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home & school

the magazine for thoughtful parents

VOLUME XI



NUMBER 3



JANUARY-FEBRUARY 1959



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QUEBEC home & school

Published every second month

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EDITOR

PHILLIP ROSENBAUM

4877 ROSEDALE AVENUE

MONTREAL 29, QUE.

ADVERTISING

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PRESIDENT

There have been a spate of magazine articles recently criticizing Home and School for being ineffective. Now of course, some of these accusations are well founded in fact. We do have Associations which meet lethargically every month, listen to the currently popular speaker and promptly forget 98% of what they heard the very next day.

But we also have a great many who hold truly educational meetings which explain what the schools are doing, give deeper insights into family relationships, and survey community facilities for children. It is not so common for these programs to lead into action. Projects such as libraries, rinks, art classes and scholarship funds abound in many Associations, and certainly this is excellent progress in the fifteen years that we have been organized. But our voice is not often heard on a provincial level.

This is best accomplished when one Association uncovers an area in which progress is slow; it collects facts, studies them and comes up with concrete suggestions to be passed on to our Federation for action, on a provincial level. Our Federation Committees also can initiate

such action. For instance, the Traffic Safety program grew from work done 12 years ago in Kensington Association. This was picked up and expanded by a Federation Committee. Similarly we are happy to note that the Boards of St. Anne's, Westmount, Mt. Bruno and now the Greater Montreal Board are carrying on in-service training programs in Mental Health for their teachers, since our Parent Education Committee sparked our request for such programs.

Examples stemming from Associations over the years are the study and action taken on the lack of family welfare services off-Island, on which, unfortunately progress is slow. But the request to Health authorities that infectious disease regulations be standardized throughout the Province is now implemented. And perhaps we had some influence, when we asked for more financial assistance for students seeing that legislation is proposed for the current session on this matter.

However our record for action on a provincial level is definitely poor compared with other provinces. As one step toward consolidating our thinking and our position, we hope to gather all past resolutions into a policy platform leading toward more effective action.

Shocking gaps occur, with no expressed policy on many important

matters. English speaking students are not using the Trade and Technical School facilities nearly as much as their numbers indicate they should; nor are they applying for the bursaries already available from the Department of Social Welfare and Youth. (This Department has recently been divided into two.) This calls for internal action within our own Associations. A wider aspect of this same topic needs more study and action also; the provision of facilities in all schools for children of all kinds of abilities . . . the slow, the brilliant and the retarded. We have asked the Department of Education to plan action on the retarded, and are confident they will do so as soon as possible. (It is your responsibility to examine the situation in your own school, and to work toward more complete facilities.)

Another troublesome subject is the use of the school grounds after school hours. In many communities recreational bodies are buying land almost adjacent to school playgrounds which are withheld from public use as soon as school closes. There is a widespread feeling, expressed and agreed to at the Conference on Education in Ottawa, that joint planning should eliminate such costly overlapping.

We have been asking for some years that parents be represented on general Curriculum planning committees of the Department of Education, and this year for the first time, we have been asked to submit

a brief on parents' assessment of the present High School English course. High interest has been shown by the 70% of possible replies to Mrs. Dow's questionnaire to High School Associations, and the brief has been presented.

Then there is a disturbing discrepancy in the adequacy of Health services across the Province. We have a great responsibility here, in pressing locally for floridation of water supplies. The matter of educational TV needs study, as does

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Quebec Federation

A HISTORY OF PUBLIC SERVICE

(1944-1959)

MARTHA BENJAMIN

Part I

With the fifteenth anniversary of the Quebec Federation of Home and School Associations this May, it is time to reminisce and think again of our humble beginnings, and the wonderful strides that have been made in these fifteen years.

The first Association of which there is a record was that formed at MacVicar School in Montreal in 1930, under the leadership of its Principal, Miss Helen Guiton, now better known as a novelist. In 1931 Asbestos organized an Association, as did Pointe Claire and Chateauguay independently, the following year.

By 1935 there were at least twelve local Associations in operation. From 1935-40 interest in the movement grew to the point where in 1940 the Mental Hygiene Institute appointed a committee to study various types of Home and School Associations, particularly to study their organizational methods of enlisting parent and teacher active co-operation and participation. In the same year, Mr. Leslie Buzzell, President of Roslyn Home and

School Association, undertook to organize the known local groups into a Provincial Council.

