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HOME AND SCHOOL

VOL. VII, No. 7

MONTREAL, QUEBEC

APRIL, 1955



Technical Education in the Province of Quebec

The Province of Quebec has the most complete system of Technical Education for the training of competent technicians and skilled tradesmen.

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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. VII, No. 7

Montreal, Quebec

April, 1955



REUBEN RESIN

PARENTS, PEDANTS, PIGEONS AND PALAVER

SOME LUCKY, timid folk, who hesitate to express their views on this or that for fear of pirouetting on sensitive pedal pinkies, are able to marshal quotations from well recognized sources to bolster their theses and have them act as a first line of defence against their critics. Others, less subtle, pretend they have a dream in which they meet some characters with whom the ensuing discussion goes according to script and their point is made. That way they can disclaim responsibility for their own opinions and, in the event of growls, point a finger at their fawning figments.

When I thought of doing a piece on teachers for this issue, I cast about frantically for authoritative quotations to pull my critical chestnuts out of the fire if that became necessary. The only citation I could find was a horse by that name, and he couldn't help me, at least not with this erudite essay. As for my dreams, they invariably are fouled up by suppressed desires or one of my numerous neuroses. What is more, the denizens of my dreams are always far from gullible cuties from Missouri who cannot be brain-washed into saying the sweet nothings I like to hear, and never that naive that they can be enticed into being set up like clay pigeons to be shattered by sharp shots of Resinian logic. I just never dream right. Well, not until last night, that is.

I had taken a stiff shot of vichy water before retiring and the dreams started coming. I picked a dream with a teacher in it and clambered aboard. As you will see, this dream was extremely complicated and symbolic and unless you follow it closely you'll miss the point. I very nearly did, myself.

Right off, this teacher started dodging the issue by asking, "Would you, perchance, have any views on what qualifications should be required for teaching?"

You could have knocked me over with a teacher's salary cheque. I lost no time in pacing that pithy pedant into my parlour.

"You caught me completely by surprise," I said, "I hadn't ever given the matter a

(continued on page 16)

Whether or not you plan to attend, take a few minutes to read

HOW TO ENJOY OUR ANNUAL PROVINCIAL CONFERENCE

MAY 6 & 7 AT
MCGILL UNIVERSITY

HOW TO GET THERE

DEPARTING FROM all previous arrangements, this year's Conference is being held in the Physical Sciences Centre of McGill University. This Building is 3450 University Street, almost directly opposite the High School of Montreal, just above Sherbrooke Street.

BILLETING FOR OUT-OF-TOWNERS

Last year representatives and delegates from beyond the Island of Montreal attended in the largest numbers ever. In fact, of the 206 official Representatives, 94 were from off-the-Island Associations. In the hope that this number may be still larger, Federation through the kindness of the Westmount High H & S.A. has arranged for billeting of any Representatives desiring it. The Registration Form accompanied by a request for billeting must be in the hands of Federation Secretary F. W. Price by April 16th.

WHAT TO EXPECT

Although very definitely a 'working' Conference there is ample opportunity to make friends and to become acquainted with home-and-schoolers from other parts of the Province. Officers particularly welcome the chance to learn how the others handle their jobs. In the case of chairmen of committees there is the opportunity to meet their corresponding Federation chairmen with whom, in many cases, they have a telephone or correspondence acquaintance only in the past. Two functions especially offer opportunities for making new friends and these are highlighted in the comments to follow on the program.

COUNCIL OF REPRESENTATIVES

The Council of Representatives is the governing body of Federation and meets both Friday and Saturday afternoons. May 6th and 7th but delegates and others are welcome at both sessions although, of course, they lack

the right to vote on issues, which is the Representatives' function.

At the Friday afternoon session the President presents his address and the Reports of Standing Committees (to be found elsewhere in this issue) are read and discussed. Other business is also taken care of by this session.

Saturday afternoon's session of the Council opens with what has proved in the past to be one of the most interesting items on the program, a series of short reports by quite a number of Associations under the title, "Our Association's Best Program of the Year". This is something no Representative or delegate would think of missing if they have ever attended before. Following this an intensely interesting session takes place when the resolutions are presented and debate often waxes hot. Later there is the election of officers and this year at 5 p.m. there is to be the presentation of awards to the winners of the Province-wide Art Contest.

THE PRESIDENT'S RECEPTION

Starting at 8 p.m. on Friday evening, the President's Reception is one of the two functions mentioned above. There is a program this year presented by the Parent Education Committee consisting of a panel discussion — with participation from the audience — and a skit, all based on the vitally important subject of "Discipline In the Home". Dr. W. P. Percival, our Honorary President and past President of the Canadian Federation, will also give a short talk. Following the program the social hour with coffee and cookies is welcomed by all as the occasion for getting together.

DISCUSSION WORKSHOPS

Commencing at 9.30 on Saturday morning there will be three Workshops with three others, entirely different, beginning at 11 a.m. Here are very brief notes on each of these. First, the 9.30 groups:

Direction of the Associations will be headed by Vice-President D. Walkington. This is a splendid opportunity for Presidents of local Associations to exchange ideas. *Incoming Presidents* are especially invited to attend to get a better idea of the job ahead.

Program Planning will have joint leadership from Mrs. P. J. Dow and Mrs. R. S. McIntosh, Co-Chairmen of this Standing Committee. If you feel that your past programs have been "the most" and that you cannot use any new ideas, then you won't need to look in on this lively, active group. But on the other hand, you could contribute to the discussions!

Parent Education will be led by Mrs. R. D. H. Heard, Chairman of that Standing Committee. Believe it or not — there may still be a few things your children haven't taught you.

Now, here are the 11 o'clock groups:

School Education discussion will be directed by Dr. H. E. Grant, Chairman of that Standing Committee. For those who want to know more about what our children are learning, here's their chance.

Traffic Safety will have E. H. S. Piper, Chairman of that Standing Committee as discussion leader. Learn what is being done about this ever present worry. This Committee has done a terrific job and merits the support of every parent.

Small Associations with leadership by A. Smith will have the chance of a lifetime to exchange ideas and to learn that the other fellow's problems, many times, aren't too different. And perhaps the other Associations have found the solutions!

CONFERENCE DINNER

The Conference *piece de resistance* is, of course, the Conference Dinner to be held this year at the Ritz-Carlton Hotel commencing at 7.30 p.m. Elsewhere in this issue you will find a note about the speaker of the evening, Dr. S. R. Laycock. In order to enjoy oneself at the dinner you have to be there — and this is a gentle way of pointing out that physical arrangements this year limit attendance to 350 so that only those with tickets, purchased in advance through one's Association Secretary, can be accommodated. Here again, filing of a Registration Form well in advance of April 16th is necessary.

