

Quebec Home and School

PUBLISHED MONTHLY BY
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VOL. IV, No. 6

MONTREAL, QUEBEC

MARCH, 1952



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QUEBEC HOME AND SCHOOL

Published Monthly by

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

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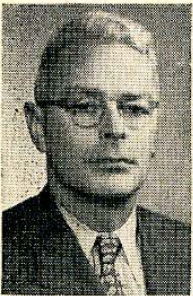
Authorized as second class mail, Post Office Department, Ottawa.

VOL. IV, No. 6

Montreal, Quebec

March, 1952

Quebec Federation



Mr. L. M. CLARK

Supper is finished—the family busy themselves cleaning up the dishes. After the dishes the children's lessons and these are followed by preparations for bed, the children's reluctant progress being urged on by Dad and Mother. The phone rings and a friend of Dad's, who is also a member of the Wood-working Group, calls to say he will pick him up by car in five minutes. Or perhaps it is Mother's Child Study Group leader calling to discuss the next meeting place of the group.

Does all this sound familiar to you? It happens in many homes. Life is made up of the interests and activities of the home and the children. Spare time is taken up with the many community affairs. Community, church, Home and School associations—all make their demands even to the point of leaving insufficient time for the pursuit of private and personal interests.

All these activities centre around the home

and the community and as individuals it is easy for us to become so absorbed with these close at hand affairs that we become unconscious of the larger sphere in which we live. All of us have gone through the stage where our local association loomed large in our mind's eye (and rightly so) and Quebec Federation was just some intangible, distant body whose name we heard mentioned every so often at Home and School meetings but which had no particular meaning for us as individuals.

Quebec Federation, of course means all of us working together but it is hard to get that feeling when we are so widely distributed throughout the province. In the metropolitan area of Montreal where associations are in closer proximity the feeling of being a part of the whole is stronger but it is not easy for the members of Arvida Association to sense the working partnership with the members in Rock Island or Stanstead. It is difficult for members of Hull Association to realize that they have common interests and are team mates with the members of Sherbrooke Association.

This problem is continually in the minds

(Continued on next page)

of your directors and officers. The idea of holding Annual Conferences must have sprung in part from this desire to bring the far flung parts together. One of the purposes of this magazine is to act as a welding influence. It has been my hope that during my term of office I should have the opportunity of visiting as many of the associations as possible with the same thought in mind.

Your Board of Directors has considered the problem on a number of occasions throughout the years. Just recently it was gone into again at the request of Mr. A. G. Pryde, our Organizing Vice-President. As a result your Board has decided to divide the

province into a number of districts and to appoint a District Representative in each.

These District Representatives are to be appointed from among the residents of each district and will be persons who have had experience in Home and School affairs. It will be their duty to visit each Association in the district at least once a year, to maintain contact with Association officials and to be a source of reference when information or assistance is needed. In effect they will serve as representatives of the Board and we hope that by their efforts Quebec Federation will become a closer knit organization.

L. MOWBRAY CLARK, *President.*

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

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

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

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

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

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

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

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

School Education: Miss Ruth Low, 141 Bedbrooke Ave., Montreal West.

AHUNTSIC

On December 15th we enjoyed a Square Dance which, in spite of the inclement weather throughout the day, was quite well attended. We were very fortunate in being able to employ Don MacSween and his worthy assistant Bob Hill, who certainly did a lot to add interest and colour to our party. Cokes and sandwiches, which had been prepared by the committee, were sold during the interval at the half-way mark and in spite of the chilly outside the cold drinks inside were quite in order. Don and his co-pilot were certainly keeping us warm.

The primary idea of this event was to help get local parents and members acquainted and a square dance is certainly the answer to that kind of a problem. We are planning a Barbershop Quartette for our January meeting and are hoping that our dance has proved a stepping stone to better attendance to our monthly meeting.

We recommend to those with similar duties the following prayer with which the Rev. H. A. MacOdrum opened the 1951 Home and School Conference.

Let us ask God's blessing upon our endeavours: Let us pray:

Eternal God, Teacher, Councillor, Friend look now with mercy upon our studies and endeavours. Thou hast committed to us the swift and solemn trust of life, grant we beseech Thee that in our time we may serve Thee with diligence and fidelity. Let us experience the joy which cometh chiefly from doing well and dealing wisely. As we have opportunity let us do good and live justly. May Thy blessing rest upon all of our deliberations here as we seek to serve those with whom our lot is cast.

Amen.

Spring is Coming!

E. W. CROWE

Chairman, Conference Committee

Spring is just around the corner and so is the Annual Spring Conference of our Federation of Home and School Associations in the Province of Quebec—May 9 and 10 at the Windsor Hotel, Montreal. The reader may say—"As an ordinary Home and School member what should this announcement mean to me?"