This Quebec Provincial Council was formed June 27th, 1940, with provisional officers elected, Dr. W. H. Brittain, then Vice-Principal of Macdonald College, as President. The officers were to draft a constitution, and to prepare pamphlets that would acquaint member associations with the nature of a Home and School Association, and of the existing educational system in the Province, how it is financed and other similar topics.

In June of 1941 Mr. Charles H. Savage became President of the Council, with Dr. W. P. Percival, Director of Protestant Education of the Province of Quebec, the Honorary President. By April of 1942, the Council's Educational Committee announced that ten pamphlets were ready for distribution to the Associations.

Meantime, however, the Home and School Movement had its difficulties. In January 1941, three As-

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The
ANNUAL MEETING AND CONFERENCE
of
**THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS**

will be held at
McGill University — May 1 and 2

SCHEDULE OF EVENTS

- Friday, May 1 — Afternoon: Council of Representatives.
— Evening: The President's Reception.
- Saturday, May 2 — Morning: Workshops.
— Afternoon: Council of Representatives.
— Evening: Banquet at the Mount Royal Hotel.

Register **NOW** through your Association Secretary.
YOU are invited to attend all sessions of the Conference.

IT ALL DEPENDS

Ever stop to realize what is the most important resource which keeps us in the forefront of economic progress—agriculture, mineral wealth, our forests?

Certainly each of these contributes mightily to the nation's wealth and status . . . but none more so than indispensable electricity!

It provides power for our factories . . . for tools, farm equipment and home appliances . . . lighting and heating for comfortable living and working . . . telephones, television, radio for communication and entertainment . . . street lights, traffic controls, fire alarms to safeguard us. Indeed, every vital aspect of modern life *depends on electricity* for its existence.

And, to meet the ever growing needs of our expanding electronic age, Shawinigan will provide electric power for each growing demand in its territory as steadily and reliably as it has over the past half century.



associated and subsidiary companies

Atkinson's Diary

A Transcript of a Recent Radio Program

Educationalists made the biggest error of their careers when they coined the phrase — "Education is Everyone's Business". I maintain that education is *not* everyone's business; if you're a real estate salesman, the last person you will sell a house to is another real estate salesman. So be it with education; the professional teacher is the salesman of education.

It is our position as citizens and parents to be cognizant of education, but not to make it a business, as we do with the job that earns us our daily bread. As I said, however, the professional educators can blame only themselves if people are interfering with the profession of teaching, because they themselves said that education was everybody's business. Now, I don't think they meant it that way; what they meant was that education of the youth should be looked at as a serious matter by all the parents of Canada and not left solely to the teacher to cope with this big problem. Pride is still our most precious possession, and pride of position is one of our most compelling factors. I put it to

you, if someone came up to you and suggested that they know more about your job than you do, you'd be insulted, and rightly so. No one knows more about your particular job than you do; the rest of us can only speculate at the broad picture of your profession. We might, as outside observers, see a very small point that is being overlooked in the larger scale of the operation, but generally it's only a small and relatively unimportant point; however, we thank our observer and continue with the task at hand.

I think this is the same with teachers, who, in my humble opinion, have the world's most difficult task. It's not the dealing with children, but dealing with the child's parents that requires infinite tact and patience — to express the reason for homework, study and curbing leniency in the home. The teacher fights the whole community in his efforts to teach our Johnny how to spell, everyone expressing his own personal narrow-mindedness on the subject with such phrases as: "When I went to school we were . . . etc." If the teachers

weren't more polite, I'm sure they could counter with such phrases as: "Well, yes, but when you went to school, the schools were still heated by coal and wood stoves in the classroom."

No, I believe in our teachers. Education has changed, standards have risen, advanced education is becoming a must for our latter 20th century. Let's give the teacher his freedom, and pay no attention to the inane remark that education is everyone's business. Just be cognizant of the fact that education is a must, and let him proceed without undue interference. Support the school system in Canada, and let our teachers get on with teaching, rather than fighting the would-be do-gooders.

Gordon Atkinson — Actor, Director, Producer, speaks his mind each week-day morning at 8:35 on CBM.

