

QUEBEC HOME AND SCHOOL

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FEBRUARY, 1953

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BETTER MEETINGS



L. M. CLARK

Have you ever attended a meeting where there was a speaker who spoke for perhaps a half an hour? Perhaps he was an interesting speaker who held the attention of the gathering. Or maybe he dealt with a topic which was somewhat dry and the audience found it difficult to follow the line of thought—or possibly there wasn't any line of thought but rather just ramblings. On the other hand perhaps everyone was sorry when the speaker finished. At any rate the talk came to a close and since it had been understood that there would be a question period the chairman asked if there were any questions. There was a heavy silence during which people shifted uneasily in their seats as if they were afraid they would be asked to stand up and ask a question. But none were forthcoming and after a moment or two Mr. So and So thanked the speaker and the meeting came to a close.

Did you feel satisfied when you came away from that meeting? Did you feel that you had taken part and contributed something? Were you keen to attend the next meeting? Or did you feel not too interested in whether you came next time?

Contrast with that the occasion when you and a few kindred spirits spent a lively evening discussing some topic of mutual interest. Remember how exhilarated you were at the end of the evening? You always meant to arrange such an affair again sometime.

Do your Home and School meetings answer to the first description? Is it difficult to get the members to come out to meetings? Your meetings can be different. In fact they can be a continuous series of animated discussions in which all members participate and which leave each one with that feeling of satisfaction which comes from having done something? What is more the meetings can bring you new acquaintances and widen your circle of friends.

(continued on page 10)

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

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

Your Children Will Be Telling You

Someday this month little Susan, or Peter, or Joey will be coming home from school to tell you all about the campaign for funds which is being made by the Junior Red Cross. When children are enthusiastic — and most of them are enthusiastic about Junior Red Cross the words tumble out so fast that's its often difficult for older folk to sort them out. So, just as an aid to you in getting at the facts, here's what it's all about.

There are 50,000 war orphans in Korea. The number under-nourished and orphaned children in Pakistan runs into hundreds of thousands. Five million Indian children are the victims of a devastating famine in the provinces of Bengal and Madras this part summer. Twelve million people in Indone-

sia await inevitable death from yaws; a disease which can be quickly cured with penicillin.

Without assistance many of the children in these countries will surely die. That is the challenge which the Red Cross has taken up; and during this month the Junior Red Cross is launching an appeal through the schools for funds to purchase food, clothing, medical and school supplies for the children of these four countries.

That's what little Mary or Johnny will be trying to tell you about one of these days. And it is our bet that in the telling what is lacking in eloquence will be more than made up in enthusiasm.

If your association needs strengthening you'll be interested in this article by Mrs. J. A. Bilton, of Beloeil, P.Q. Mrs. Bilton is Program Planning Chairman for associations off the Island of Montreal.

"ROOM PARENTS"

by MARGARET BILTON

Home and School Associations have an important job to do in our schools and communities. We want them to be helpful, friendly organizations providing something for all the parents and in turn receiving their support — but what do we do to ensure that every parent is encouraged to come to our meetings and is made welcome? Often far too little, and yet this is vitally important to the strength and value of our organization. "Room Parents" can be of great help to an association in this respect — but what is a "Room Parent"?

A "Room Parent" is a mother or father appointed or elected by the Home and School Association to represent Home and School affairs to the parents of the pupils of each classroom.

Explain Objectives

Most of their responsibilities are associated with hospitality and encouraging parents to attend meetings and work with the association. To do this a "Room Parent" should keep a list of the names of the children from his or her classroom and should extend a personal invitation to the parents who do not attend the Home and School meetings and in particular to newcomers, and be prepared to explain and discuss the objectives and ideals of the Home and School Association with them. At meetings "Room Parents" should help parents to become acquainted and to meet the teachers. If some parents find it difficult to fit into the group they should be given special attention. Everyone should be made to feel at home at Home and School meetings and at the school.

In large associations where it is difficult to maintain close personal relationships, the "Room Parents" by extending hospitality, and becoming well acquainted with their groups can create an atmosphere of friendliness and cordially which is conducive to interest and enthusiasms for Home and School activities. A sincere welcome and a friendly interest in each member helps make any association a congenial organization able to work effectively in the community.

Assure Personal Touch

In smaller associations "Room Parents" are equally as important. They assure that personal touch of friendliness to newcomers and infrequent attenders, and can assist them in becoming acquainted with all the members, the executive and teachers, and in participating in activities in which they may have particular interest.

"Room Parents" can also help their Association in other ways. Because of their particular interest in a smaller group they can be of great help to the executive and membership convenor. They can assist in keeping membership up-to-date and can assist the Executive by encouraging members who are not particularly active to participate in some of the associations activities. They may work out different methods of increasing attendance at the meetings. (Generally any competition among rooms for attendance of parents is of doubtful value. A child may feel responsible if a parent is unable or unwilling to attend and the score for his or her room reduced. Besides good attendance should be

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Plan now to attend

THE
Annual Meeting and Conference
of the
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FRIDAY and SATURDAY, May 1-2

at the

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YOU WILL hear highlights of the activities of other associations
discover what other associations are doing about their problems
enjoy yourself thoroughly.

