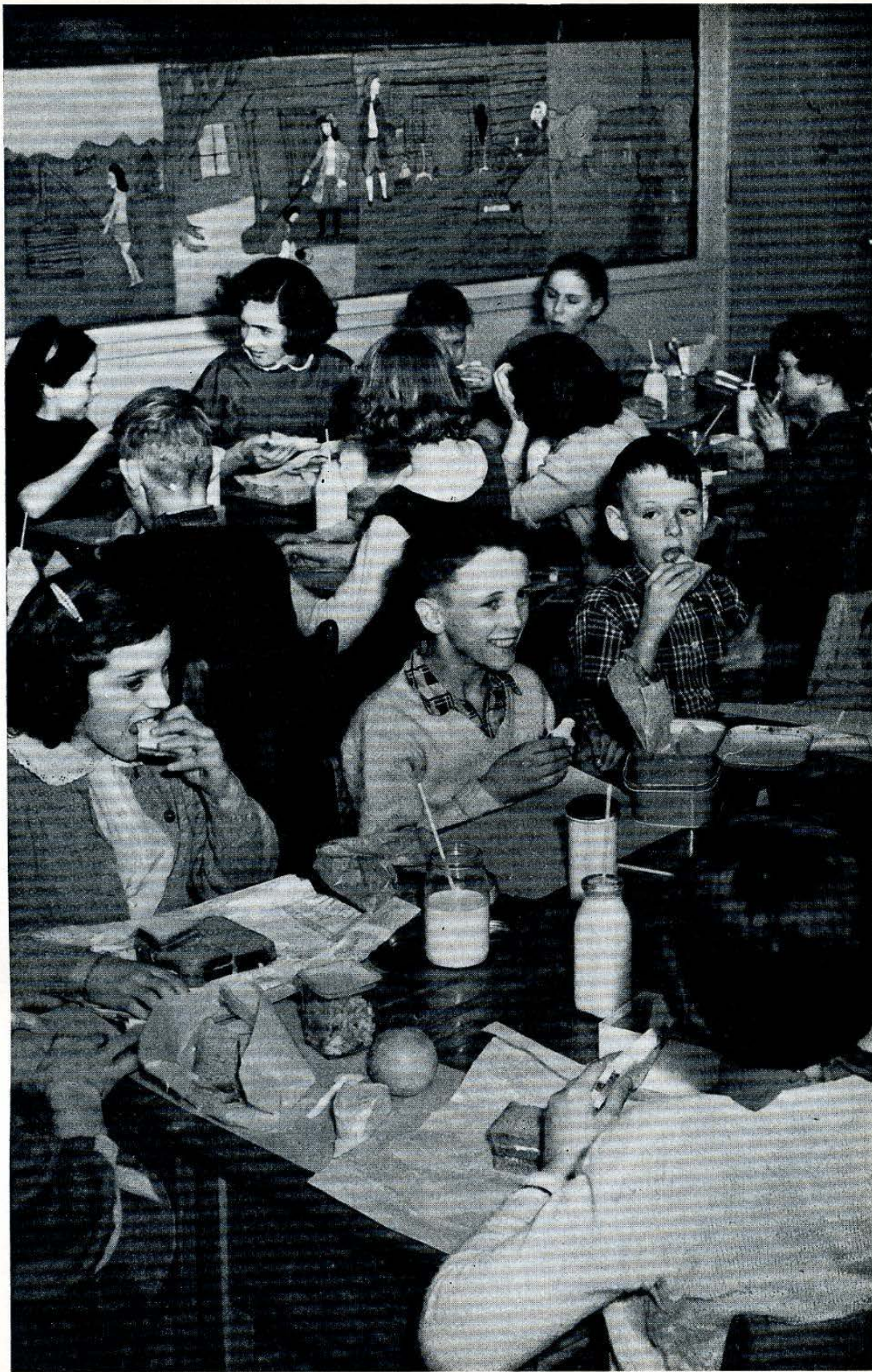
The operation of the cafeteria has been inspected by a Junior Red Cross representative who has given a favorable report, at the same time suggesting that use be made of older pupils by having them assist in handling tickets and in the supervision of the young children which is at present carried out by the teachers who rotate noon-hour duty.

Due to the fine co-operation of all concerned, our Association can truly state that this has proved a worthwhile venture.