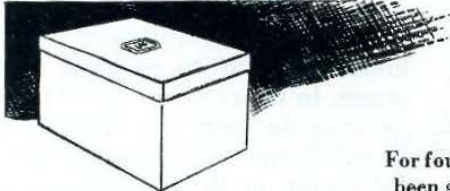
PRESIDENT . . . from Page 3

the quality of all TV programs for children, especially as the CBC is most receptive to responsible public comment.

It is clear that action takes place on two levels, local and provincial, sometimes both at once, as when local Associations press for standards in their own communities which have been adopted as provincial Federation policy. The scope is endless. In many cases the Department of Education is already planning progress and changes, in which case our support will hasten fulfilment; in other cases local school boards are reluctant or unable to initiate the desired changes, but here too we can support and hasten progress.

This is the time of year that resolutions are being prepared for presentation to our Annual May convention. What action program is your Association planning either on a local level or as a resolution to our Federation?

RUNA WOOLGAR



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Play and Playmates

It is often said that children work at their play. This is understandable for, to them, play can be a serious business since this is their way of exploring the world, of testing skills and abilities, trying new things and making friends. Through play their mind is exercised and body strengthened. They choose their own play and as a rule they tend to pick what is "good" for their growth—physically, mentally, emotionally, and socially.

THE VALUE OF PLAY

Children have many kinds of play. There is the exploratory play of a baby; dramatic play at whatever age; constructive play with puzzles, aeroplane models, or with dad's tools; creative play with paints, clay, etc. and finally, in out-

door games and sports. In the course of these activities a child may play with adults, older children, younger children, and children of the same age. Also, there are times when he will prefer to play play-skills he is, at the same time, alone.

Play is essential to growing up and to achieving physical and emotional maturity. Through play the child begins to learn more about himself and how to get along with others. In the give and take of play, he soon discovers the importance of self-control and the adjusting of his actions to the interests of the group as a whole. By increasing his developing an inner sense of confidence and self-assurance. Physical

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NATIONAL CONFERENCE ON CITIZENSHIP

by WILLIAM ASHERMAN

It was quite a surprise when, one day in July, I received a letter from the Deputy Minister of Citizenship and Immigration, Colonel Laval Fortier, inviting me to a National Conference on Citizenship, held at Minaki Lodge, Lake of the Woods Region, Ontario, from August 24th to 28th.

All participants were guests of the Government and were excellently looked after, in every respect, by Col. Fortier, by Mr. Jean Boucher, the Director of the Canadian Citizenship Branch and Mr. W. H. Agnew, one of the Departments Chiefs. The conference was very efficiently chaired by Mr. Saul Hayes, executive director of the Canadian Jewish Congress.

There were 80 delegates from all over Canada in attendance, English and French speaking, Catholics, Protestants and Jews, white, black and yellow, who were invited as individuals being active in citizenship work, and 40 officers of the Citizenship Department. It was the second conference of its kind; the first was held, at Scarborough, Ont., in 1953. Whereas the latter mainly dealt with citizenship problems in general, on a national level, the purpose of Minaki was to see how citizenship work could be best stimulated, assisted and improved on a local level.

One of the main concerns of the Citizenship Department is the inte-

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COURTLAND PARK HOME AND SCHOOL ASSOCIATION

At the January meeting of the Courtland Park Home & School Association, an interesting experiment was tried with a film night. The film dealing with behaviour problems of 10-12 year olds was shown to an audience of Grades 5, 6 and 7 children and their parents.

Mrs. R. D. H. Heard, Director of Parent Education of National Home and School briefly introduced the film and following the showing, the audience separated into small groups of children groups of adults for "buzz" sessions. When the audience reassembled pertinent questions raised in the groups were then discussed.

"Buzz" sessions have been tried with High school students but never a group as young as this. It was a highly successful meeting with a large turn out.

HULL HIGH SCHOOL

Mother and Daughter Teaching

Mother: Mrs. Edgar Reside, Grade 2.

Daughter: Mrs. Jack Burden, Commerical.

Children also attend school.

Jackie Burden — Grade 4

Diane Burden — Grade 2

Mrs. Reside began teaching in 1913, salary as low as \$320. Retired in 1924 to raise a family of 2 girls and 2 boys. Returned to teaching when Mrs. Burden went to Macdonald College in 1941-42. (Mrs. Reside retired in June 1958 since the original notice was sent in.)