The first concern of each member will be to see that his own Association exercises its full permitted influence and voting power at the Conference Business Sessions—by appointing and sending three Official Voting Representatives. Resolutions put forward and action recommended by other Associations could, in the view of you and your fellow members, deserve either unstinted support or sincere opposition. Ensure that, whatever the view, it can be presented with the full weight of your Association's authority. Surely this is the democratic process working most effectively.

Secondly, as one who is participating in the local projects of your Association, you will want your fellow members, your various Committee convenors and your 1952-'53 Executive in particular to gain new ideas and maximum inspiration from the Conference. Their enthusiastic approach to your next year's program will directly reflect that gain. Either informally or at your next meeting you could check with your Executive that your Association will have three Official Voting Representatives present and that a goodly number of your members will either attend as non-voting delegates or at least simply drop in as visitors to the Conference. Individually they will be well rewarded and this will be confirmed by those who attended last year.

One of the many special events of interest to all members will be the President's Reception on the Friday evening at 8 p.m. The first part of the program will demonstrate the use of a forum or group discussion in exploring different aspects of our educational system. The subject of the demonstration will relate to the present methods used in teaching the child to read as well as the purposes and results achieved. Reading ability is basic to the child's school achievement and since this whole question has been the subject of recent public interest, as evidenced by letters in the press, this will provide a real opportunity



MR. E. W. CROWE

for obtaining the facts. You will be able to participate in the open discussion. The latter half of the evening will provide an informal and stimulating opportunity, over coffee, to meet others from near and far who, like yourself, are concerned with the welfare of the child in our midst and who are actually trying to do something constructive about it through Home and School.

Later, you will read and hear more of other Conference events such as the special Panel Meetings and the Annual Dinner. Whether you have the special privilege of attending as one of your Association's Official Representatives or whether you attend as a non-voting member or delegate, you will gain an appreciation of the meaning of "Federation". Our Federation in Quebec is not something superimposed. Federation means you and your Association working hand in hand with other Home and School members to achieve common objectives. The infectious enthusiasms of the Conference will carry a long way through the next year—and will directly benefit your Association and yourself personally. The cost is negligible as compared with the opportunities and you will have noted the Conference announcement elsewhere in this issue. The wise reader will immediately contact the Corresponding Secretary of his Association and ensure his early registration.

THE COLOUR OF HER COURAGE

Dorothy Waldo Phillips

Reprinted from the *National Parent-Teacher*—June, 1951

We who would give good gifts to our children — what shall we give? Let us choose with care, for they have no privilege of exchange. Indeed they are compelled to use what we bestow, to build the qualities we prize into the design of their own living and giving. Dare we fail in forethought?

Pamela welcomed me across the threshold with her sweet young smile. "It's good to see you," she said warmly. "Betsy has been desperately sick. David, make her at home."

As David took my coat Pamela started up the stairs. "I'll be down shortly," she said. "Forgive me while I run up to my moppet. It's quite terrifying to be three with a fever."

"Call on me if there's one thing I can do," I said earnestly. "Thanks so much," answered Pamela. "*We'll get her well. You bet your life we will!*"

A Gallant Lady

"She's a wonderful girl," I said to David, "and how well she has adjusted to life in America."

"Pam's like that," said David proudly. "She makes it her business to look for the positive elements in any situation—and what that girl can accomplish when she starts putting those elements together!"

"That's why she has such a gay gallantry," I agreed. "She doesn't allow the negative things to clutter her up or throw her off her course."

I looked at my special person, David. Even in this hour of suspense his young wife had somehow been able to project her hopeful heart into his. I looked around at the modest comfortable living room, warm with colour and gay daffodils.

"Well, the war did something for you, fella," I said. "It took you to England, where you found her."

David stood up straight and tall. "And I'll never let her go," he smiled. As he reminisced he relaxed from the strain of the last few days. "Of course, I liked her the moment I saw her," he explained, "but as for being serious—no, not for me. I wasn't ready for marriage. I just liked the colour of her sweater and the colour of her eyes—and, so help me, I never thought beyond that. Then came that awful blitz. We ran to the shelter. It was one of the worst of the war. Every moment we expected a direct hit. I looked around for Pam. She had left me! Then I saw her. She had found an old lady who was trembling with fear. The din was

terrific. Any moment might spell the end. Pam never left the old lady. With her young head held high she comforted and sustained her until the last 'All clear' died away.

"As I sat across the subway I said to myself, 'In a crisis you don't look at the colour of a girl's sweater. You don't look at the colour of her eyes. You look at the colour of her courage.'"

"And you had not met just that kind of girl before," I observed.

"Right," said David. "Suddenly I knew that this was the kind of girl a fellow wants to marry, for all time. Marriage requires courage." He knocked the ashes out of his pipe. "I put in some bad moments wondering whether she'd have me," he smiled, "and when the I-love-you's came along I put in an extra one. I said, 'And, by golly, *I sure love the colour of your courage!*'"

"What answer did you get to that?" I asked.