AN ADDED PLEASURE

Mrs. A. J. Turnham, Curator of the Redpath Museum, has kindly extended a most cordial invitation to any and all attending the Conference to look in on the Museum, even if time only permits a general query as to what



Mrs. Woolgar is Chairman of Conference Arrangements and past Chairman and Parent Education Committees at both provincial and national levels.

MRS. C. E. WOOLGAR

is there to be seen. The Redpath Museum may be reached by crossing McGill's campus from the campus entrance of the Physical Sciences Centre.

REGISTRATION

Registration is open to all Home and School members. You don't have to be an official Representative, nor even an officer of your local Association. Each Association sends three official Representatives but the rest of us are known simply as Delegates. The Conference fee — which includes the Reception and the Dinner — is \$5.00 for each Representative, \$4.00 for each Delegate (meaning you and me). There is a Registration Form which may be obtained from your Association Secretary. Complete it and give it to your Secretary with the appropriate fee. In exchange, your Secretary will give you your Dinner and Reception ticket.

When you first enter the Physical Sciences Centre — whether Representative or Delegate — go directly to the Registration counter and identify yourself by name (if a Representative, also bring your credentials) and receive your Conference badge. This badge, bearing your name and that of your Association, will be made up and awaiting you. There will also be an envelope containing a program and all other material needed to follow the proceedings.

HOW TO ENJOY YOURSELF

The one, only and best way of enjoying yourself at the Annual Conference is to enter into everything, whether discussion, debate or just plain, old gab-fest, with gusto and enthusiasm. You'll find an echoing enthusiasm in all those around you.

Enjoy yourself!

Women bear pain more heroically than men do — especially when it comes to wearing shoes.

Punctuality is the art of guessing how late the person you are going to meet will be.

Here, in a few hundred words,
are the Annual Reports
of

FEDERATION'S STANDING COMMITTEES

IT IS always the privilege, as well as the duty, of *Quebec Home and School* to present in its April issue the Annual Reports of the Standing Committees of Federation. Like most reports, these leave unsaid the myriad things nobody has the time to read, much less write — items, however, which took the precious time of the Committees and particularly of their Chairmen, and which oftentimes resulted in more good being achieved than anyone can assess. *Quebec Home and School* on behalf of its readers salutes the hard-working members and chairmen of these Committees!

Federation's Executive and Directors recommend most earnestly that these Reports be read carefully in advance of the Annual Provincial Conference where they will be presented for your consideration.

CHILDREN'S READING

THE TERMS of reference of the Children's Reading Committee are:

1. To promote children's leisure time reading directly or through our Home and School Associations.
2. To interest our Associations in children's libraries, and to investigate the best method of setting up a library.
3. To prepare graded book lists for the use of our Associations planning to set up or augment libraries, and for the use of parents.

With respect to these terms of reference the Committee has carried out a threefold program:

1. Celebration of Young Canada's Book Week.
2. Celebration of Education Week in Canada.
3. Project, "How to Make Books Available and How to Encourage Children to Read Them."

In celebration of Young Canada's Book Week each Association was encouraged to devote some time to the subject of "Books and Children's Leisure Reading." Suggestions as to speakers were available from the Committee and the Chairman took part in a panel discussion at a meeting of one of the local Associations.

This year the broadcast "Books and Education" took place on March 6th, as an intro-

duction to Education Week. The program was geared to reading for younger children as much valuable work can be done there.

The project, "How to Make Books Available and How to Encourage Children to Read Them" has been undertaken in order to give as much help as possible directly to the parents. It comprises a list of sources where books are available in the Province and what books are suitable for various ages and abilities of readers.

The Code for the Comics Magazine Industry has been received by the Committee. This Code was developed by the Association with the guidance of Judge Charles F. Murphy, the Code Administrator. It was adopted by the Association on October 26, 1954. The enforcement of this Code is the basis for the Industry's program of Self-Regulation.

RITA SHEPPARD,
Chairman.

CONSTITUTION

THIS COMMITTEE'S Report, tendered by the Chairman, Dr. Edward C. Powell, has already been sent to all Associations in order that they may instruct their Representatives how to vote on the various amendments proposed.

PARENT EDUCATION

IN LINE with the general aims of the Quebec Federation of Home and School Associations, the Parent Education Committee has been continuing its educational programme among parents.

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That we do advance, at least a little, towards our goal is attested by remarks written on their reports by participating parents at the end of a course: "I am more relaxed at home"; "I now understand that most of my problems are common to many"; "My husband says our home is now a pleasanter place!". Remarks such as these go a long way toward encouraging our leaders.

The year 1954-55 has seen a drastic change made in our framework. All the details concerned with promoting and organizing groups, arranging for group leaders and discussants to follow films or plays are now centralized and carried on by Mrs. C. B. Clarke as Executive Secretary. This arrangement, made possible by Dr. Baruch Silverman and the Mental Hygiene Institute, has been of the greatest possible assistance to your Chairman.

We have completed 30 study groups, leading 268 meetings, involving approximately 600 members with about 1,200 children. Six Associations who asked for a leader could not secure a large enough registration to warrant holding a group. Convenors seem to have had considerable difficulty in some areas getting enough parents interested. Executives of local organizations should be ready to give positive help in this regard, and if adequate attention is given to the letter to the Presidents sent out by our Committee in the spring, then a child study convenor can be appointed and well briefed, so that a group can be ready to start in time to run 8 to 10 weekly meetings before the Christmas season.

A convenors' meeting will be held in the spring under Mrs. T. B. Hughes, at which an exchange of ideas will be made. This is designed to help your local child study convenor, so let's see one present!

In addition to the group work, our leaders have led discussions after the presentation of 25 films and 12 plays; participated in 14 panel or general meetings, and made several short promotional talks at general meetings. Since only 27 people are presently active, your Committee feels we all owe a great deal to their loyalty and perseverance.

Our out-of-town assignments have been in St. Lambert, Longueuil, Valois, Pte. Claire, McMasterville, Granby, St. Eustache, Hudson, Ste. Anne de Bellevue, St. Johns, Chambly, Lennoxville. Considerable correspondence has been carried on to help Associations too far away to be serviced personally.

The Kindergarten and Nursery School work has been vigorously carried on by Mrs. R. O. Calder. Nine of our groups were in this field, and a good deal of interest has been shown in the formation of co-operative nursery schools, especially along the Lakeshore.

Leadership Training is still going on at the Mental Hygiene Institute under Mrs. E. W. Crowe's direction. This two year course is taken by such professional people as nurses, social workers, and teachers, as well as our own personnel. Mrs. C. E. Woolgar is conducting a study group at the M.H.I. to serve as an observation group for the leaders in training.