Mrs. Burden graduated in 1942 from Macdonald College. Taught 5 years, worked in an office 2 years, retired for 5 years having a family of 1 boy, 2 girls. Returned to teaching in 1954. A second son was born June 24, 1957. Mrs. Burden teaches commercial subjects.

BEDFORD HOME AND SCHOOL ASSOCIATION

The School building is being used to the advantage of the community. Rooms have been rented out to Cubs, Scouts and Brownie, as well as English classes, Art, Ballet, Elecution and Drama classes. Sports have not been overlooked. Presently, t h e "Neighborhood

QUEBEC HOME & SCHOOL

House" a community centre on Clarke Street, is branching out in our vicinity and will rent rooms twice weekly at Bedford School, and will cater to the needs of children.

The school is the focal point in our community and is serving its needs.

Bertha Rosenthal

HULL HOME AND SCHOOL ASSOCIATION

As we are so close to Ottawa, and have no English language newspapers published in Hull, we send our newspaper reports and announcements to Ottawa newspapers through the Ottawa Council of Home and School Associations. We recently received from the Ottawa Council a revised sheet of instructions with one paragraph that seemed important enough to pass on as it might be of interest to other publicity chairmen. I quote, "Inform all speakers that press write-ups appear in the press. The writeups are usually written by the publicity chairman, but a reporter could be present without our knowledge. Ask all speakers permission before you quote them."

The press are covering some meetings without our knowledge and they don't always make themselves known.

We tried something different this year for Publicity. As so many people forget meetings in spite of regular meeting dates, bulletins and

phone calls from Grade Mothers, we felt it might be a help if they had a constant reminder with each meeting date plainly marked—with a star. The calendar, shows a line drawing of the School, 'Hull Home and School Association' printed under the picture but above the stapled-on calendar. We sold them at almost cost price, and have recovered the outlay so that makes our treasurer happy.

The success of sales was due to the hard work of Mrs. Adrian French, publications convenor and the co-operation she received from Grade mothers and teachers in taking orders.

I hadn't an opinion about the use of our school building and grounds by the public until your query. I do feel that it is good Public Relations to allow the school to be used—by reputable associations of course—and it should be profitable too.

I have no funny stories this time unless you consider it funny that my 12 year old son actually thought corned beef was a product of corn. I feel guilty about this and have made a resolution to make a Jiggs dinner if I ever find out how.

Joan Smyth

(Over)

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COWANSVILLE HOME AND SCHOOL ASSOCIATION

This Association took as their program theme "Spotlight on Education."

The subject: "What Use Is Education?" has been divided into five parts.

Part I: For Arts, Trades and Crafts.

Part II: For professions.

Part III: For natural resources industry (Agriculture, Forestry, Mining, etc.)

Part IV: For manufacturing industry and commerce.

Part V: For family and community living.

Gilbert Brown

LOGAN HOME AND SCHOOL ASSOCIATION

On December 3rd, 1958, Logan Home & School Association held another General Meeting, which was very well attended. The main part of the program was an interesting and stimulating panel discussion on "Conformity of the child to school and the community — can Johnny be different?"

Panelists were Dr. S. Barza, prominent psychiatrist, Miss Jessie Waters, medical social worker, Miss Mead, Grade VII teacher and Mr. H. Kattan, a parent. Mrs. M. Entin acted as moderator.

To give a brief summary of the discussion, it was found that conformity could be both good and bad; that it depended a lot on the

standard of the home and the school, and on the influence of other children. A certain amount of discipline was necessary to keep children in check. They were not only individuals but members of a group, the family, the class, etc. Children should conform to teacher's and parent's directions but we should always remember that conformity was not regimentation. Once children had learned to conform they could start to be different. It was difficult to apply a strict classification as to various degrees of being different. Children could have ideas of their own and still not be rebels.

Parents attending the meeting showed their great interest in the rather complicated topic by putting a great number of questions to the panelists who did their best to answer. In all, it was a very useful and instructive meeting.

Wm. Asherman

THETFORD MINES HOME AND SCHOOL ASSOCIATION

Principal S. L. Hodge, guest speaker at their first fall meeting, was introduced by vice-president George Moad.