David chuckled. "She looked me right in the eyes," he said. "Then she clicked her small heels and saluted. 'Captain,' she said, 'I think I'll muster up a little *more* courage and marry you.'"

David relit a strangely unco-operative pipe.

"It took courage, too," he said seriously. "For two years I had a hard time keeping a job. My back kept kicking up. But never once did Pam complain. She made a game of those bad budget moments, and never once did she lose her courage. After Betsy's birth Pam took a beating for six months, but she just concentrated on loving that baby."

He looked proudly toward the stairs. "She'll be down in a minute," he said. "She's dog tired, bless her. Not much sleep the past two nights, and we've held hands *very* tightly as we've stood anxiously over that little bed. But *golly*, her courage! Why, it almost seems to spill out of her and into our little towhead. It's such a vibrant thing in her."

Pam came down with a look of infinite relief in her tired brown eyes. David jumped up expectantly. "How is she, Pam?" he asked.

"The fever's gone and I've talked with the doctor. She'll be all right now, dear,

the crisis has passed," and she reassuringly gave his arm a squeeze. David gulped. The sheer relief of it all for a moment seemed to spell his undoing.

Pam quickly took note and walked toward the candy box. "You heel!" she exclaimed. "You've polished off all the peanut crunch!"

And at that moment David was laughing—instead of crying.

As I looked at the gallant little lady I felt a strange urge to rise and bow—very humbly.

What is this vibrant, gentle thing we call courage, I wondered. Could one define it as self discipline, nurtured by faith, fed by fearlessness, and inspired by hope?

Souls in the Making

Many of us parents are wondering about our Pamelas. You, Mother, know how tall your fifteen-year-old is, how much she weighs, how bright she is in school, and just which colours become her. But never let her think that the outward things will be all-sufficient. Help her to discover the attitudes and behavior that will enhance the colour of her courage, her sensitivity to life, her personal integrity. These are the colours she will need in days ahead.

I suspect that your Pamela, like all the other frantic fifteens, is battling the confusions and conflicts of young adulthood. For these are the romantic years. These are the "shopping around" years—and she's shopping for human values too. These are the years when she must cope with that relentless voice that never lets up. "You *must* belong. You *must* be popular."

In the wee, small hours this persistent voice whispers, "Tomorrow is Monday. All the other girls will talk about their dates. Nobody asked *me*. What shall I talk about? The competition is so keen." She will run to the mirror. "What is it? Is my nose too big? Yes, this is it. The pimples on my face . . . Or maybe I'm too tall. Or I don't look right. More clothes, that's the answer. More make-up. Maybe a 'line'. Perhaps I should kiss more fellows good night? Mary wears coloured laces in her shoes. Should I? What, oh, what makes a girl *belong*?"

Sometimes unwittingly we crystallize her worst fears. "My, what a lot of boys call on the girl next door!" we remark a little wistfully. Then, turning to Father, "Do you think we could afford another permanent for Pamela?"

These are the plastic years when the soul is so susceptible. What better time to interpret the real values behind *belonging*?

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PARENTS AND CITIZENS

Jean Lally

To bring up a child well in mind and body and thrust him into a sick, disordered world that one has made no effort to understand or improve, is to fail doubly in one's duty, to the child and to the world. This is not a very popular idea to suggest to harassed parents, most of whom are very hard working, conscientious people. Unfortunately, much of the work we do now will not matter fifty years hence, but the great mass of what we leave undone can wreck the world. Many of our values and perspectives may have been adequate fifty years ago but they are no longer sound today.

We should try to be good world citizens as well as good parents and homemakers. Too many of us can't see the woods of our own little troubles. It is repetitious and trite to say that the world has become very small and is faced with appalling dangers but it is nonetheless true. Communism is not our only enemy. There is mass hunger, prejudice, nationalism, ignorance, injustice, selfishness. The list is endless. All thinking, informed people realize that military strength alone, though necessary as a protective measure, will not solve one of these basic problems. Everyone, however, must understand that they exist and that our children will have to cope with them, and much worse, if we fail to solve them.

Alone, faced with national and international problems we are frustrated and helpless and the temptation is to escape from thinking about them via the radio, movies and other forms of entertainment. But united in a common cause, we could have a sense of power and achievement. We have a network of local, national and international organizations, most of which do useful work. With clear enlightened thinking and a dedicated, unified purpose, there is no limit to what we could achieve toward world stability.

It is easier to think along old traditional lines of whatever is, is right. The sad truth is that we are not living in the old ordered world but a world torn apart by revolution. We must adjust our thinking if we are to survive. We must become informed by reading widely with intelligence and an open mind and by following local and world events critically. When important matters are at stake and concerted action needed, we can enlist the support of whatever community club, service organization or church group

we belong to. Sound action started locally can snowball until it has the backing of a large part of the people of Canada. A small beginning in this way can have endless possibilities.