The Leaders' Workshop, with 6 meetings planned for this year, enables our leaders to keep in touch with the latest methods and materials. We also try to improve our own methods through sharing of ideas and experiences. Several of our leaders attended the International Mental Health Congress in Toronto, August, 1954. Their reports provided useful and inspiring material for us all.

An evaluation project jointly undertaken by Dr. Verity Ross of McGill School of Social Work and Dr. Alistair MacLeod of Mental Hygiene Institute, using our material and group members is now in progress. We hope to gain a great deal of insight from their findings so we may constantly improve the quality of our work.

The Leaders' Bookshelf and Publications are now merged under Mrs. A. A. Gardner, who is always ready to supply a leader with a book or pamphlet on practically any facet of our child study work.

Publicity is now the special concern of Mrs. R. F. Callan. Attention is drawn to her articles appearing in this magazine.

Mrs. J. L. Retallack has for several years now undertaken the tedious task of gathering and analyzing our leaders' reports.

Mrs. A. C. Sheppard faithfully attends our rather numerous committee meetings and meticulously records all our deliberations.

Mrs. C. E. Woolgar's return from the West Coast has been a delight to us all.

Mrs. Peter Kerrigan, treasurer, reports that many parents are taking advantage of *Parents' Magazine* special rate (\$1.50 with minimum of 10). Your Chairman would like to add a word of appreciation for Mrs. Kerrigan.

The fee for group membership has had to be raised to \$1.00 due to mounting costs of our operation, including postage, telephone tolls, mimeographing, new books and pamphlets, and the out-of-pocket expenses of group leaders. We are anxious to send a representative to New York City to the 9th Annual Institute for Workers in Parent Education, March 29-30, under the aegis of the Child Study Association of America. Such contacts give our work a tremendous impetus.

Formal recognition of our Leaders' work and training was made at the Annual Meeting of the Mental Hygiene Institute on March 16th. This has long been one of our dearest ambitions and we are grateful to Dr. Silverman for so ordering things.

As Chairman of this Committee I know what great personal sacrifice and self-discipline are required of parent education workers. I feel sure that any Home and School Association benefitting from the services of our skilled leaders would like me to express warm appreciation to them for their efforts to assist us to become happier and more effective parents.

MRS. R. D. H. HEARD,
Chairman.

PROGRAM PLANNING

THE WORK done during the past year by this committee has consisted mainly of answering requests for information and, in some

cases, for aid in planning programs for particular associations. All requests were answered to the best of our ability. In the urban area, many of the contacts were made by telephone and it has been pleasant to meet the local chairmen through this medium. It is regretted that, in most instances, this committee has not heard the results of the suggestions it made. It would be interesting and satisfactory to know whether the information had been of any value and what use had been made of it.

The Program Planning Manual has not been revised since 1953 and much of its information is obsolete. This committee, therefore, has undertaken a complete revision. The fact that the previous manual is now out of print in itself necessitates the new one being produced as soon as possible. The intention of doing this was announced through the magazine and through questionnaires. Comments and suggestions were invited from all associations. The results were disappointing in the extreme. Out of those sent to associations throughout the entire province, only 16 questionnaires were returned. Questionnaires were also sent to all former speakers listed in the manual. Here the response was gratifyingly prompt in most cases though it becomes apparent that we must search further for new speakers and topics. Too often the same people are approached time after time and it is difficult for them to meet all demands. It is hoped that our new manual will be ready for distribution in time for the annual conference in May if printing and collating difficulties can be overcome.

One very hard-working member of the rural committee, Mrs. E. Gilbert of Asbestos, arranged for and edited a series of program reviews from various rural associations; these appeared in the "Sherbrooke Daily Record" for a two-month period. Mrs. Gilbert has been a member of this committee for some years and has always been a tower of strength to the chairmen.

The workshop to be held on Saturday morning at the May conference is planned to include an exhibit of program material from a number of associations. It is hoped that program chairmen of all associations will co-operate by sending us all such material. An interesting session is being planned which should provide an exchange of information and ideas among the program convenors across the province.

**D. J. McINTOSH,
M. E. DOW,**
Co-Chairmen.

PUBLICATIONS

The Publications Committee has endeav-

oured to keep on hand a supply of basic publications for distribution to local associations on request. Revised lists of materials stocked have been sent to all associations, and there has been a gratifying response in the form of requests for The Handbook and Aims and Creed Folder especially. We feel that progress is being made towards the ideal — one Handbook for each member of executive, one folder for each member of association. The mimeographed programme aids, the posters, the book lists, etc. have also been used to a satisfactory extent. Requests for publications as listed should be made in writing to the Publications Chairman and accompanied by cheque or money order made payable to the Quebec Federation.

MRS. H. E. WRIGHT,
Chairman.

RECREATIONAL ACTIVITIES

WITH ONLY a bare ten percent return from this year's questionnaire it is again evident that ballet and art lead the activities in popularity. Among the fourteen answers received six schools sponsored ballet groups and seven had art classes. There were numerous adult groups in the same categories also. Other activities include a wide range from various sports to the "publishing" of a monthly newsletter. Pointe Claire association distributes a paper, "The Cedar Post", every month, keeping the community informed of Home and School activities and neighborhood affairs.

Requests for information during the year covered the usual activities and included one call for "a male lead" for a drama group, evidently a scarce commodity!

The work of the Recreational Activities committee is always limited by the lack of information. Although there were more returned questionnaires than usual — fourteen — this still leaves a large area unreported. The committee wishes to stress the necessity of a report from each association, giving its own activities and its problems. (Granby Association, for instance, requested in its report help in organizing a band. Here is a chance for some association to help!)

MRS. H. R. SCOTT,
Chairman.

SCHOOL EDUCATION

A FEW years ago Quebec Federation organized a School Education Committee. Because of the wide range of interest of the Federation and the ever increasing activities within the schools it was felt that such a committee was needed. As its name implies it covers a wide range and serves to keep the Federation and local Associations in direct touch with some of the features of the educational programme within the

Province. When this committee was set up it was assigned certain definite fields of study by Federation; some new ones have been added and, as the need arises, further additions will be made.

Specifically the following sub-committees are functioning: (1) Parent-Teacher Conferences; (2) Special Child Needs; (3) Guidance; (4) Education Study Groups; (5) Co-education; (6) Homework; (7) Discipline.

(Editor's note: Due to space limitations this excellent report has had to be considerably condensed but each omission is indicated by...)