Editor's note: With over 2 billion lunches being served last year in Canadian and American schools, this is an important subject. Articles, letters, observations will be welcomed from other Associations operating hot-lunch programs, in order that experiences may be shared with advantage to all. ●

CONTRIBUTORS PLEASE NOTE

The deadline for the **February** issue is December 15th
. . . and the **April** issue it is February 15th



PARENTS PITCH IN AT SCHOOL

"What can we do," say the friends and allies of education, "to help meet the needs and problems of our public schools?" "Plenty," reply the advance guards, already in the field. Here an able observer brings us reconnaissance of their work as a guide in planning Operation Education.

WHEN YOU read about the dearth of qualified teachers, the shortage of classrooms, and the virulent—even vitriolic—criticisms of the school program today, you may very well ask, "But how can I help? I'm only one person. What can I do?" There are a great many things parents can do—things that many parents, in a variety of actual situations, have already done.

Where to start? Well, for one thing, teachers need much more assistance than they now get. But how can laymen assist in work that requires many years of professional training? Let's just look for a moment at the teacher's job. Not very long ago William D. Boutwell who conducts the "What's Happening in Education?" department of this magazine, got the following plaintive question: "When are we teachers going to be given time to teach? When we are not collecting milk money we are supervising the lunchroom or the playground. We make out endless reports. Our paper work must be equal to the Army's."

Paper work is heavy indeed. Cumulative record forms, report cards, attendance records, and communications to parents—all have been greatly increased by record enrollments and a deeper conception of the importance of home-school cooperation. Teachers must also find time to plan classroom programs, locate and secure audio-visual aids, make arrangements for field trips, and take children on them. They are expected to confer with parents, to visit their pupils' homes, to make a study of each child, and to work with pupils individually. (Certainly these are desirable and necessary activities.)

Can you see now what parents can do? There is an abundance of clerical and other routine tasks that intelligent, conscientious, capable laymen can take over, thus freeing teachers to devote a larger portion of their time to teaching children.

Before I give some actual instances of parents and P.T.A. aid to schools and teachers, let me take up a question that may be troubling you: Will your child's teacher and school welcome your help?

Perhaps your school has already cordially invited parents' assistance. If so, your part is merely to take the invitation seriously and act on it. If, however, the school takes either a neutral or negative view of your active participation (neither of which is likely in a good school), then you must work sensitively with the teacher and the school administration, both as an individual parent and as a member of the P.T.A.

First of all, as an individual parent you can demonstrate a positive attitude toward parent-teacher and home-school cooperation by complying promptly and efficiently with requests from the school—for milk or lunch money, for signing and returning report cards, for conferences, for written permissions for various activities, and the like. This alone will lighten some routine tasks of the teacher and the administrative staff.

Second, your P.T.A. might arrange a panel, made up of the principal, several teachers, and several parents, to discuss teachers' work loads and what the P.T.A. might do to lighten them. The outcome could be the formation of a committee to list activities on which parents can help and to apportion duties among parent volunteers.

Parents roll up their sleeves

Now let me describe some of the ways that inventive and dynamically interested parents have found to help in these times of great need.

At the High Rock School, Needham, Massachusetts, parents share in the work of

Wilbur A. Yauch, author of the well-known book How Good Is Your School? is head of the Department of Education at Northern Illinois State Teachers College. Not only is Dr. Yauch a persuasive advocate of closer home-school cooperation but he is a practical worker on behalf of the better schools all of us want for our children.

the school by typing regular reports to the community, preparing school museum exhibits, and arranging transportation for special events. Members of the Van Gulder School P.T.A. in Knoxville, Tennessee, supervise playgrounds at lunch periods and during recess. In Essex County, New Jersey, P.T.A. members pick up, deliver, and return loan materials from the Newark Museum for out-of-town teachers, who would be hard pressed otherwise to avail themselves of these rich teaching aids. At a number of schools parents are regularly asked to accompany groups of children on trips to museums, parks, factories, government offices, and farms. And of course the school lunch committees of many P.T.A.'s take responsibility for youngsters in the school cafeteria.

In each instance parents' aid has saved teachers' time and energy. Whether the minutes saved go into much needed relaxation, preparation of classroom programs, or work with individual pupils, children are the beneficiaries. They get better teaching.

There are important byproducts of parents' participation too. Parents who share in the supervision of children on the playground, in the lunchroom, on excursions and field trips, gain insight into what is involved in guiding the conduct of thirty or forty human dynamos—instead of their own two or three. They earn a deeper understanding of the work of the teacher and the learning of the children. When these parents are invited to share in planning the school program, they are intelligent, competent participants. Teachers learn, too, from the parents' skilled guidance and warm understanding of children's behavior.