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obtain full information on any particular phase of Home and School work
meet other parents socially at the President's reception and the Conference Dinner.

RESERVE THESE DATES NOW

MAY 1-2

All-inclusive Conference Fee: Official representatives \$5.50; other delegates \$3.50

OPPORTUNITIES . . .

for Men in Teaching

by J. M. Paton, M.A., D.Paed.

Executive Director, Provincial Association of Protestant Teachers of Quebec.

Men are urgently needed in the teaching profession throughout Canada, and in the Protestant schools of Quebec today the opportunities for men are many and challenging. The need for male teachers is so urgent, however, that it is the duty of all who have a responsibility for the improvement of our educational system—teachers, trustees, parents, the provincial authority—to do everything possible to interest promising young men in teaching as a life work.

More men are needed as teachers because boys should have the leadership and guidance of men from the post-primary grades to the end of high school, and the fact is that in our Protestant schools today only about one-fifth of the teachers are male. School Boards are aware of this situation and are ready to engage more men and to pay good salaries to the right type of applicant. Consequently the opportunities for engagement and for promotion in our schools are very good today in the case of men.

Men in Demand

Male teachers are in demand because they tend to make teaching a permanent profession and to settle down in a community and participate in its activities. Moreover, modern education emphasizes extra-curricular activities, for many of which men have a special aptitude—particularly in their relationships with boys—in such things as sports and games, dramatics, orchestras, clubs, publications, hobbies, student councils. In the past, male teachers have undoubtedly played a much greater role in directing these school activities than women teachers, and this may possibly be the case in the future. It is also worth noting that the impact of modern progress in science and industry on our schools has resulted in cur-

riculum changes, particularly in the secondary grades, which tend to increase the demand for male teachers. In short, no school today can provide adequate educational opportunities for its pupils unless it has a goodly proportion of men on its teaching staff. This is as true of the elementary school as of the secondary school.

Unthinking people here and there may be disposed to regard teaching as a woman's profession though this notion has been more prevalent in a pioneering community than in the civilized countries of the old world. Teaching calls for attributes that are essential, though not of course exclusive, to true manhood—for instance, fairness, firmness, fearlessness, consistency, patience, humour, physical and nervous energy, independence of mind and spirit, self-reliance, initiative, imagination. These are the essential characteristics of a good leader, and there is today, perhaps, no greater need than for good leaders for our young people. The care of young children falls naturally to the mother, and for that reason a woman teacher may be preferable to a man in the first three to five years of school. Beyond that, however, the number of male teachers should at least equal that of female in schools of any size.

Challenging Occupation

Teaching is a desirable profession for men because of its relative security in terms of permanent employment, established salary scales, excellent (in Quebec) pension scheme, and pleasant working conditions. There is time and opportunity (besides the obvious need) to continue one's education. It is a challenging and dignified occupation, with scope for initiative and opportunities for advancement in the service of young people, the community, and the nation. Posts of

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These Are The Books

This month the following books have been chosen for girls. It is not a case of partiality—just grouping. A list of books for boys will appear in a later issue.

The titles listed under "Subteens" are for those girls from 8-12 years of age. "Young People" indicates the book is suitable for girls 13 years of age and over.

SUBTEENS

BROCK, Emma Lillian

Kristie's Buttercup. Knopf, 1952, 86p. \$2.50

The story of Buttercup, the new and beautiful black and white Holstein calf, who becomes the most cherished friend of Kristie, the horse. There is much excitement the day Buttercup disappears, and much suspense until, thanks to good old Kristie, she is found.

EDWARDS, Cecile Pepin

Party for Suzanne. Abingdon-Cokesbury, 1952, 191 p. \$2.50

A story of a French-Canadian girl in America, and how she makes friends through her violin and two visiting cousins.

PEARE, Catherine Owens

Stephen Foster; his life. Holt, 1952, 87p. \$2

This biography of Stephen Foster presents the story of his life for children. The frail boy was the center of a large and admiring family. His quick success as a song writer, his marriage to "Jennie with the light-brown hair," and his long battle with illness are told.

SAWYER, Ruth

Maggie Rose; her birthday Christmas. Harper, 1952, 151p. \$2

A story of a little Maine girl who sells berries so that her shiftless family may celebrate a wonderful birthday Christmas with her.

UNITED NATIONS SECRETARIAT

A Garden We Planted Together; prepared by the United Nations Department of Public Information. McGraw, 1952, 48 p. \$2 (Whittlesey House publications)

Based on a United Nations filmstrip of the same name, also distributed by McGraw-Hill.