Mr. Hodge took as the topic for his address "How the Home and School Association Can Work with the Teaching Staff" and in the comparatively brief time at his disposal covered the subject both ade-

Continued on Page 16



BOOK REVIEWS

Joan Walsh Anglund
**A FRIEND IS SOMEONE WHO
LIKES YOU**

A charming little book, beautifully illustrated with delicate drawings with a self explanatory title. For ages 5-9. Harcourt. 1.75.

Barbara Cooney
CHANTICLER AND THE FOX

Adapted from Robert M. Lumiansky's translation of the 'Nun's Priests Tale' in the Canterbury Tales of Chaucer. The country scenes filled with medieval detail make this an outstanding picture book. The story of the crowing cock and the prattling fox will please age groups from 5-8. Crowell. 3.00

Karla Kuskin
THE ANIMALS AND THE ARK

The old Noah's Ark story in gay verse with grey and white illustrations. Ages 5-7. Harper. 2.50

Dorothy Stirling
THE SILVER SPOON MYSTERY

This is an amusing original story

of crime in a community which the children solve. Illustrated by Grace Paul for ages 8-10. Doubleday. 2.95

Berrill, Jacquelyn
WONDERS OF THE ANTARCTIC

The authors black and white drawings add to the information of penguins, seals and whales and wonders of the white world. The last chapter gives a little information of the discovery of the Antarctic. For ages 8-11. Dodd. 2.95

Bretty, Grace Neff
THE RUNAWAY

An exciting adventure story of a boy who eventually finds his own family. Set in the 1800's in the U.S.A. Ages 9-12. Follett. 2.95

Baumann, Hans
THE BARQUE OF THE BROTHERS

A sea story of special appeal to boys. Full of adventure and mystery during the Age of Discovery. A good yarn for children who like their sea stories mixed up with history. Ages 12-16. Walck. 3.00

du Jardin, Rosamond
WEDDING IN THE FAMILY

A pleasant teen-age story of true romance, filled with good humour and philosophic observations. Beginning with a delightful wedding scene where our heroine, Midge Heydon acts as bridesmaid to her sister. Ages 12-15. Lippincott. 2.75

Norton, Andre

STAR GATE

A fantasy-science story of the world of to-morrow. Good scenes as the hero together with scientist colonists flee through a dimensional curtain into another Gorth ruled by cruel Star Lords. Exciting reading. Ages 12-16. Harcourt. 3.00

Gallico, Paul

MRS. 'ARRIS GOES TO PARIS

A delightfully moving story of a London charwoman who is determined to buy a dress in Paris from the house of Christian Dior. She saves enough money and spends a week in Paris, buys her dress and meets a charming group of people whom she helps in their troubles. For all girls who have dreamed of owning something special. Doubleday. 2.50

Bentley, John

THE DEVIL BEHIND THEM

Colourful stories of nine racing drivers, with a mixture of anecdotes and legends. Entertaining reading for all readers. Prentice-Hall. 3.95

Davies, Maxine

SEX AND THE ADOLESCENT

Contains complete information as well as down to earth advice for both teen-ages and parents. Written in a way which is both friendly and frank. Dial. 5.00

Reviews prepared by
KATHLEEN CLYNES

RECORD REVIEWS

"KLONDIKE GOLD RUSH"

Told by author Pierre Berton, who wrote "Stampede for Gold—The Golden Trail". On one side is the story of the old days of Dawson City and the Trek for Gold. The other side tells of the Northwest of today.

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RAWHIDE

Max Ferguson (Rawhide) broadcasts since 1949 on CBC in Canada. Four typical programs of his noted impersonations include: Wuthering Heights, So To Speak, The Nymph and The Lamb, The Defence of Rawhide. Notes.

FS - 3862
Folkways

WALT DISNEY'S BAMBI

Shirley Temple, with Voices from Actual Disney Sound Film.

Shirley Temple does the narration on BAMBI, an adaptation of Felix Salten's original story. This is an outstanding production. Cover depicts BAMBI surrounded by his "friends of the forest." It's highly appealing. The flipside of this LP is THE TOOTLEPIPERS' ZOO, all new material about animals.

LBY-1012
RCA Victor

**POPEYE'S FAVORITE SEA SHANTIES
AND OTHER SONGS**

Captain Allen Swift with Bill Simon and the Crew.