There are other ways in which parents can help. To guide each pupil toward the full development of his potentialities, teachers try to make detailed analyses of every child. Parents can help by generously providing the kind of intimate data that only parents have. In this task of understanding the individual boy or girl, a knowledge of child growth and development is an asset to both teacher and parent. In Denver parents, at the request of teacher Sylvia Behart, assisted in a study of developmental needs of children by observing classroom activities at scheduled times and taking notes on pupils' behavior. And of course parent education study-discussion groups are, among other important things, helping parents to be more objective and less defensive about themselves and their children. Hence they become more competent in planning with the teacher the right learning experiences for the child at home and in school.

Freeing teachers to hold these necessary teacher-parent conferences is another problem. Whenever parents can take over some of a teacher's chores, they put time in a bank account on which the teacher can draw for teacher-parent conferences. But parents are also fully capable of supervising carefully planned lessons at the time when the teacher is busy with such conferences.

There are countless possibilities. Homewood, Illinois, and Great Neck, Long Island, New York have inventoried the talent of their communities so it can be used by the schools when needed. Accountants, florists, pharmacists, clergymen; airline, railroad, and shipping personnel; men and women who know how to budget wisely, who have traveled in foreign lands, or who have a hobby like photography, cabinet making, or rock collecting—such people can and have taken over classrooms at the request of a teacher and to the delight and benefit of the children.

If you want a better school, you and your fellow citizens need to know, first what constitutes a good school and, second, to what extent your school measures up to ideal. Could you now answer this question: How good is your school?

If not, why not propose a study group on this subject? The Bessemer, Alabama, High School P.T.A. uses a questionnaire to find out what parents know and think about their school and its functions, and then plans programs on the basis of its findings. Michigan parent-teacher members have attended a pilot "school for parents" to increase their knowledge and understanding of current educational methods and philosophy. In Illinois and Georgia, to cite only two more instances, there are state-wide movements to encourage and guide parent-teacher-citizen groups in studying their schools.

Intelligent interpreters

Once parent-teacher groups have clarified their own concept of what constitutes a good modern school, plans can be made to interpret the work of the local school and its program to the rest of the community. Modern education needs interpretation to the lay public, and enlightened laymen often speak more effectively to other laymen than do professional educators. Using a study guide published by the state parent-teacher congress, California P.T.A.'s, for example, are interpreting the high school program to adult study groups.

School boards, which are the people's instrument for operating their schools, should represent the will of the people. Parents and citizens should know the personnel of their

school board and the extent to which its policies foster the community's educational objectives. To accomplish this purpose, there is no substitute for attendance at school board meetings. Many P.T.A.'s have representatives who attend regularly and make reports to the membership.

Dividends from deeds

Through your P.T.A. you can work effectively for better financial support of the schools and particularly for more adequate salaries for teachers. In communities too numerous to mention P.T.A.'s have successfully performed two missions: They have interpreted the need for school bond issues to the public and they have "got out the vote". In Fargo, North Dakota, for instance, P.T.A.'s marshaled data on the need for kindergartens, prepared and distributed fact sheets, provided speakers for meetings, and on Election Day carried out a chain system of telephone calls alerting every citizen to his duty to vote.

Teacher recruitment is another avenue that leads to the improvement of our schools. Through their own attitudes toward teachers, parents can make young people aware of the dignity and worth of teaching as a profession

and attract them to it. Through their P.T.A.'s they can support parent-teacher scholarship funds to help promising students prepare for teaching, sponsor Future Teachers of America clubs in high schools, and promote legislation on teacher salaries, tenure, and retirement to make teaching a more attractive career.

Parent-teacher associations and other recognized school-community agencies, like a community educational council, have programs of organized parent cooperation that will suggest activities beyond those described here. The point is that public education needs strong, vigorous public support. Professional educators can no longer carry the entire burden. Too often our efforts to do so are interpreted as attempts to develop a "closed corporation," with the parents and general public expected to keep their noses out of "our" business. We can only tender you an invitation to make the improvement of our schools a cooperative venture. Passive interest or mere verbal support is not enough. Parents, pitch in!