An elementary presentation in words and pictures of the idea of cooperation, leading to a simple explanation of the working principle of United Nations itself.

WARNER, Priscilla M.

Picture Come True. Doubleday, 1952, 223p. \$2.50

Eleven-year-old Bridget's comfortable world was threatened when the bookshop failed and her father became ill. To move to a little house in the Welsh Border Country seemed a perfect solution for the family. The plans fell through and, instead, Bridget found herself faced with new problems.

YOUNG PEOPLE

BEIM, Lorraine (Levey)

Sunshine and Shadow. Harcourt, 1952, 182p. \$2.50

Marsh Evans was sure that polio had ruined her chances for an acting career, yet she still retained enough interest in the theatre to join the behind-the-scenes group at South-western University. When Marsh got the role of Elizabeth Barrett in a play, she felt that perhaps she could still act, and it took time before she could face reality.

DESMOND, Alice (Curtis)

Alexander Hamilton's Wife; a romance of the Hudson. Dodd, 1952, 273p. \$3

A biography of Betsy Schuyler, who became the wife of the fascinating Alexander Hamilton and gave a lifetime of devotion to this outstanding American statesman.

EYRE, Katherine (Wigmore)

Song of a Thrush. Oxford, 1952, 251p. \$3

Margaret Plantagenet and her little brother Neddie, orphaned children of the discredited Duke of Clarence, arrived at Christmas time at Ludlow Castle, where their uncle, King Edward, holds court. Peg incurs the hatred of another uncle, the hunchbacked Richard, Duke of Gloucester.

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THE BOOKS, cont'd

GOUDGE, Elizabeth

Valley of Song. Coward-McCann,
1952, 281p. \$3

Only with Tabitha can grown-up enter the magical Valley where they become children again and find the faith and courage to complete the proud ship which is the life of their little shipbuilding village.

McILVAINE, Jane (Stevenson)

Sea Sprite. Macrae Smith Co. 1952,
204p. \$2.50

A wealthy girl, of a distinguished family has trouble establishing friendly relations with the young people at a summer resort, until the sailing and racing of her boat show her the way.

McLELLAND, Isabel Couper

Hi! Teacher. Holt, 1952, 212p. \$2.50

Allison began her career in a small community in the Pacific Northwest. It was a difficult year for a new teacher, as she followed the well-loved Miss Blackie, whose every action was quoted to Allison. She learned slowly, with many defeats and some unexpected victories, to have control over her thirteen pupils in the one-room schoolhouse.

MASON, Miriam Evangeline

Yours with Love, Kate. Houghton,
1952, 277p. \$3

Kate Douglas Wiggin, beloved story teller and creator of Rebecca of Sunnybrook Farm, is the "Kate" of this title. As a child in Maine, Kate Douglas has little intention of becoming an author and still less of becoming a teacher. She became both and this is the story of her varied life.

SHORE, Maxine

Captive Princess; the story of the first Canadian princess of Britain.
Longmans, 1952, 309p. \$3

The Romans, invaders of Britain in the time of the Emperor Claudius finally captured King Caroloc and took him and his family to Rome where they were Christianized. This is the story of his stepdaughter, the Princess Gwladys Ruffyd, later known as Claudia, from her childhood in Britain through her Roman captivity and marriage to her eventual return to her own people with the message of the new religion.

ROOM PARENTS, cont'd

based on genuine incentive not artificial pressure.)

Scope is Great

"Room Parents" may often find it profitable to extend their activities. Sometimes a room meeting, over which they should preside is helpful. Such a meeting might result in suggestions that would benefit a particular age group being passed on to the Home and School executive. Then again the "Room Parent" is a very useful person to organize help from the association if the teacher requests assistance for particular projects. Also, because they are acquainted with their particular group, and they are in a very good position to assist various committees in finding the helpers they need for the many jobs of the association.

"Room Parents" can perform many real services. They have contributed much to associations where they have been tried. Perhaps they could help your association.

IMPORTANT

The Sixth Annual Conference

of the

Quebec Federation of Home and School Associations

will be held

May 1st and 2nd

in the

Windsor Hotel, Montreal

Plan Now to Attend!

BETTER MEETINGS, *cont'd*

How can it be done? There are numerous techniques but here is one. Arrange your meeting in such a way that as soon as the speaker has finished the audience can be easily broken up into small groups, say groups of six. Have everyone in each group introduce himself to everyone else in the group. Have each group choose a leader and a recorder—the leader to see that each member takes part in the discussion and the recorder to jot down the points agreed upon. Assign topics from the speaker's address to each group for discussion and after five to ten minutes discussion have each recorder report on the findings of each group. You will find—that each group has something of interest to report—that there will be questions raised—that the recorders will lose their reticence about standing up and talking before the meeting—that each member will be stimulated by having participated. In addition your speaker will go away feeling that he really reached his audience and given them something to think about. You can use the same method on any occasion when you want to know what your members think about any question.