(1) PARENT-TEACHER CONFERENCES

...During the past two years the Chairman and members of this sub-committee have addressed twelve or more local Associations of high and elementary schools outlining the purposes, problems involved and the benefits derived from parent-teacher conferences. As a result several high schools, within the Montreal area, have introduced the parent-teacher conference plan. The particular features may vary among the schools, but the chief aim of all is to keep parents better informed about pupil progress. By close co-operation between teachers and parents some of the problems are better understood and ways are discussed to help the pupil to get the maximum out of his schooling.

(2) SPECIAL CHILD NEEDS

The sub-committee dealing with special child needs has assembled a quantity of material covering the various ways that children, because of certain characteristics or handicaps, are looked after within the Montreal area. The following information will give some idea of the programmes now being carried out in certain school districts:

(a) "Partially-Sighted" Child — A Sight-Saving Class is at present held in Strathearn School, and accommodates ten children. The children are conveyed to and from the school by means of free transportation provided by the Protestant School Board of Greater Montreal. If a child lives within a short distance of the school, street-car tickets are provided.

Admission to the class is by the recommendation of an eye specialist, although the possibility of the need for such special education is usually first noted by the class teacher or the school nurse. The children recommended are those with visual defects of varying severity, but all of which would prevent the child from receiving the maximum benefit from the instruction in the regular classroom.

The grade range of the class is from 1 to 7. The children attend and participate in the grade programmes of the regular classes for all non-visual work, such as Scripture, singing, poetry, dramatization, gym, social studies, French, etc. Any written material required for these lessons is supplied by the Sight-Saving teacher. All written work is executed and supervised in the Sight-Saving Classroom and all visual subjects are taught there, such as reading, writing, spelling, arithmetic, typing, handwork...

Stress is laid on the fact that the child be regarded by everyone, his parents and himself especially, as a normal member of the community. He is encouraged to be self-reliant, to realize his visual limitations and to accept them, but within his own "visual framework" to achieve the maximum of which he is capable.

(b) Retarded Children — At present there are 12 such classes in Montreal, caring for some children. Special equipment and materials are provided by the Board, and the number of pupils in a class is limited in order that they may receive individual attention. In one class, all of the pupils live outside of the school district... The function of the Special Class is to train the retarded and maladjusted children to be acceptable citizens...

Every Special Class teacher works against any stigma by endeavouring to make her own situation as attractive as possible.

FOR THOSE WHO DANCE



TAP SHOES \$4.45 4.90

PINK SATIN TOE SHOES \$6.95

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Unusual Costume **FABRICS TRIMS ACCESSORIES**

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Back of Eaton's and Morgan's



PEPSI-COLA

Be **TRULY** refreshed...
it's the **LONG** cool drink!

These classes have an approximate enrolment of 20 boys and girls. Ages between 7 and 15. Pupils remain in the same class until they are of the age to leave school. Nine schools have one class each for all ages and two schools have 2 classes. In the latter the classes are divided into senior and junior grades.

(c) *Adjustment Classes* — The Protestant School Board of Greater Montreal organized adjustment classes for remedial reading purposes about three years ago. These classes are designed to help the normal pupil who has, for one reason or another, lagged behind his grade in reading. Upon the suggestion of the class teacher, these pupils are tested as to reading ability and, according to their rating, attend the adjustment class in groups of not more than ten.

If in any area foreign language raises a difficulty, by the direction of the School Principal, the Adjustment teacher may help these pupils to gain a working knowledge of the English language.

Some of these teachers have some special training. All have been placed because of their qualities as sympathetic and understanding teachers.

(d) *The Gifted Child* — Realizing that children with special needs require a special educational programme, the Curriculum Council has set up a committee to inquire into special provision for the gifted children in our schools. At present, the committee is engaged in a fact-finding survey to determine what is being done in other large centres of the United States and Canada. So far as can be determined to date, the situation in other centres is pretty much as it is in Montreal — a growing realization on the part of educationists that failure to provide for the intellectually gifted is undemocratic and discriminatory . . .

We are also engaged, at the present in finding these children in our schools. This is not an easy task as they are not as noticeable as those children who are mentally retarded. However we have, so far, found some 30 children with Stanford-Binet intelligence quotients of over 150.

(e) *Education For Hearing Handicapped Children, Inc.* — The need for oral education for the deaf child had long been felt in Montreal, although a few private pupils had been successfully instructed previous to 1948. During that year . . . a speech therapist at the Children's Memorial Hospital delivered a series of lectures, at the conclusion of which a committee of parents was formed which was the nucleus of the present organization . . .

In September, 1953, an experienced and trained teacher of the deaf was placed in charge . . . At present the enrolment is 16 pupils — five in the primary department, three in Kindergarten, and eight in the nursery department. The attendance has been satisfactory, considering the difficulties of transportation, since the children come from all parts of Greater Montreal.

This is the only school of this kind in Canada, and it is hoped it will grow into a progressive and rewarding project.

(3) GUIDANCE

(After defining certain bases and concepts, the report of this sub-committee concludes with —)

Certain observations about school Guidance programmes, etc., would seem relevant:

1. The needs of students in various schools in various localities are not quite the same. This would necessitate study in each school district, to determine policy and accent of guidance principles.
2. Parents of children entering high school are not always familiar with high school procedures, courses, or opportunities for their children.
3. Remedial work, particularly for children who don't or can't read properly is not stressed enough.
4. The peculiar problems of children leaving the schools — either during the grades or on graduation — either to jobs or to university — needs study.

Further problems, which will come after additional

committee study, will be presented at some future date.

(4) EDUCATION STUDY GROUPS

A small group of parents and one teacher compose this sub-committee. The chief function of this committee is to encourage the formation of study groups among Associations. There are so many current topics in Education of wide interest to parents and teachers, it is felt that small groups might fulfill a very useful purpose if they read, studied and discussed such topics. A nucleus of well informed or interested people is considerable help in arranging programmes for any local Association. This small group is a sort of clearing house to help determine what topics are suitable and worthwhile for the larger group. In addition of course it is much easier for a small group to study and discuss situations informally than for the whole Association to do so.

Last year the chairman of this sub-committee spoke before a few Associations and clubs for the purpose of helping to foster the formation of study groups. It is a fact that the public in general has only a hazy notion of the processes of education and all the factors involved . . .

(5) CO-EDUCATION

A study of co-education was made a little over a year ago. Contacts were made with the principals of the schools over a wide area of Montreal to learn what the practices were in the various schools and to obtain the reactions from the Principals and Home and School Associations.

It was found that Co-education or mixed classes of boys and girls was the general rule in most elementary schools. The situation was different in the high schools and a number of views were expressed . . .

The School Boards . . . do not issue any directions in this matter as several factors are involved. Sometimes because of limitations of staff and facilities it is more expedient and economical to conduct mixed classes . . . The Committee in general, however, favoured Co-education and recommend it.