Reprinted from

NATIONAL PARENT-TEACHER

MAPLE HILL'S SUCCESSFUL LIBRARY PROJECT

THE ABOVE Association thought it may be of interest to readers of the Magazine to learn how a Children's Lending Library was set up at Maple Hill School. One of our members on visiting the Montreal Children's Library on Dorchester Street happened to remark on the lack of good reading material for children in the Montreal North district, and the long journey to the city for books of high standard. The Librarian there, Miss P. Smith, then made known that books could be borrowed under these difficult circumstances from their Library, and it was through this co-operation that this project came into being.

This matter was then discussed at a Home and School meeting, and after further planning a large number of fine pictures and higher grade reading books were sent (over 400 at that time). These were set up at the school, and a teacher offered to act as Librarian during a period of her lunch-hour. The children however lined up in such overwhelming numbers it proved to be far too much for any one person to handle, and as the enthusiasm mounted during May and until the summer recess, it was decided that a Library Committee be set up within the association to continue to direct the work throughout the summer.

One of the parents, a member of this new Committee, offered a room in her home to be set aside for a library. This was held twice a week from June to September for 1st grade to 7th grade pupils of Maple Hill School. This kept the children's interest alive, in fact so much so that records show over 100 children attended each week, and took out on an average of 6 or 7 books each. This was felt to have been well worth the work and effort, and has proved that even though on holidays the children appreciated good reading material.

In September the Lending Library took its place in the School again where with splendid co-operation from Principal W. Roberts and the school staff it has continued. A bookcase has been made and donated by the Home and School Association so that the task of moving books from one class-room to another has been made easier.

In closing it is pointed out that this project has been made possible through the generosity of the Montreal Children's Library, the co-operation and help given by Miss P. Smith, their Librarian, AND the working together of parents (Home) and teaching staff (School) for the benefit of all children. This in its small way is representative of course, of the aim of any sincere Home and School Association.

M. KING.

Library Com. Member.

Quebec Home and School

**Mrs. Craighead
of St. Johns
reports on**

MONEY RAISING PROJECTS

Out of last year's Bedford Regional Council's conference came this excellent report. Although money raising is only the least of H & S.A. objects this brief report is helpful.

MRS. R. S. McINTOSH of Bedford led a group discussion on ways and means of raising funds for Home and School projects. Points brought out in the discussion were (1) the purpose of raising money, (2) the ethics of fund raising, and (3) the urgent need of funds.

Some Associations make up budgets for the year sufficient to cover needs; other Associations regard fund raising as an end towards stimulating interest in the organization. Representatives from various Associations reported on methods employed for fund-raising.

Mrs. Shower for Cowansville reported that \$137.00 had been raised through a food sale and tea; this together with the tea collections at the meetings and 25 cents as a portion of the Association's dues, provide sufficient funds.

Knowlton reported that funds have been obtained from a strawberry festival and an entertainment put on by the Waterloo Variety Show, both projects having proved most successful.

St. Johns has a budget which represents minimum requirements. The raising of extra funds, after budget requirements are met, allows for expansion and the providing of extra benefits. The more that can be raised the better. The annual County Fair is the main money-raising activity and members are approached only once yearly. This year the

proceeds were \$600.00 from which the Association provides bursaries amounting to \$150. in addition to \$350. given to the I.O.D.E. school library. The senior students are given a trip; one year they were taken to Ottawa, another year they went to Quebec City. St. Johns feels that the more funds are raised, the more their Association can do.

Mr. Alex. MacArthur reported for Bedford, stating that a drive for funds which yielded \$300. had proved most successful and had met with general approval.

Mr. A. Lammens reported that Granby had raised \$740.00 by a minstrel show which was presented on two evenings. This was to provide for an audio-visual project for the school. In addition \$200.00 was spent on books for the library.

Mr. Hawke, speaking for Farnham, stated that their budget called for \$350.00. An effort is made not to burden members with too many projects, as it is felt that this causes members to lose interest.

What do you think about Home and School fund raising? If you approve, what special way has your Association found works best for it? Won't you share your Association's experience with the rest of us? Just drop a note to —

The Editor.

A MESSAGE FROM THE EDITOR

*This is the biggest and — I sincerely hope — the best issue of **Quebec Home and School** ever published. It contains items that should be of interest to all parents and teachers. The article on Page 26 is for the parents of pre-school children, and because a large number of them will not see this issue, won't you please pass it along to some of your neighbors who have children not yet of school age?*

There are a large number of contributors this issue and to them I express grateful appreciation of their fine efforts. To all of you readers, if there is something you would like to see covered in our Magazine, write me an article, or if you can't do that, at least write me a letter and let me know your views.

Another fine number is in the planning stage for February — don't miss it!