Try it for yourselves—and see if it doesn't work.

OPPORTUNITIES, *cont'd*

responsibility are numerous and await the ambitious male teacher in particular, as witness the fact that 43 of the 184 men teaching in high schools off the Island of Montreal occupy principalships, while many others are assistant principals. Positions such as Guidance Officer and Director of Athletics are increasing among the large central school boards in the province, and there is no reason to believe that the marked trend towards centralization of Protestant schools has stopped.

In summing up it may be said that young men graduating from high school this year who have a liking for young people and a desire to work among them, who want a life work that is challenging and of fundamental social importance, with ample opportunity for advancement to posts of responsible leadership, should seriously consider entering the teaching profession in the Protestant schools of Quebec.

For MUMMY DADDY *and* ME



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MONTREAL

A Message from the President

to New Associations

Six new associations have been granted affiliation with Quebec Federation since the annual meeting and conference last May. They are:

ASSOCIATION	PRESIDENT	ORGANIZER
Brownsburg	O. Blouin	A. G. Pryde
Grand'mere	R. Hastings	Mrs. J. R. Eastwood
Connaught	A. B. Tetley	F. W. Price
Adath Israel	A. Tafler	R. Resin
Nesbitt	L. W. Spurrell	E. G. Drake
Rabbinical College	Mrs. I. Weinstein	

Speaking on behalf of the 115 associations which existed prior to these additions, I would like to warmly welcome these newcomers. Four of the six new associations are located on the Island of Montreal where we also have the affiliation of the new Verdun Regional Council comprising Bannantyne, Crawford Park, Riverview, Verdun High, and Woodland associations.

To the new associations — as well as to the older groups — I think it is important to stress that Quebec Federation is YOUR federation. Federation and its officers exist to serve you, to help you to make your own local association a still more effective group.

This can be done, however, only if you let us know your problems. By keeping in touch with Federation activities—by regularly reading your Home and School magazine—you will find answers to many of the questions which arise. Apart from this all of us in Federation are anxious as individuals to share our experience with you. Send your delegates to our conference next May. I know they will take home information which will help your association with it's next year's program.

L. MOWBRAY CLARK,
President.

THERE ARE NOW 121 ASSOCIATIONS IN QUEBEC FEDERATION

FEDERATION'S

Study of Teachers' Salaries

• The following is the substance of the report of a committee of Federation appointed to study the structure of salary scales of teachers employed by The Protestant School Board of Greater Montreal. It was presented in December to the board which has since published its policy on salaries. Appendices mentioned in the report are not included here due to space limitations.

PREAMBLE:

In any dispute over salaries it is generally regarded as involving two parties, namely, the employer and the employees. But when such a dispute concerns the educational system, a third party cannot fail to become vitally interested. This group is made up of the parents and taxpayers. It so happens that this substantial group both pays, in large measure, the costs of education and also supplies the children whose careers are the primary justification of public education.

The most articulate group of parents will be found in the Quebec Federation of Home and School Associations. This is likely the only combination of parents who can express the point of view of the laymen in a corporate fashion. Though the Federation does not include all parents, of course, it does at least represent a wide cross section of opinion.

Noting the disquietude evident in several recent salary negotiations in our educational system, and anxious to examine impartially the just claims of both teachers and the Board, the Federation decided to appoint a Committee to study the matter of teachers' salaries as they pertain to Montreal. As a basis for such study the Committee, thus formed, used the exhaustive 96-page Report issued by the *Advisory Committee* of the Protestant School Board in September, 1952.

This report will henceforth be referred to as the *A.C.R.* (*Advisory Committee Report*).

The Committee of the Quebec Federation of Home and School Associations consisted of Hon. Mr. Justice Arthur I. Smith, (Chairman); Mr. Frederick W. Price, (Secretary); Mr. B. M. Adair; Mr. L. M. Clark; Mr. S. M. Gossage; Miss F. M. Richards; Mrs. A. W. D. Swan; Mr. D. Walkington; Prof. J. C. Weldon and Dr. D. J. Wilson.

This Committee met regularly during the months of September to December, 1952. It was recognized from the beginning that the *Advisory Committee* had completed an arduous task after an unusually wide survey and had presented their findings with clarity and force. There is scarcely an item relevant to the financial condition of the profession that seems to have overlooked; and all who are interested in a permanent settlement of this whole question are indebted to the competence and presentation of the *A.C.R.*

TERMS OF REFERENCE:

At the first meeting of the present Committee the terms of reference were declared to be:

- (1) to trace the history of teachers' salaries in the Montreal Protestant School Board up to the present time;
- (2) to compare the increase in teachers' salaries with the increase of the Cost of Living in Montreal;

- (3) to compare the salaries of Montreal teachers with salaries of teachers in other centres, taking into consideration any differing conditions;
- (4) to compare the salaries of Montreal teachers with salaries of other occupations in the Montreal area;
- (5) to consider and comment upon various aspects of teachers' salaries such as hours of work, work year, pay by seniority of service, pay by merit, pensions, etc.