(6) HOMEWORK

The matter of Homework has always caused teachers and parents some concern as there are so many problems connected with it. Certain pupils require little or no direction in the matter of homework, while others will attempt to evade or neglect it entirely.

The studies made by a committee appointed by the administration department at the School Board of Greater Montreal, resulted in the setting down of certain guiding principles which might be helpful to schools or parents. (There follows in the report the lengthy principles referred to.)

(7) DISCIPLINE

This item is now under study by a committee and a final report is not available at this time.

NOTE: Any observations expressed above in any of the sections are those of the sub-committees only. It is not assumed they are the final answers or the only solutions. They may, however, each serve a purpose in providing information to local Associations or groups needing clarification of certain matters.

H. E. GRANT,
Chairman.

SCHOOL FINANCE COMMITTEE

THE CHAIRMAN, Colin E. Jack, advises that this Committee is engaged on a two-year study of which no interim report can be made at this time.

TEACHER RECRUITMENT

EARLY IN the year a meeting of a number of members of the former Teacher Shortage Committee reviewed the past work of this

Committee and came to the conclusion that (a) the name of the Committee should be changed to the present title from the former one as it was negative in thought and (b) the activity of the Committee should be to endeavour to bring about greater favourable publicity toward teaching as a profession.

In order to carry out the proposed aim a circular was issued to all associations requesting that serious consideration should be given toward including in the year's programme an effort on teacher recruitment. A radio broadcast was arranged to show that young people will enter the profession with which they are familiar and to suggest also to Home and School members that increased opportunity for young people to meet teachers socially can increase the desire to become a teacher. With the cooperation of the Ville St. Laurent High School, a lecture was delivered by Professor John Hughes directed at young people considering a life career.

In view of the very general nature of the effort expended it is not possible to assess the value of our efforts but we believe that increased favourable publicity can affect materially the number of students enrolling in the profession. It is suggested that bursaries or scholarships put up by business would assist in increasing the popular appeal. An effort by the daily newspapers to play up any news items advantageous to the teaching profession would be a welcome assist in obtaining the right kind of publicity.

E. G. DRAKE,
Chairman.

BARON BYNG YEAR FEATURED VARIETY

BARON BYNG High H & S.A. has had a very successful year. Thanks to the efforts of Principal G. F. Henderson, who promised each class a holiday if they could attain one hundred per cent membership, our Association has 831 members.

In February, for the first time in 25 years, a gymnastics display was held at Baron Byng. Mr. Henderson and the Physical Education staff, Miss Keane and Mr. Armstrong, were responsible for this delightful program. An added treat was the exhibition of square dancing. This may well become an annual event.

Part of the success of our meetings is due, we feel, to the fact that parents are able to interview the teachers who are always present.

MRS. S. SHAPIRO

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CONFERENCE SPEAKER



S. R. LAYCOCK

• Dr. Laycock, well-known educator, radio and TV personality, will be the guest speaker at the Annual Conference, May 6th and 7th. Graduate of University of Toronto, University of Alberta and University of London, Eng., he is former Dean of Education, University of Saskatchewan, creator of the Laycock Mental Ability Test (for Grades 4-10) and author of many works. His current book, "Teaching And Learning" was reviewed in our November, 1954, issue.

COURTLAND PARK BOOMS FROM THE START

THE COURTLAND Park H & S.A. became a "going concern" on November 25, 1954, when the organizational meeting took place at which an enthusiastic group of parents elected the Association's first slate of officers and executive members. Membership to date has passed the encouraging figure of 175.

The first regular meeting, which was "Meet The Teacher" night, was held January 6th and judging from the capacity crowd of approximately 400, father was as anxious as mother to meet the teacher. The speaker of the evening, **Norman Ellis**, Principal of the School, emphasized the need of co-operation between teachers and parents.

Referring to the tendency for the school to assume more and more responsibilities for the child's welfare — responsibilities which should be assumed by the home, church and society generally — Mr. Ellis said, "This may be inevitable, but it is the sincere desire of all of us concerned in the work of the School that responsibilities be more equally shared."

"Teachers," he continued, "do not wish to replace the home or the church, but do want co-operation, a working together with parents." Parents, Mr. Ellis continued, could best co-operate by:

1. Seeing that the child attends school regularly.
2. Seeing that he gets to school on time.
3. Having a period during the evening to listen to good music or to read and discuss books with him and let him read to them.
4. Discussing current topics with him, if he is sufficiently mature.
5. Taking him to museums and other places of local interest.
6. Having a play time with him to show him that he belongs, that he is important.
7. Helping him to be thrifty and to accept responsibility.
8. Teaching him that the only road to success is old-fashioned hard work, perseverance and industry.

The February meeting saw a colour film, "Sociable Sixes to Noisy Nines" and were led in a discussion of it by **Mrs. W. M. Stevenson**, a group leader of the Montreal Mental Hygiene Institute. Under her expert guidance the methods in the handling of the problems presented by the film dealing with brotherly conflict, first offence stealing, feeling of inadequacy, family budget planning, etc. were discussed by the audience. The outcome of the discussion was an awareness that most

families have similar problems and that these problems are by no means insurmountable when approached in a rational manner by loving parents. Take your children at the age level that they are and don't treat them as "inferior adults" was an important point made by the film.

Current projects of our Association include extracurricular activities such as dancing under the direction of **Mrs. P. Embury**, art under **Miss Juana Harris**, assisted by **Miss Brenda Bray**, and dramatics led by **Mrs. R. Tremblay**. Our President, **L. G. Jordan**, organized these classes with **Mrs. A. G. Maxham**, Corresponding Secretary, assisting with the art class.

Mrs. H. Hutchon, Chairman of the Refreshment Committee, and her committee members were called upon to furnish refreshments upon the official opening of the School when some 600 school officials, parents and school children attended.

JOHN HUNTING

TEACHERS AND STUDENTS

MILK FOR HEALTH

all drink milk

R. AUGER

Rough Notes

by Al. Rough

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

This 'n That: Prof. John Hughes, former chairman of the Dept. of Education of McGill University, addressed Willingdon H & S.A. in March on "Give Canadian Youth a Chance". Mrs. S. Paltiel and Mrs. H. S. Cunningham directed the Willingdon Children's Junior Choir in an excellent program of selections. George Mellen, the President, presided . . . A previous meeting's speaker, Dr. Margaret Nix, provoked so much discussion that Herbert Symonds H & S.A. devoted its February meeting to a panel discussion which featured Mrs. S. Shuster, past president as moderator, Mrs. R. Woolgar, former Chairman of Parent Education Committee of Canadian Federation, Heber Matthews, Principal of Aberdeen School, Edgar Boyd, staff member at Herbert Symonds, and Mrs. J. M. Jackman, member of the Association.