Lester Pearson has said that there exists a sixth column that consists of people who pursue pleasure and profit and leave citizenship and government to the other fellow. Let us make certain that as well as becoming good parents we also become good citizens.

BANNANTYNE

At the January 17th meeting of the Bannantyne Home and School Association the guest speaker was Robert A. Speirs, Headmaster of Selwyn House School. The old theory of "rugged individualism" can be overdone, he said. Children need a delicate balance of co-operative and competitive activities. "The group spirit—one for all and all for one—which is the foundation of team play, is one that should be cultivated in all our class room projects and games." He said, however, that within the wider framework of co-operative activity, there is a definite place for competition. "For many children it is the most effective form of discipline, rousing powers that have hitherto lain dormant, providing a spark to his class, a morale-boost to his team and honour to his school."

Mr. Speirs also stressed the need for participation by parents in their children's activities. This is equally vital to their happy development.

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MUSIC APPRECIATION

NEIL GILMAN

For Quebec City and District Home and School Association

After many years of experimentation and planning, it has been very encouraging to see, gradually taking shape, a more or less definite and unified policy, to be adopted by our specialists for the teaching of music in our schools. Such a program fills a void which has been existing for quite some time now. By creating a certain unity and continuity in the methods used by our instructors, it is hoped that this policy will give the student the full and well-rounded musical education to which he is entitled.

Most instructors tend to agree on three main points which must characterize any successful teaching method. These points are, probably in order of importance, active participation, propagation of musical knowledge, and passive participation.

However, we must immediately realize the unfortunate fact that as conditions stand today, due to considerations of finance and time, most schools are unable to adopt this policy in its ideal entirety. Of the three aspects, the first two, active participation and the propagation of musical knowledge are

generally covered in an adequate fashion within the classroom, as a definite means of instruction. It is the third, passive participation, that suffers because of the small amount of time allotted to music instruction in school. By its intrinsic nature, it is the one that requires the most time, and it is, rightly or wrongly, considered of secondary importance. Yet few teachers will dispute the fact that this phase of instruction is nevertheless of definite value to the student, and that it can not be completely ignored. The student, though, is forced now to go out of school in order to receive this necessary supplementary instruction in whatever way he can.

In the case of many towns in our province, there is an obvious absence of a music circle or atmosphere. Few artists of any importance find it profitable or necessary to visit a city even as large as Quebec. The odd home will have a record collection, but only the rare one will be able to satisfy the avid student, once his interest has been aroused. In any

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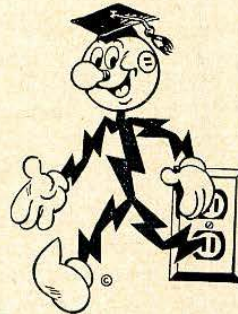
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case, musicologists today agree that watching a concert or a recital "in the flesh" will do infinitely more in developing one's interest in, and appreciation of the art, than will listening to a record. Our student is therefore hardly better off outside of school, than he is inside.

It is in this final aspect of the teaching policy that a Home and School Association can function in supplementing the efforts of the school music specialist in the direction of music appreciation.

The Quebec Home and School Association has taken two steps in this direction. The first was taken last year when arrangements were completed with Dr. Wilfrid Pelletier, conductor in chief of the Quebec Symphony Orchestra for the holding of a series of Saturday matinée concerts for school children alone. The music played was of a light classical nature, and was intermingled with short educational talks on the compositions, on the nature of the orchestra, on the composer, and on other such topics. With a minimum admission fee charged, the concerts were an immediate success, and they are being repeated this year. Several other cities have since taken up the plan, and the results everywhere have been highly satisfactory.

However, many towns have no symphony orchestra. Here the attempts of Home and School Associations must follow in another direction, namely, in the sponsoring of private recitals. Here again, we have experimented with great success. In order to help other groups who may be considering similar attempts, we shall now discuss several of the problems which faced us in our planning, and the solutions which we found for them.

It is of the utmost importance that a very detailed budget be formed before any concrete work is done. Financial considerations will enter every phase of the planning at a very early stage, and they must be satisfactorily dealt with. No recital can be called a success if a financial loss of any size is sustained. For, as I shall point out, the success of the plan depends on having, not only one, but a complete series of such

recitals. No Association is prepared to sponsor such a series if each one means another loss. Actually, the recitals can provide a slight but steady income, if expenses are carefully budgeted according to the potential ticket sales.

The first problem lies in the choice of an artist. The obvious choice would be a young musician, still studying in preparation for a concert career, but giving recitals in his spare time. Such an artist would relish the opportunity of spreading his name over the district and he would not be as expensive as a better-known performer. An attempt should be made to secure his services on a percentage basis. This protects the organization should the ticket sales be unexpectedly small.