ANSWERS TO THESE TERMS OF REFERENCE:

The results of investigations bearing on the first three of these five terms of reference are largely statistical in nature and will be found in this Report as Appendix 1, Appendix 2 and Appendix 3, respectively. Findings on the other two terms of reference will appear throughout the subsequent body of this Report.

GENERAL OUTLOOK:

This Committee did not overlook the fact that teaching is, indeed, a profession; and, as one of leadership in the community, it carries other intangible recompenses such as attach to a vocation dedicated to the enrichment of the good life. The ultimate reward to a responsible teacher will always be the knowledge that children have been helped to grow intellectually and that the teacher's example has made an impact for good on the characters of future citizens.

But, assuming this frame work of noble motivation—which makes it unusually difficult to evaluate teachers' contributions in dollars and cents—it was recognized that the necessary tangibles that should accrue from public services competently and faithfully rendered, should be as appropriate as can be determined to the standards of living that the profession has a right to maintain.

PARITY:

By "parity" is meant that men and women teachers receive equal remuneration for equal qualifications and teaching responsibility.

The claim for parity is advanced on the theory of "equal pay for equal work". It is perhaps difficult to take exception to this as a principle; but in applying it, it is necessary to be sure that all conditions are in fact equal.

There are two considerations which appear to this Committee to be unequal in relation to men and women teachers. One is the length of time they are likely to spend as

teachers; and the other is the comparative attractions of teaching and other careers open to each sex.

It may safely be assumed that a greater proportion of women teachers will discontinue teaching in the early years of their service than men. It is easier, therefore, to build up the core of a permanent teaching staff from men than from women, given adequate salaries.

In the community at large, the employment opportunities available to men with training equivalent to fully qualified teachers are more attractive than those available to women with the same qualifications. It is much easier, therefore, to secure a woman teacher in competition with other careers than a man, and the salary requirements to hold a man will be quite different from those required for women.

If the greater permanence of men teachers makes their employment desirable, and if, from an educational point of view, a proportion of men teachers in the High Schools, at any rate, is beneficial, the salary rate for men teachers must be set sufficiently high to attract and retain them in the light of what is offered them in other careers. Such a rate, however, is considerably more than appears necessary to provide satisfactory and fully qualified women teachers.

In the atmosphere of social beliefs and customs in this Province, as set out at length in *A.C.R.* (pp. 49, 50, 51), it would be difficult to justify the expense involved in such a salary policy.

As against the apparent discrimination of a lower salary scale, the present pension scheme for Montreal (and all Quebec) teachers is substantially weighted in favour of the woman teacher, both in a lower rate of contribution and in an earlier age of retirement.

This Committee, therefore, while not challenging the principle of parity, believes that the setting of proper salary scales for men and women teachers in Montreal should not necessarily require full parity at any level of the salary scale at the present time.

SINGLE SCALE:

By "Single Scale" is meant that all teachers begin and end on the same salary ladder according to their qualifications (as defined by the Board). This admittedly receives the blessing of those who have to administer the scale. But this alone ought not to determine any decision in the matter.

This Committee noted the very real possibility that a person with minimal academic qualifications may turn out to be an extremely competent teacher. On the other hand, there may be some teachers with many academic degrees who cannot stimulate or lead their pupils. This may be true even if the degrees be in pedagogical subjects. Yet under the present and proposed scales, the former would be permanently debarred from reaching the higher salary levels of the latter.

The answer to this, if there be one, is very involved. Actually, the less qualified teacher receives a salary for as much as four years before the graduate begins to earn. As it turns out, it will take the fully qualified teacher a dozen or so years to overtake the less qualified teacher in cumulative income.

It was agreed that the single scale (arranged according to preparatory training) offers the easiest administrative formula. But, as will be seen later, some members of this Committee had some reservations about its introduction now.

This Committee could not rid its mind of the notion that High School teaching imposes many more responsibilities on incumbent teachers. The subject matter is wider and in many cases undergoing changes; advances in knowledge will first be reflected

in the content and methods of High School teaching. Extra-curricular activities, as well as such duties as individual counselling, are likely to be more demanding of High School teachers. In general, the community, rightly or wrongly, regards the High School as the area of greater responsibility. It is also the place where men seem peculiarly needed.

This Committee was not able to reach a unanimous opinion about the advisability of the single scale, but a majority opinion was that some financial differentiation should be made in favour of High School teachers.

MERIT RATING:

This Committee noted that salary increments, both in the present and proposed scales for teachers, are automatic and based solely on length of service. In industry, while there may be automatic progression of salaries in the early stages of employment, after a relatively short period increases are based on individual merit and are often subject to strong competition.