HOMWORK

Statement of Policy for both High and Elementary Schools by The Protestant School Board of Greater Montreal

THE ANNUAL Report of the Protestant School Board of Greater Montreal for 1953-54 (the latest available, and a very interesting document, it is) gives the Board's policies on the subject of homework for both types of schools. The following is quoted.

High School

In April 1954 the Board approved the following Statement of Policy on the guiding principles indicated by the High School Homework Committee set up by the Director of Education, Mr. T. Sommerville:

(1) The principal of each high school shall organize a systematic homework programme in his or her school because homework, assigned in accordance with certain principles, worked at up to acceptable standards, and properly checked, develops in pupils very desirable work habits at the same time as making possible the completion of the scheduled programme of studies.

(2) The principal of each high school shall take steps at the beginning of every school session to see that the pupils and parents are properly informed about the school's policy regarding homework.

(3) The principal of each high school shall assure himself or herself that the homework programme is being carried out carefully and systematically.

(4) The principal of each high school shall make available for each teacher a copy of the following principles which are intended to serve as a guide to a properly balanced homework programme.

Guiding Principles

- A. Assignments should be given on each of the five school days.
- B. Assignments should be reasonable.
- C. Assignments should be based on work taught in class.
- D. Assignments should never consist of vague, undirected study, but should be quite explicit as to what is required.
- E. Assignments should be given regularly and the same degree of regularity observed in their collection and correction.
- F. Assignments should not be regarded as having been completed until they reach a reasonable, acceptable stand-

ard. When these are rejected, the reasons for such action should be indicated.

- G. Assignments should be adequately prepared. Strong points should be commended and weaknesses in preparation clearly and consistently pointed out to the pupils concerned.

Elementary School

By the approval of a report of a Committee on Homework set up by the Curriculum Council, the Protestant School Board of Greater Montreal is committed to a general policy regarding Homework in Elementary Schools, which is specifically adapted and applied by individual schools to local conditions and circumstances, and which is predicated on the belief that, in the elementary school, a moderate, graduated and regulated amount of homework is not only advisable but necessary to insure the maximum development of the child through and by the school curriculum.

The Report divided Homework into three categories:

- A. Formal Homework
Specific assignments of a remedial or developmental nature.
- B. Informal Homework
Assignment designed to develop creative ability through research, scrap-books, etc.
- C. Parent-Information Homework
Work done in school taken home for information of parents regarding child's progress.

It is indicated that homework be assigned in these divisions as is most suitable to existing school and community circumstances.

With this proviso the policy regarding homework develops as follows:

Homework should be graduated from grade to grade.

It should always be carefully checked by the teacher.

All classes of the same grade in individual schools should adhere to the time limit set for that grade.

No homework should be assigned over a week-end or holiday period.

Time limits as follows should be the basis of a working policy:

Grade I . . . Parent-Information Homework only.

Grade II — 15 minutes Parent-Information and Remedial only.

Grade III & IV — 20 minutes.

Grade V & VI — 30 minutes.

Grade VII — 45 minutes.

**These Federation
Committees can help you
in planning your
Association activities.**

Ask them!

Art Classes: Mrs. G. Lerner, 582 Cote St. Antoine Road, Westmount.

Audio-Visual: Mrs. J. R. Mallory, 632 Grosvenor Avenue, Westmount.

Children's Leisure Reading: (To be announced).

Constitution: Dr. Edward C. Powell, 340 - 44th Avenue, Lachine.

General Health: Dr. F. M. Jones, 4844 Wilson Avenue, Montreal 28.

Parent Education: Mrs. R. D. H. Heard, 4102 Marlowe Avenue, Montreal.

Mental Health: D. S. Martin, 1529 Fayolle Avenue, Montreal.

Program Planning: Mrs. D. McIntosh, Bedford and Mrs. R. Strauss, 546 Rockland Avenue, Outremont.

Publications: Mrs. H. E. Wright, 4836 Madison Avenue, Montreal.

Recreational Activities: Mrs. H. R. Scott, 3560 University St., Montreal.

School Education: Dr. Harold E. Grant, 4266 Hampton Avenue, Montreal.

School Finance: Colin E. Jack, 333 Curzon Avenue, St. Lambert.

Teacher Recruitment:
(To be announced.)

Traffic Safety: Ross M. Davidson, 4043 Hingston Avenue, Montreal.