However, this choosing of a little-known artist causes another problem—that of publicity. The importance of publicity must not be underestimated. Use every possible medium as often as possible, and make the most of each opportunity. Full length newspaper articles on the artist and his program are much more effective than enclosed advertisements. Spot announcements are not the only method of radio advertising. Above all, emphasize the educational aspect of the plan. Full discussions on the air and in the press about the difficulty of the situation, and the attempts of the Home and School Associations to improve it will be of great help. The publicity should be aimed outside of the immediate circle of parents and teachers and, in particular, at the musical element of the town. Every town has at least one music society. Its members should be personally advised of the recital.

Ticket sales can originate from the members of the Association, but as wide a coverage as possible is necessary. It is not as if you were offering a known and established performer. The artist is not well known and people will not make any great effort to see him, unless personally contacted. Students can provide a very efficient selling body, and music shops are generally co-operative in accepting tickets for distribution to their customers.

The price scale represents an important and delicate question and it should be carefully studied before a budget is formed. Remember that the recital has been essentially planned for the school children and their parents, and therefore the general admission seats should be cheap enough to permit an average sized family to attend without any serious drain on resources. The

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better seats in the house can be reserved, and sold at a higher price.

The program is generally decided upon by the performer but suggestions may be offered by some who are familiar with the level of music appreciation in the neighbourhood. Although it would be necessary to devote a section of the program to lighter and better known music, the "heavier" type of music should also be represented to satisfy the taste of the more experienced concert-goer.

Considering the most important aspect of the recital, the educational benefits to the pupil, we may say that they need not be limited to those received by merely attending the recital. Most artists would be willing to perform privately in the school for the benefit of the students alone. Again, chosen comments on the music played, will be found helpful. Care must be shown in keeping both the music and the remarks at the educational level of the students present. If necessary, the school should be divided into groups and a special program be prepared to suit the age level of each particular group. A discussion of the mechanical aspect of the music and of the technical aspects of the instrument used might prove interesting, especially to the male half of the audience. If possible the remarks and the music played should fit in with the plan of teaching used by the instructor. In all cases, informality must be stressed. The pupil must want to listen to the music, before it can have any effect on him.

A plan, similar to the one outlined above, can be undertaken in various other fields such as Drama and Art. In all cases, the

plan would be basically the same; it must emphasize two points.

In the first place, no one recital, no one art exhibit can be wholly effective. A whole series is essential if the plan is to fulfill its original purpose.

Finally, any attempt in any field must be intimately associated with the school. Pub-

(Continued on page 16)

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Children at Home



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

Letters should be addressed to Mrs. J. F. Ware, 15 Heath Rd, Montreal 29, Que.

Question: "Aren't there some times when an eleven-year-old boy should be expected to obey orders without reasoning and explaining? I get tired of reading about letting children make their own decisions and learning from experience. It sounds too easy going. How and when are they going to learn real discipline?"

Answer: By real discipline it is to be hoped that you mean *self-discipline*, a goal to be striven for in a variety of ways and over a long period of time. For an answer to your opening question, you might read an article in the January 1952 issue of Parents' Magazine. It is called "Is Your Discipline too Stern?" and is written by James L. Hymes Jr. He says in part:

"We draw the line always and without hesitation when youngsters are in danger themselves, when they are hurting other people, when they are unnecessarily destroying property and whenever we simply cannot stand what they are doing.

"When these lines are crossed we say 'no' . . . We don't hit youngsters with iron bars or shoot them on the spot or take away their allowances or desserts . . . We don't throw our weight around so that the house shakes and the child trembles in his boots . . .

"We know that youngsters want limits . . . When a youngster has gone too far, when he is out of control of himself, we will be a

pillar: 'This is how far you can go . . . But no further.'

"We know this will spell love to the child, because it will be a sign that someone cares. This will give strength to the child because it will take away some of his fears. This will give him confidence because he will be aware that he has an ally; he does not have to do the whole job of growing all alone. And all this is what we want our discipline to do; to build up the person, not to tear him down."

That last sentence is one to remember whenever we are puzzled over matters of discipline. We should ask ourselves: "How can this situation be handled so as to result in a building up of the child?" Not how can we pay him back or hurt him as a revenge for the annoyance he has caused. When we scold, tell him in detail about his faults, take away his allowance or other privileges, we are tearing down. When we give with generous affection all the freedom that is within his capacity to enjoy, we are building up. And when we say "No" to further freedom with firmness and love we are also building up; because we are treating with respect his immaturity and giving him the benefit of our maturity and experience.

For instance, you might well say "No" to an eleven-year-old boy who wants to attend a hockey match on a mid-week evening. Your care for his physical well-being and your understanding of his need for sleep are doubtless behind such a decision. And if he knows that his parents usually give him all reasonable privileges, he will probably accept that "No" with good humor.