In much of industry, salary is related to a particular position occupied and salary changes are the result of promotion from one job to another. Where, however, a number of people are employed in a group

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requiring the same general qualifications, salary changes within a defined range may be the result of a formal merit rating.

Such schemes of merit rating in industry are usually initiated by and are maintained by the employer. Where wages are set by collective bargaining, however, the provisions of merit rating schemes are, of course, subject to the bargaining process. In such cases it is of great importance in obtaining acceptance of the scheme that the criteria on which the ratings are to be based are generally understood and agreed to by all concerned.

There are very real difficulties in merit rating. Some of them are: the preliminary job analyses; quantitative statement of many variables some of them qualitative in nature; opportunities for continuous rating; educational hazards to the pupils by overly ambitious teachers; personal biases of raters; and so on.

Nevertheless, this Committee believes that some serious study should be given by the Board to a feasible scheme of merit rating. One purpose of a higher salary scale is the attraction of more promising career personnel. Another ought to be that high standards of teaching be recognized.

PROPOSED SCALES:

The *A.C.R.* presents five scales as possibilities for Board action. It was not feasible for this Committee to comment on each of the proposals. As a sample it selected Scale D (pp. 85, 86, *A.C.R.*), and considered in detail three situations:

- a woman teacher with one year's training;
- a woman teacher with five years' training;
- a man teacher with five years' training.

This permits an observation of the scale from the lowest possible rung of the profession to the highest (excepting Principals and other Senior Officials).

In looking critically into these samples, full opportunity was taken to examine prevailing salary rates in the largest employment situations in the community.

The three categories selected for study, as defined above, would seem to include the most important groups of teachers and if their relationships are found to be on a satisfactory basis, it may be presumed that the other categories will not show any serious inequities. Comparisons are based on Scale D, but this is not to be taken as an expression of approval by this Committee of this particular scale; it afforded a convenient base for comparisons.

Initial Salaries (Women)— One Year's Training

The starting rate proposed for women teachers with minimum qualifications is \$2,000 per annum, which is the same as at present. A young woman, after attending a first class business college for approximately the same time now spent by a candidate for teaching in a normal school, may expect to begin her employment currently at about \$1,800 per annum. The business woman can expect increases of the order of \$10 per month at semi-annual intervals to bring her up to a rate of \$2,160 per annum after 18 months employment. From this point on her increases will depend on promotion or upgrading based largely on merit and her record of performance.

Initial Salaries (Women)— Five Years' Training

The woman teacher who completes a full five years of training would qualify for an initial salary of \$2,500 per annum under the proposed scale. This is more than many young women leaving college, even with one year's post-graduate work, can expect to receive in business. It compares favourably with proposed salaries offered for social service workers where training standards are at least comparable.

Plan of Increments (Women)

It has been pointed out above that women in non-teaching occupations reach a plateau where automatic salary increments do not pertain. From this point on there are obviously some positions that offer high salary returns; but it must be emphasized that such positions are progressively less numerous and competition for them correspondingly greater. The element of automatic increase will steadily give way to some measure of merit appraisal. In addition, it is most likely that as the woman approaches the top brackets in the salary scale she will be entrusted with administrative and other responsibilities that call for high levels of maturity and specialized experience.

A. LESLIE PERRY

ARCHITECT

MONTREAL

Maximum Salaries (Women)

One Year's Training: If a woman teacher retains her position and seniority she may look forward to a final rate of \$3,800 per annum according to the proposed scale. In addition to an initial advantage over her non-teaching parallel she has, therefore, a continuing advantage which increases with length of service after the first few years. For the young woman expecting to be married after a few years, the advantage, though appreciable, is not large. But for the woman looking to teaching as a career, the maximum is more than any but a very few at this level of training can expect in business.

Five Years' Training: The maximum salary proposed is \$5,200 per annum in the 16th year of teaching. This is substantially above what any but a very few women in business can expect, and such salaries are only obtained under highly competitive conditions.

Initial Salaries (Men)— Five Years' Training

This category was regarded by this Committee as a crucial area of examination and evaluation. The starting salary proposed is \$2,500 per annum. This is definitely lower than the average salary opportunities available, say, to a Commerce graduate in business who may expect an initial salary of \$3,000 per annum in many Montreal firms. This discrepancy may be ameliorated in some measure by the longer vacation period available to teachers.

Plan of Increments (Men)— Five Years' Training

The proposed rate of increase in salary is \$150 per annum for the first two years and \$200 per annum for the next seven years, \$250 per annum for the following three years and \$200 per annum thereafter up to the 16th year. These increments are not as high as average increases granted in business in the early years of employment. But again these are automatic, in contrast to business where individual competition becomes increasingly prominent. The effect of these automatic increases in improving the position of the teacher, in comparison with employees in business, becomes more marked after the first few years of employment.