**COURTLAND PARK
CLOSED FIRST SEASON'S
EXTRA-CURRICULAR ACTIVITIES**

THE COURTLAND Park H & S.A. closed its first season's extra-curricular activities, Friday, May 27th, on a high note when the children of the Saturday morning classes presented a concert and demonstration to an audience of over 600. John B. Pitcairn, Chairman of the Lachine School Board, was present on this occasion, together with K. D. Sheldrake, also a member of the Lachine Board.

L. G. Jordan opened the evening by paying

tribute to all who had worked to make the evening possible. Special mentions were made of the instructresses who had given so much of their time during the term. Mr. Jordan then turned the program over to H. W. Coulter, who acted as master of ceremonies.

The instructresses were introduced and presented with a floral tribute from the students of the classes.

Following the excellent concert there was a display of the various types of art work, painting, drawing and handicraft accomplished by the children of the Art Classes. Gerald Higginson, a pupil of these classes was awarded a prize in the Quebec Federation Art Contest.

During the intermission Mr. Pitcairn spoke briefly and complimented highly the Association for the wonderful job they had done in such a short time and said that he would very much like to attend one of our meetings in the Fall to discuss the work of the School Board and any problems pertaining to Courtland Park School.

Mrs. H. Graham

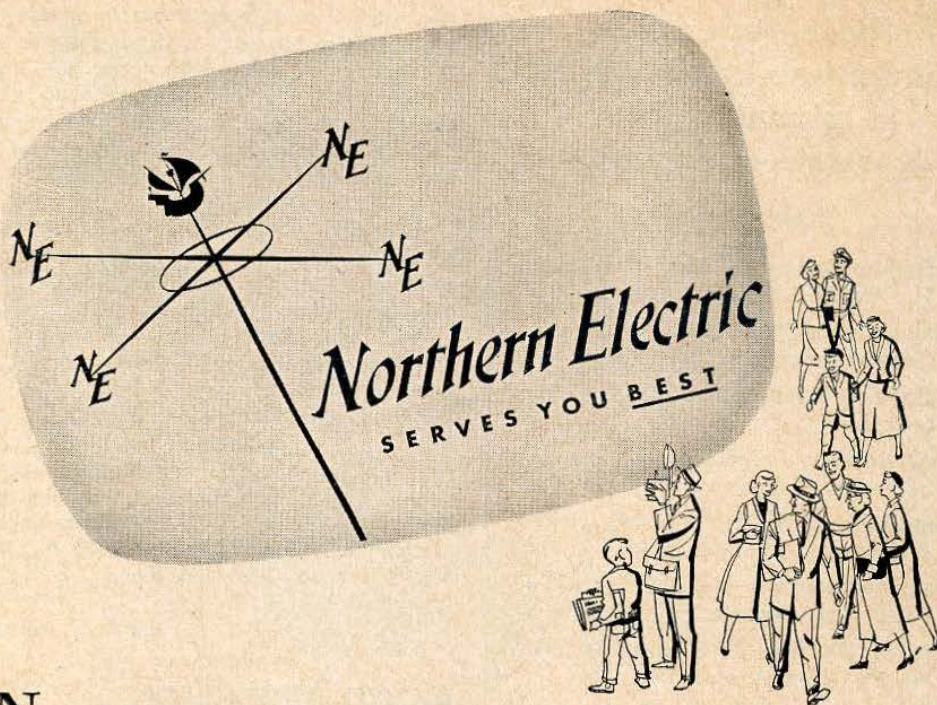
**GOOD TELEVISION
PROGRAMS**

**On channels 4 and 6 unless
otherwise noted**

- Mon. 4.30-6—Children's Programs.
6.00— Robin Hood (Channel 6).
8.00— Producers' Showcase — every
4th week.
10.00— Studio One.
- Tues. 4.30-6—Children's Programs.
9.00— Theatre.
10.00— Citizen's Forum.
- Wed. 4.30-6—Children's Programs.
8.30— La Famille Plouffe (Channels
10.30— 2, 9).
- Thurs. 4.30-6—Press Conference.
6.00— Children's Programs.
9.00— Robin Hood (Channel 4).
10.00— Theatre.
The Concert Hour (Channels
2, 9).
- Fri. 4.30-6—
8.00— Children's Programs.
10.30— Dateline—every second week.
- Sat. 5.30— The Plouffe Family.
9.00— Disneyland.
- Sun. 6.00— On Camera.
7.00— Exploring Minds.
10.00— News Magazine.
First Folio.

Recommended by the

**Audio-Visual Aids
Committee of Quebec Federation**



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