Here 'n There: Federation Vice-President Douglas Walkington attended the organization meeting of a H & S.A. formed in the High School at Shawville where the new school is to be called either Shawville High or Clarendon High. Rev. Mr. Lester was elected President and Mrs. Dickson, Corresponding Secretary. The best of luck to this new Association! . . . "Fitz" of *The Gazette*, whose most interesting column is feebly aped here, recently reported, "In the little town of Bedford, Quebec, and in many another smaller Quebec centre at this time of year there's a local saying that the three chief concerns of the moment are: Keeping the home fires burning, Home and School activities, and curling." Glad to see H & S activities up there in second spot!

Doing Things: St. Lambert H & S.A. handles its memberships well. At the first meeting in the Fall the membership cards are all made out and distributed. Those not picked up are delivered by a group of Executive members in order to meet all the folks. Works well . . . Pointe Claire H & S.A. is reported to have a news letter of its own called *The Cedar Post*. Sure would enjoy seeing a copy! . . . Cote des Neiges H & S.A. heard Dr. H. Lehman, Director of Verdun Protestant Hospital, discuss the important topic, "The Emotional Health of Our Children." . . . St. Laurent H & S.A.'s card party netted \$258. . . Willingdon's February concert grossed over \$600.

Meeting Subjects: "Student Guidance" with Clifford Knowles and David Smith, student counsellors at McGill and Sir George Williams College, respectively, featured the Westhill High H & S.A.'s February meeting. Discussion and interest were so keen President Cecil A. D. Carter finally had to call a halt in order that the meeting might adjourn . . . A sister organization, the Parent-Teacher Association of Weston School, heard a discussion on the advantages of pre-school children learning a second language. Dr. Mary Winspear, the Principal, Professor Hawkins of Macdonald College, Professor A. Rigault and Dr. Verity Ross, both of McGill University, took part.

Get Together: Montreal West H & S.A. played host to the Associations from Elizabeth Ballantyne and William Trenholme when "The Role of Home and School in the Community" was discussed by Federation President Reuben Resin and past president Mowbray Clark . . . Iona H & S.A. has run its annual Fun Night up to the 5th edition, this year's entertainment taking the form of a cabaret evening . . .

Afield: Lloydminster, Sask., H & S.A. held its October meeting on the night of the School Board's annual meeting and attended the Board's meeting en masse. Afterwards the H & S.A.'s Social Committee served refreshments to those attending. This, over a period of years, has proved to be the best attended Board meeting . . . A suggestion to new Associations is to start a scrapbook right from the very beginning of their existence. It is the regret of most Associations that they have no recorded history of their activities.

"GRADING" IN THE HOME

EVERY CHILD, as every adult, likes the idea of progress. We have such graded progress in school, in Sunday School and in various club activities. Why not in the home?

Almost every day we hear parents complaining because their children rebel at family chores. They hate taking out the garbage, loathe mowing the lawn and positively collapse at the thought of washing dishes or weeding the vegetable garden. In the face of such a storm of protest then, many parents either put up or shut up — that is they offer a reward (preferably monetary) or do the job themselves.

In view of this then, it would seem as though a new approach to the problem is long overdue. This is ours.

Our children have "graded" chores.

Before I continue let me say that our family being young this idea is still in the experimental stage. However the whole idea being a long range endeavour, it would seem to be to our advantage and to that of any other parents of young children who might try it, that they are young. They grow up with the idea.

I should further add, on the question of young children, that ours being as yet unfamiliar with any other forms of graded progress we use the regular school terminology for our grading. For families familiar with office routine, the business terms, office boy, clerk, etc., might be preferable or even with the militarily minded family ranks might be popular. Each family must work this out individually.

To continue with the grading. Last year our older son's weekly chore — he is eight years old — was to straighten up the toy cupboard. (Grade 1). It was the younger boy's job, he is five, to go through the rest of the house gathering up all the stray toys. (Kindergarten).

This year at the beginning of the new school term (we synchronised our grading) they were promoted. The older boy's job is now to wash and dry the dishes once a day. (Grade 11). The younger boy has taken over the toy cupboard and his small sister is learning to gather the toys.

The older boy was especially proud of his promotion to the dishes and as a consequence is doing a wonderful job. In fact I have yet to find a broken one. Eventually

he will be promoted to another "bigger" job, (Grade III) and the younger boy will take over the dishwashing and so on.

THESE JOBS I have mentioned are, of course, only the ones we use. Every family has its own job problem. But the idea of progress, as we instil it into them in school and play, should be there.

Many parents spend fortunes educating their children for a job. But until that magic day arrives and they do get a job, these children seldom lift a hand in actual labour. Isn't this short-sighted on our part? Surely it would seem only sensible that while we are educating our children for their career jobs we should also be teaching them the rudiments of job mastery to say nothing of job progress. Certainly job progress is important to us as parents once they do get a job — if only for the sake of our family pride! But how well do we prepare them for it?

The old idea of starting from the bottom and working to the top is sound training and still expected in many businesses. But a young man or woman who has had no experience in this bottom-to-top technique at home is not so likely to take to it kindly in the office. Certainly he or she is not so likely as the child who has worked his way up through a series of home chores.

For this reason then are we as parents justified in plunging our young adults into a world of job progress without first giving them some idea of what job progress really is? And, if we are not — then what better place to start them on this training than in the home with a gradual allotment of progressively more difficult home chores!

In the May issue:

CATCHING UP WITH CURRICULUM

by K. R. Willis

"CAN YOUR CHILD GET INTO MCGILL?"

by Dr. Evelyn Grieve

FINANCIAL AID FOR THOSE INTENDING TO BECOME TEACHERS

THE PROVINCIAL Association of Protestant Teachers of Quebec has just released the following information which will be of interest to parents of students who may be considering teaching as a profession:

I. P.A.P.T. Student-Teacher Loans

High School or college graduates in the province of Quebec who intend to teach in the Protestant schools of the province, and who can show promise of becoming competent teachers, may obtain an interest-free loan from the Provincial Association of Protestant Teachers at the address shown above. The loan may not exceed \$300 per student in any one year, and it must be repaid at the rate of not less than \$100 per year upon entering the teaching profession. Application forms and further information may be secured from high school principals, the heads of the teacher-training institutions, or directly from the central office of the P.A.P.T.