Too many people impose discipline that is based on a fear that the child will be "spoiled" or that outsiders will think they are not being good parents. They argue that harsh punishments will harden the child and prepare him for the harshness of the grown-up world. This theory is being widely disproved; and, in its place, is the knowledge that a discipline based on affectionate relationships in the home is the best preparation for a well-adjusted adult.

A. LESLIE PERRY

ARCHITECT

MONTREAL

YOU can register now to attend the

Annual Meeting & Conference

of the

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

to be held

FRIDAY and SATURDAY, MAY 9 - 10

in the

WINDSOR HOTEL, MONTREAL

This is the annual get-together of Home and School members from all parts of the Province.

YOU are cordially invited to attend all events on the Conference program.

The business sessions will present *highlights* of Home and School accomplishments in our Province, and opportunity for considered joint action by all Associations. *Panel meetings* will enable committee conveners and members of your Association to meet leaders in specialized fields of work. *Additional features* include the *President's Reception* with its unusual program, and the *Conference Dinner* where you will gain inspiration for coming opportunities in *your school and your home*.

Complete details will be available from your Association Secretary, from HOME AND SCHOOL ON THE AIR (Station CFCF, Saturday at 1.15), and from the April number of QUEBEC HOME AND SCHOOL.

All-inclusive Conference Fee: \$3.00 (Official Representatives: \$5.00).
REGISTER NOW — Send in this form to your Association Secretary, who in turn will forward it to the Federation Secretary, 4589 Wilson Avenue, Montreal 28.

DETACH HERE

Name.....Address.....

Please register me as a { Member
 } Representative (indicate which)

attending the 1952 Conference from.....Association.

I attach cheque/money order for \$..... as my Conference Fee.

I have obtained my Dinner-Reception Ticket from the Association Secretary.

Signed.....

IMPORTANT: All registration forms must be in the hands of the Federation Secretary by April 26.

March, 1952

[13]

Quebec Home and School

ART CONTEST — 1952

I. Rules of Contest:

1. *Subject:* "Where I Live".
2. *Medium:* In colour with wax crayons or paint only.
3. *Size in inches:* 12 by 18, or 18 by 24.
4. *Original work:* No copies and no adult aid.
5. Open to boys and girls in 3 age groups, age to be determined as of March 31, 1952:
 - (a) 6 to 9 years,
 - (b) 10 to 13 years,
 - (c) 14 years and up.
6. Eligible are all school pupils in the Province of Quebec, except those attending Art School full time.
7. Identification — name, age and address of artist, and also name and address of school must all be written on back of entry. *This is important.*
8. Entry must be signed on the back by the artist, stating it is his or her own unaided and original work. Contestants are permitted to submit *one entry only*.
9. All entries to be sent to:—

"Art Contest — Home and School on the Air", Station CFCF, Montreal.

Be sure postage is correct or entries cannot be accepted. *Pack flat between cardboard.*
10. Closing date of Contest: Entries must be received not later than March 31, 1952.

For further information on the Contest listen to "Home and School on the Air" Station CFCF every Saturday at 1.15, or write to "Art Contest", Station CFCF.

II. Jury: Three outstanding Montreal artists.

III. Prizes: Scholarships in tuition in each of the age groups will be awarded by the Art Association of Montreal, through its School of Art and Design.

Other prizes of art materials will be donated by the Hughes Owens Company and by Grumbacher of Canada.

All entries will become the property of the Quebec Federation of Home and School Associations and may be exhibited.

Winning entries will be exhibited at the annual Home and School Conference on May 9 and 10 in the Windsor Hotel, Montreal.

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Parents' Page

It is More or Less up to YOU

Many parents bemoan many things about current adolescent habits and demands. "After the kids come to my party to-night and you've been introduced, you and mum go to a movie or something, won't you, dad? None of the other kids' parents stay around the house. I don't want the gang to think I'm a baby; if they do, they'll include me out of things!" We heard of one such case recently where the parents went out, as requested. Returning at midnight, they saw the lights all out in the house. "They're pretty good kids after all," the father said, "the party's over and the kids gone at a decent hour without having to be told." When they entered the house, the party was still there, and the lights, they discovered, had been out most of the evening. We heard of another case recently where the sixteen year old host kept insisting that his parents would leave the house and that it would have to be a lights-out party. His parents, however, didn't yield to his demands. Instead, they got together, the three of them, and arranged a program of really good games and dancing (including square dancing), and incidentally, lots of wonderful eats. The joke was that the party was so continuously noisy, the parents almost wished they had gone out! Two or three days later their son was still proudly reporting that the kids said his party was the best yet!

The mother of a twelve year old girl told us this one. She said they could see that Betty, waiting to be called for to go to a party, was far from anxious. Finally she blurted out, "I wish I didn't have to go! They play Spin the Bottle and you have to kiss whatever boy it points to when it stops; and they say "Not a peck!" and they make you really kiss him, and its awfully embarrassing." "Maybe", said her mother, "they don't know about Kiss or Forfeits. It's a lot more fun because you give them a choice."