Maximum Salaries (Men)— Five Years' Training

The automatic progression of salary in this category leads to a maximum of \$5,600 for single men or \$6,000 for married men.

This is at least as good a prospect as that offered the average entrant into business. For example, a teacher receiving this maximum is comparable to a manager of a medium sized suburban branch bank or to the assistant manager of a large and busy branch. In his 13th year, if married, he will receive slightly more than an accountant in a large branch bank and he will be ahead of the accountant in a smaller branch after six years, if marriage allowance is included.

A comparison with rates of pay being offered by the Canadian Civil Service Commission for technical or professional positions, requiring university graduation or its equivalent plus considerable experience in the field, also indicates that the maximum salary in this category is substantially in line with that for similar responsibilities in the public service where many conditions are closely comparable.

CONCLUSIONS ABOUT THE PROPOSED SCALE:

The result of these examinations of the proposed scales led this Committee to the conclusion that the proposed salary scale for teachers contained in the *A.C.R.* would provide comparable remuneration for women entering the teaching profession on a short term basis. For women making a career of teaching the financial rewards are very much better than any other occupation generally available in business or the professions.

With respect to men teachers, the starting salary for a fully qualified teacher appears low in comparison with other employment opportunities for college graduates of similar training. This disadvantage is overcome after some years as a result of automatic salary increases. And the proposed maximum salaries, including married status allowance, probably compares favourably with current levels of salaries in the community after an equivalent period of service.

However, in industry the more able man has the opportunity of further promotion on his merits. If it were possible to provide for men teachers, at the upper end of the salary scale, positions of higher salary available to teachers on a merit basis, the attractions of the teaching profession for men would be increased.

Along with these financial questions there are two other considerations, namely, the high measure of security of tenure in the case of the teaching profession, and the shorter work year of the teacher.

MARITAL STATUS:

This Committee could find no justification for the extra amount now described by the term "marital status". At present this means an extra \$400 per annum for any teacher who, for purposes of Income Tax deduction, can claim "married status".

Those benefiting from this allowance are very largely men—and a very large proportion of the men teachers do qualify for it.

This Committee believes that this allowance should be abolished and the money it represents used to increase the proposed scale for men teachers so as to enhance its attractiveness for entrants of the calibre needed. This might involve an increase in starting salary of, say, \$250 per annum, rising within a few years to the full \$400 per annum allowance.

This Committee believes, however, that the Board should consider some system of financial recompense to teachers in the lower categories, with dependents, who are at present receiving marital allowance.

PRINCIPALS' SALARIES:

This Committee agrees with the principle that Elementary School principals' remuneration should include an administrative allowance based on the number of classes in the school.

Having in mind the importance of career positions being available to teachers qualifying on merit, and the effect of this in attracting men of ability to enter the profession, this Committee finds it difficult to agree with a salary formula for High School principals which will apparently result in little or no increase over present salary levels. Its view is that the principal of a High School is filling an important administrative post and should receive a salary that will adequately recompense him for the responsibilities assumed.

This Committee believes that the present administrative allowances for High School principals should not be reduced, as is recommended in the *A.C.R.* (p. 87).

This Committee disagrees with the principle that all High School principals should be paid on the same scale regardless of the size of the High School. The large school undoubtedly carries larger administrative responsibilities than the small school and should be so recognized in the salary scale.



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Ministry of Youth and Social Welfare

Hon. PAUL SAUVE,
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The present division (i.e. schools up to 19 classes and those of 20 classes and over) seems to be as fair a division as any and its continuance is here favoured.

HOURS OF WORK:

The A.C.R. dealt exhaustively with the question of "working conditions". It is evident that much public misconception exists about the amount of time involved in competent teaching. The teachers' work does not begin and end at 9 a.m. and 3.30 p.m.

But it is evident to this Committee that personnel of many non-teaching occupations find it necessary to do work related to their jobs after regular hours. This is particularly true as they mount the ladder of responsibility and experience which are the variables that invite higher salaries in the competitive world of business. Teachers are, therefore, not alone in the necessity to devote time to their work over and above the defined working hours.

RECRUITMENT:

The question of teacher supply was not directly in the terms of reference of this Committee. But it is so closely related in the public mind, at least, to the question of monetary rewards that some attention was paid to this matter. Investigations revealed that nearly all employers of personnel requiring specialized training are faced with the same labour shortage. To cite examples from comparable fields one might refer to nursing, social service work, religious work, Y.M.C.A. work and even business itself. The difficulties of recruitment, then, do not seem to be peculiar to the teaching profession. One uncontrollable variable is to be found in Canada's expanding economy and an unprecedented period of industrialization in this country.