II. Bursaries, Scholarships, Loans, Prizes, Available at the School for Teachers, Macdonald College

1. Forty bursaries of \$125 are offered to candidates entering the School for Teachers. These are awarded by the Department of Education on the recommendation of the Director of the School. Awards are made on the basis of scholarship and need. Application forms may be obtained from the Department of Education or from the School for Teachers.
2. From ten to fifteen bursaries of \$200 each are awarded annually by the Department of Education (Protestant). These are apparently restricted to applicants from rural districts, who must supply full particulars regarding the financial circumstances of the family, supported by two letters from responsible persons familiar with the conditions. Application forms should be obtained at the same time as admission is sought to the School for Teachers. (Upon graduation, each student living more than 200 miles from Montreal may receive five cents for each mile that his home is distant from Macdonald College.)
3. A booklet, "Preparation for Teaching", published by and obtainable from the School for Teachers, Macdonald College, lists (page 25) the scholarships and bursaries available to those registered as student-teachers.



4. Certain school boards, service clubs (such as Rotary), the IODE, and other community organizations in the province offer financial assistance to intending teachers. Since these are local in scope and application, information concerning them should be obtained from school principals and guidance officers.
5. The Provincial Department of Youth and Social Welfare Aid Services (35 Notre Dame St. W., Montreal, and 88 Grande Allée, Quebec City) have the following provision for university students engaged in higher pedagogical studies at McGill University: Scholarships (50% loan, 50% grant) to a maximum of \$300 for out-of-town students and \$200 for city students who can establish need. Applications should be sent in, preferably before August 15 and in any event before September 15, on special forms obtained either from the above addresses, or from the Rev. Clifford Knowles, Student Counsellor, McGill University. The phrase "higher pedagogical studies" has been interpreted as including both the High School Diploma course and the course leading to the B.A. in Education.

thought, but now that you mention it, I could under duress, of course, think of something. To begin with, would it be too much to ask that teachers like teaching? I've heard of some who were influenced to enter the profession by such things as the short hours, long summer holidays, Christmas and Easter vacations and pensions, others for very little reason and still others for no reason at all. Teaching should be more than just a job, because few other vocations carry with them greater responsibility."

"Wouldn't you agree", I went on, "That one of the prime requisites for teaching is a genuine love of children? People who don't love children just have no right to be teaching. Tolerant indifference is not enough. What is needed is warmth, sympathetic understanding and a good memory for their own childhood reactions to people and situations. Can you question the fact that teachers should be emotionally stable and personally secure so as to enable them to cope with those who are not their equal in years, in experience and in emotional maturity, without ever losing control either of themselves or of any situation that may arise? My own experience has been that the best loved teachers, and the ones least taken advantage of, were those who, because of their emotional stability and well adjusted outlook, knew how to become, and remain, the respected masters of their own class rooms, without finding it necessary to resort to meanness, petty cruelties or humiliating forms of discipline."

"Teachers should have a strong sense of justice, be free from prejudices, have a thorough understanding of the meaning of democracy and practice it. They should have as much of the right kind of training for their job as doctors, lawyers, architects, engineers, accountants and other professionals, have for theirs. In addition to a good academic grounding they should have enough training in those sciences which would fit them to deal with young minds and energetic bodies, and enable them to recognize handicapped or exceptional children."

"Teachers should be in good health, be neat in appearance, models of personal cleanliness, have a pleasing voice and personality, a sense of humour, a . . ."

"I'm sorry I caught you unprepared", said the teacher. "You'll pardon me for interrupting, but I just thought of a quotation which I know will appeal to you, knowing how fond of quotations and how desperately in need of them you are. It goes like this, 'Teachers are employed for purposes "vastly great".

They must teach the science of health with all the learning but without the pay of the doctor; they must inculcate the principles of morality with all the impressive sincerity but without the sectarianism of the minister; they must be altogether more patient and discreet than God Almighty himself, for He was "wroth" when He punished the wicked, whereas if a teacher punishes in anger he is guilty of assault and battery; they must invent schemes to invert human nature, and make every good thing and thought enticing and every bad thing and thought abominably disgusting; they must tenderly moderate the zeal of the too ambitious, and inspire the dullest block-head with a manly thirst for fame and knowledge; the incorrigibly uncouth and vicious, they must endow with the tastes, the instincts, to avoid the thousand paths that lead to indolence, ignorance and folly; and prepare them to find infallibly all the ways of pleasantness and all the paths of peace.'"

"Hold on, here", I said, "Whose dream is this . . .?"

"I have a few suggestions of my own," continued the teacher. "In the first place, a majority of us have most, if not all, of the qualifications you think so desirable in teachers and we, more than anyone else, would like to see all of us have all of them. Secondly, some of you parents might cultivate many of these qualities to good advantage. Perhaps, if you did your job properly before your children entered school, and continued to do so while they are there, ours might be simplified, for, after all, except for academic subjects, yours is the primary, though not the only, responsibility for their training."

"Just a minute," I protested, "Aren't you getting your pigeons mixed?"

The teacher went on, "Then, I would say, the community should recognize the importance of our work. With all due respect to the other professions, our influence over the future citizens of this country, yes, the future professionals included, is greater than theirs. The community should recognize as well the difficulties under which many of us work, what with classes of thirty-five or even forty separate and distinct personalities with varying abilities, emotional make-ups and family back-grounds."

"We teachers have a right to social and personal freedom. We are not, nor do we wish to be, a race apart. The rules for social conduct applicable to you should not differ from those applied to us. We would like to see democratic, progressive school administrations which would welcome from us, and

seriously consider, constructive suggestions for improvements to anything which pertains to education and the school. Most of us entered teaching because we liked it, out of a sense of public service, and because we couldn't see ourselves doing anything else as a life's work. Nor did we give too much thought to short hours, or vacations, or the other so-called advantages. As for the material rewards, these, too, were secondary, until economic pressures, and family and community responsibilities forced us to be concerned with financial considerations. We do not expect preferential treatment, but wouldn't you say that we are entitled to a professional wage for a professional job, and that, in the interests of all concerned, especially the children, we should be free from anxiety on this score?"

"If you don't stop that," I threatened, "I'll wake up . . ."

"Will you—ever?" said the teacher, witheringly.

And when I did, the only quotation that could aptly describe my feelings was, "Veni, — Vidi, — Vichy."

P.T.A. AROUND THE WORLD

In Turkey, nearly every school has a parent teacher association. In Holland and Germany, parents visit their children's teachers once a month. In Finland, teachers visit the homes of most of their pupils. In the United States, the P.T.A. is a recognized part of the landscape.

These facts emerged from a discussion on parent-teacher co-operation held at Ryerson Institute by the Canadian Federation of Home and School and Parent Teacher Associations, in connection with the Mental Health Congress last August.