When Betty came home she was bubbling with laughter. "Did we ever have fun? Those kids thought up the craziest forfeits. Robert's forfeit was not to smile or laugh for two minutes, and then we all did all sorts of things to try make him laugh. Did we have fun!"

As parents, you CAN do something about anything. One important thing is for the parents of the gang to get together on any controversial matter such as late hours, make a decision acceptable to yourselves and your children (it's not as hard as it sounds) and stick to it. If it is a wider problem, take it to the Home and School meeting, and all parents thresh it out together.

* * *

Moon Talk

Three year old Peter was walking down the street with his father in the early twilight. He looked up at the little crescent moon, and said in sudden awe, "Oh, look, daddy, somebody had took a bite out of God's cookie!"

* * *

John, aged eleven, came home from hockey practice tired but happy. "I made it dad," he said, "I'm on the team. I'm playing the same position as Elmer Lach plays!"

de BELLE & WHITE

ARCHITECTS

2425 GRAND BLVD.

MONTREAL

MUSIC APPRECIATION

(Continued from page 11)

licity should always emphasize the educational aspect of the plan. Have the recital, if possible, in the school assembly hall. This could mean a large amount of money saved. The performer should be made to realize that it is primarily an educational venture necessitating his visiting the schools. His agreement on that last point should be had before the contract is settled. Needless to say, this visit must be publicized.

The Home and School Associations are now in a position to do some concrete work in helping with the direct education of the pupils in the schools. If the cooperation of the school directors can be obtained, and there is no reason for anticipating any difficulty in this corner a full scale program should be immediately planned and followed through. The results, you fill find, will justify your most strenuous efforts.

OUTREMONT

The Outremont Home and School Association has organized some interesting trips for pupils of Grades IV to VII, by bus from the school, with the assistance of the class teachers and several parents. Highlights were trips to McGill's Redpath Museum, and Library, Botanical Gardens, all of which were of educational value, and of great interest to the young visitors. This year, also, pupils of Alfred Joyce School visited the Guaranteed Pure Milk Company plant and saw what takes place in a model dairy; their enjoyment of this trip was increased by the Dairy's serving them with milk and cookies.

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MONTREAL

The Reading Habit . . . Good or Bad?

NORA V. CAMPBELL, *Librarian, Como Lake Jr. — Sr. High School*
Reprinted from the British Columbia Parent-Teacher

It is a popular misconception that the reading habit is a "good" thing. Whether it is or not depends on factors that are commonly ignored. Most parents would try to analyze their teen-age daughter's motives for over-eating and would quickly prevent their seven-year-old son from limiting his diet to carbohydrates. Many, however, remain oblivious to motives behind their children's reading habits and ignorant of the type and quality of the material they read.

A child may read as a means of withdrawal, to escape from a reality he does not enjoy. Escape reading is not harmful if it is only part of a balanced reading diet. It is normal to escape from everyday routine by reading an adventure story or by watching an exciting movie. Some children, however, depend entirely upon a fictitious world for emotional security. The satisfaction they receive from their make-believe world prevents them from learning by trial and error how to react and adjust to real-life situations. For example, a neglected child who finds in book friends a substitute for parental love, will not bother to try again if he fails in his first attempt to make real friends of his own age. Instead, he will return to the book world, where the possibility of failure does not exist.

A child may read to avoid the more exacting task of thinking. Scholars have been condemned, rightly or wrongly, for the same practice, that of filling their minds with other men's thoughts, thereby making it unnecessary for their own minds to function. It is disastrous for a child's mind to become merely a vehicle. Soon he will have little faith in his own ideas. As he grows up he will always be searching for an interpreter—someone to give direction, to tell him what the news means, to explain politics, to give him a philosophy. He will be able to quote but never to deduce.

On the other hand, reading can be a dynamic healthful habit. Diversified and challenging reading material can stimulate thought; it can help a child to make use of his natural gifts, practical or imaginative; it can compel him to discriminate between the moral and the corrupt; it can enable him to master words, the medium of com-

munication; it can make him an understanding citizen, devoid of provincialism and prejudice.

For reading to be established as a good habit early in life, I believe a child requires two things. First, he needs some guidance in choosing what he is going to read. Second, and sometimes more important, he needs an opportunity to discuss what he has read.

In many cases, the parents and the public and school librarians can fill either need but circumstances usually enable the librarian to provide guidance—the parent, discussion. The librarian has been trained to give reading guidance. If he is serving a boy whose current interest lies in trains and railroads, he will know which books on the subject are too juvenile or too technical, which ones will meet the boy's present need and which will offer a challenge in the future. When the boy returns to change his book the librarian will probably not be able to discuss with him the engineer's job or the construction of the first engine but will only have time for, "Did you enjoy the chapter on Diesels? Here is one that gives the story of the first Diesel engine."