The teaching profession will always require the indispensable quality of commitment. But the widely held view that the inadequacy of teachers' salaries is but one more deterrent to the selection of this vocation seems to receive some support from the salaries being paid up to 1952. The proposed scale, with the amendments that this Committee has suggested, would go a long way towards removing this ground of hesitation. When and if such salary scales were implemented it might require a sound public relations policy to eradicate the prevailing view about the inferiority of teachers' salaries.

CONCLUSIONS:

1. *This Committee believes that the salary structure for teachers under the Protestant School Board of Greater Montreal for the year 1952 is inadequate in the light of current community conditions.*
2. *The proposed Salary Scale D of the A.C.R. is at least as favourable for women teachers of all categories as will be found in business in this community, and especially so as the upper levels of salary are reached. For men teachers the entrance salary suffers by comparison with entrants into business, but as the maximum is reached the men teachers' salaries compare favourably. It would seem desirable to provide positions of higher income for men teachers at the upper end of the scale, to be obtained on a merit basis.*
3. *Present administrative allowances for High School principals should not be reduced. Elementary School principals' salaries should include an administrative allowance based on number of classrooms in the school. Moreover, it is believed that High School principals' salaries should show a differentiation in favour of those whose schools contain 20 classrooms or over.*
4. *A majority opinion of this Committee favoured a financial differentiation in favour of High School teachers.*
5. *This Committee believes that parity of salary should not be introduced at this time.*
6. *This Committee is strongly in favour of immediate study and, if possible, early introduction of some feasible plan of merit rating to apply to teachers at all levels of all categories.*
7. *It is believed that the "Marital Allowance" as now existing and also proposed in the A.C.R. scale should be abolished and the amount thus made available be incorporated into the salaries of men teachers in a graded way, providing that this does not penalize teachers in the lower categories who are at present receiving this allowance. Similarly Long Service Awards, insofar as they affect salary scales, should be abolished as such, and incorporated in the general salary scale.*

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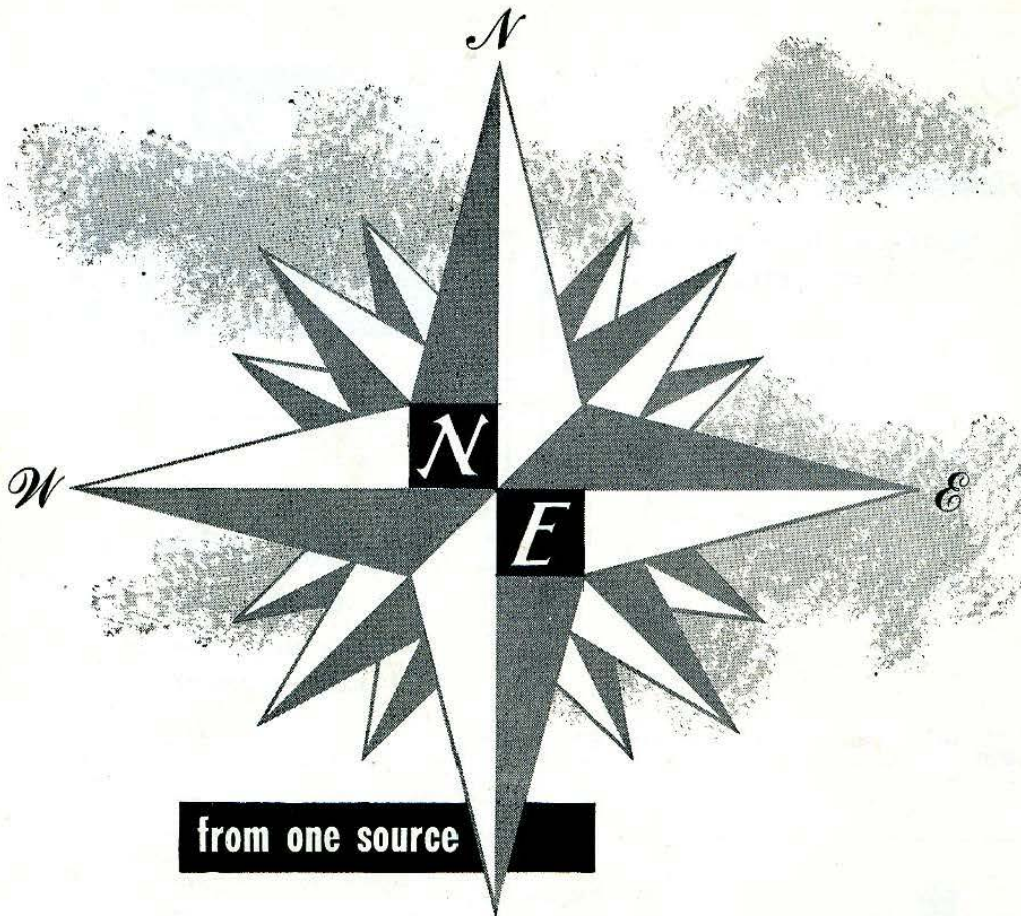
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