Mrs. F. Seden, of Turkey, said that the movement to organize parent-teacher groups began in 1948 and most schools now have them. Since 80 per cent of the people live in small towns and villages, they are most interested in adjusting education to the different needs of country and city children.

Dr. A. Seden, A Dutch psychiatrist, explained that in his country education is in the hands of the national government, rather than local authorities, so that people don't feel the same responsibility for their children's education that they do in newer countries. In the Netherlands, he said, there is an association for the parents of retarded children, but parent-teacher co-operation comes mostly through planned evenings when parents visit the school.

Dr. K. Leppo, of Finland, said that in their elementary schools there is close co-operation between the parents and teachers—the teachers know their pupil's homes, parents visit teachers, and if the teacher is popular, his pupils visit his home. Finland also has some voluntary parents' clubs.

Mrs. Newton P. Leonard, head of the American P.T.A. remarked that though it was sometimes embarrassing to the P.T.A. to be cartooned and made fun of, it was flattering on the whole, because it showed the P.T.A. has become a recognized feature of American Life. "We are not yet organized in every school," she said, "Although we would like to be, because our real work is done in the individual units."

Over the years, P.T.A. has succeeded in getting recreation accepted as part of school programs, and has introduced the hot school lunch, among other projects. "We have given pianos, we have given curtains for auditoriums, we have given TV sets. But our real strength is not in our material gifts, but in arousing public opinion to the needs of children". Other speakers included delegates from Japan and the West Indies.

Presiding at the meeting were Mrs. J. D. Taylor of Hamilton, National Vice-President of Canadian Home and School, and Dr. S. R. Laycock of Saskatoon.

Reprinted from

THE GLOBE AND MAIL

BANCROFT LEARNS "THE LOST ART OF DISCIPLINE"

BANCROFT H & S.A. heard **Dr. Victor Goldbloom** speak on "The Lost Art of Discipline" at its January meeting.

Dr. Goldbloom is a graduate of McGill University School of Medicine, and is at present on the teaching staff there. He specializes in children's diseases and the care of babies and children.

In his talk, Dr. Goldbloom said that discipline was not a form of punishment but rather a preparation of the child for every day living. Another important fact that he put great emphasis on was to always be consistent when approaching any problem. Dr. Goldbloom closed his discussion by urging all parents to read the book, "Don't Be Afraid of Your Child" by Hilda Bruck.

The President, **Mrs. B. Benjamin**, spoke about the three scholarships which were to be given to the children. Two are art scholarships and the other a High School entrance tuition fee.

MRS. L. MELAMED

"QUARTERS FOR HEADQUARTERS" CAMPAIGN IS LAGGING!

ONLY 47 out of our 137 Associations have made any contribution at all to the Campaign, Chairman Mrs. Isobel Shuster reports. This is an intolerable situation for Quebec Federation whose goal is to present the retiring President with a cheque for the full amount. The full support of every Association is urgently needed!



Canadian Home and School & Parent-Teacher Federation, Inc., isn't going to rest on its laurels, members were reminded at the dedication ceremonies of National Headquarters in Toronto. Discussing plans for the future following the ceremonies are, l. to r. Quebec Federation's immediate past President L. Mowbray Clark who is now a vice-president of the Canadian Federa-

tion; Mrs. Ernest Evans of Victoria, B.C., President of Canadian Federation; Mrs. R. S. McLaughlin of Oshawa, honorary president, and G. F. Bruce of Edmonton, immediate past president. Mr. Clark was one of Quebec Federation's delegates to the National Headquarters opening.



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THE OBJECTS OF HOME AND SCHOOL

At the 1954 Annual Conference of the Canadian Home and School and Parent-Teacher Federation Inc., the Presidents of 9 Provincial Federations each defined one of the Objects. One or more of these brief articles will be reproduced in each issue of this magazine.

Object 4—by Reuben Resin, president, Quebec Federation

“To foster co-operation between parents and teachers in the training and guidance of children and youth.”

IT IS conceivable that Home and School could carry on effectively without some or almost all of our other objects, but without this one it would have no meaning, nor could it justify its existence.

The basis of our movement is the appreciation that parents and teachers, the two groups most influential in the training of the child and the fashioning of his character and his attitudes towards everything and everybody in the world in which he will live and work, cannot in justice to him work independently of one another. With the development of Home and School has come the realization, now more than ever, that the child of today and the citizen of tomorrow is the net product of the combined, co-operative and intelligent effort of the home and the school. Not to be overlooked is the fact that as a result of this common concentration on the welfare of the child, a genuine attempt at sympathetic understanding of one another's problems is being made by both groups.

Time was when a parent's presence at school generally meant that his child was in difficulties. He was not invited to meet the principal for purposes of discussion or information or attempt at solution of a joint problem. His was more in the nature of a summons to appear, to be politely, but coldly, ushered into the sanctum sanctorum, and told what Junior had done or failed to do, ending with a statement of what could be expected should Junior fail to mend his ways. It is a far cry, too, from the suspicion with which the mere mention of Home and School was met by teachers, and especially principals, who, perhaps with some reason, conjured up nightmares of parents swarming all over the school, interfering with its administration and infringing upon their authority. Though much of this suspicion has disappeared and we have reached the stage where principals, and even chairmen of school boards, ask us would we please help found Home and School associations in the schools under their jurisdiction, there remains a good deal to be done.

We, Home and Schoolers, are fortunately in a position where we can do much to help achieve the desired friendliness and complete understanding between parents and teachers, so vital in the work we are doing, if we remember always that the guiding principle is co-operation without the slightest hint of domination.

MUSIC FESTIVAL TO FEATURE BANDS, ORCH, CHOIRS

**Dr. D. M. Herbert & Gifford
Mitchell arranging program**

Verdun Auditorium — April 29th

FEDERATION'S First Annual Music Festival, organized by a Committee chaired by Mrs. Gertrude Brydon, has been arranged for Verdun Auditorium (capacity 4,500) on April 29th. Restricted this year to bands, orchestras and choirs of the High Schools of Greater Montreal, it is hoped that future years will see the event expanded to include schools from all over the Province.

Dr. D. M. Herbert, Supervisor of Music, and his assistant, Gifford Mitchell, have arranged the program which promises to be both interesting and well worth hearing.

Admission of 50¢ per person is being charged to defray expenses which include the rental of the Auditorium, transportation of the approximately 1,600 students who are participating, printing of tickets, programs and so on. With strong support from all Home and School Associations of Greater Montreal this should be a self-sustaining effort.

It is the hope of the Committee — the membership of which reads like a who's who of High School personnel — that out-of-town Associations will try to send observers to this year's event in anticipation of wider representation taking place next year.



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