The average parent may not have specialized training in reading guidance but does have opportunities to discuss books with his child, and discussion is important, because discussion demands thinking. Years ago, Schopenhauer wrote, "If one reads incessantly, without afterwards thinking further upon it, it does not take root." Perpetual reading will cripple mental activity but reading *and thinking* will stimulate it. Your child will be forced to use his mind if he is given the opportunity to talk to you about books he has read, or preferably about books you both have read. You can do much to enrich your child's life by helping him to develop good reading habits. If possible, ask the children's librarian at your nearest public library for assistance in book selection.

Consider the care you take over your child's eating habits. Should you be satisfied with less effort on behalf of these guardians of mental health: literature geared to his need, reading habits conducive to intellectual growth?

THE COLOUR OF HER COURAGE

(Continued from page 7)

First, let's suggest changing a word around. Could we not encourage our young yearner for popularity to set a new goal and say "I want to be beloved"?

How wonderful if every home could include a laboratory where souls could be crystallized! It might turn out to be that cozy corner in the upstairs sitting room, or it might well be around the kitchen sink as mother and daughter do the dishes. Such places, such times give us moments when we can effectively explore life with our children.

If thus day by day we have access to their thinking, they will discover that we, in dramatic fashion, deplore tendencies to escape reality and to refuse to grow up; to ignore responsibility and to "let George do it"; to stamp feet in petulant anger when things go wrong; to make others live with less dignity in order to achieve what we want for ourselves; to be a hit-and-run driver and display intolerance of our fellow men; to fall short when life asks the sum total of all our inner resources.

These are ugly, vulgar colours in the pattern of personality. Most surely they will destroy the design for living. But you and I are challenged not to be colour-blind ourselves. It is up to us to see the shades that tinge the minds and dispositions of our Pamelas and our Davids. Let us, then, be equally dramatic in registering our approval and appreciation as we recognize the bright dawning of the colours of inner richness.

During the formative years parents should often watch unwatched—always in readiness to clap their hands loudly when the performance is good and positive and compelling. Never by-pass the opportunity to put the seal of approval on the lovely colour of courage whenever it asserts itself. Thus will your Pamelas grow in stature.

When she suddenly foregoes the doings of the gang and brings that desperately lonely girl home to dinner, you will recognize the first soft colours of human sympathy. When she, successful in her school life, climbing the hill with vigor and assurance, looks over her shoulder and beckons the other fellow to come on up, you will thrill to the gentle restraint in colours that bespeak a sense of oneness with humankind. When your Pamela, though eager for dates and surrounded by the hazards that confront the adolescent today, sometimes turns down a date for an ideal—when she first stands up

and faces a moral issue squarely—you will glimpse the timeless colour of personal integrity. As she gradually learns to accept disappointment and to "take it on the chin", you will see, more and more, the colour of her courage.

And you will nurture these things and so send her fearlessly into the future. For marriage will require that she pay allegiance to something beyond herself. Her courage will be challenged. She dare not be a softie. It will take courage to face a possible temporary poverty between jobs. It will take courage to be humble about those first quarrels. It will take courage to admit faults when two live as one. It will take courage and infinite wisdom to cope with the terrifying sickness of that first baby. It will take courage to about-face should adversity or war or sickness invade their lives.

As you explore life with your Pamela, beware of moralizing. Avoid "We want you to do this." Surely it would be wiser and more effective to present these truths as responses to the forces that surge within her, the "I want to belong". Show her there is something in all this for *her*.

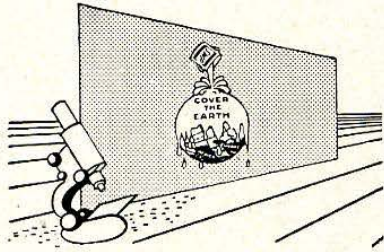
Remind her that in these truths are charted the failures and successes of mankind, that they are not some notion that parents have lately thought up. Use life as an example whenever you can. Share with her the knowledge that it is an exhilarating moment when one achieves such a sense of inner security that it is possible to say "I can lick these things. Less and less often are they licking *me*."

And, as she adds each new colour to the design of life, remind her of the satisfactions that have come with each splash on the canvas. Congratulate her when she is wise. Rejoice with her when you see her going through life with a plan in her hand. With such colours, all living can well be made lustrous.

The Gift Without Price

Thus, Mother and Father, may you be able to realize much that your heart has hoped for in your Pamela. Best of all, there will be a third dimension in your achievement, for you will be sending forth a vibrant young citizen and a wise wife and mother.

A democratic society depends for its very existence on its spiritual strength. If we can but guide our Pamelas and our Davids toward the building of a better and more sensitive world, we shall be true to the heritage we have in America—a country whose way of life seeks to save the spirit first.



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