The "I eat my spinach" cartoon character is a solid favorite with the youngsters and they will see his picture, along with that of his long-time lady love Olive Oil, on the cover of this album. There's a real spirit of adventure to the album that gives children a chance to satisfy their wanderlust while sitting at home in front of their record players. Material includes favorites like "London Bridge Is Falling Down" as well as littler known items in the "Silly Sailor" vein. Each is given a "seaworthy" chanting by the Crew.

LBY-1018
RCA Victor

AESOP'S FABLES

The Hanky Pank Players.

A number of the world famous AESOP'S FABLES are dramatized by the talented Hanky Pank Players. In a sense these are "modernized" AESOP'S FABLES. Well-known stories include "The Tortoise and the Hare," "The Mice

and the Cat," and "The Boy Who Cried 'Wolf'." Sound effects play a big part in the retelling of the stories and the "characters" are portrayed by skilled actors. Each fable is concluded with a moral as, in the case of "The Boy Who Cried 'Wolf'," "If you tell lies there'll come a day when no one will believe a thing you say."

LBY-1019
RCA Victor

**BLACK BEAUTY
AND OTHER GREAT STORIES**

Marla Ray with Cast.

Along with BLACK BEAUTY are three other excellent children's stories. THE EMPEROR AND THE NIGHTINGALE is the famous Hans Christian Anderson tale while THE SELFISH GIANT is an Oscar Wilde narrative. SCHNAPPSIE AND THE MAGIC BUTTON is an original by Marla Ray and Lyle Kenyon Engel, a clever story about a dachshund puppy which is now going to be made into a "Little Wonder Book."

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BLACKBOARD . . . from Page 12

quately and interestingly. He began by complimenting the Home and School on the work it had accomplished in the brief 2½ years of its existence, pointing out that although in all cases they had not been entirely responsible for the things accomplished, the organization had at the same time played a definite roll in bringing them about. Among the accomplishments mentioned were the Library Fair, which while in itself highly successful, had also he believed led directly to the recent grant of \$100 received from the Department of Education for more books for the local school. The second big result of the formation of a Home and School Association in Thetford Mines, had, he said, been a marked increase in understanding between teachers and parents, with such effectual interest in school problems by the parents, that the school now had three more teachers added to the staff and the contractors were already working on a new school building. While Mr. Hodge pointed out that these two very important advances might have happened without a Home and School Association, there is little doubt that this organization did play a part in bringing them about quickly and effectively.

At the same time that the Home and School Association had accomplished much in its three years of existence, Mr. Hodge said that these three years had occasionally

been a time of strain for the teachers. Since most of them had never before worked with a Home and School Association, it had often meant extra work and patience for them to learn to work with a group of parents, but once the strain of the change had been accomplished, he said he was sure they were all the better and happier for it.

Having pointed out how the Home and School Association had led to changes for the teachers, Mr. Hodge then proceeded to point out a number of ways in which the parents could help the teachers. Among the points suggested were cleanliness of the children, providing kleenex for a snuffly child, teaching good manners, seeing that small children were able to dress themselves in their winter suits, regular attendance or the providing of a note for an absent child, making certain that their child is vaccinated and providing the school with a record of same. Keeping a watchful eye on the homework and encouraging their girls to wear tunics in preference to jeans, while seeing that their boys do not come to school in black jackets or with duck-tailed haircuts was also important, Mr. Hodge said, pointing out that the wearing of extreme clothing or hair styles could lead to black-jacket thinking with all its unpleasant results. Mr. Hodge made a plea to the parents to encourage their children to work and work hard and finally asked that they as a group make it a practice

not to knock their school but boast about it. Nothing, he said worked so well with both teachers and students, as a little praise.

To close his talk, Mr. Hodge listed some things he felt the Home and School Association might consider as future projects for the group. He suggested parent-education, a car pool for transportation of the basketball teams, etc., support of the Magazine Sale by which money was made for the High School Athletic Association. He also suggested that parents might look into the question of hiring a Physical Education Director for the city, and finally suggested that they might do something for the young person beyond high school age. He pointed out that while we go to great lengths to keep the school-age children occupied, we tend to forget them once they leave high school, with the unfortunate result that they often make mistakes during this age group which might be avoided with proper supervision.

Gladys Taylor

MALARTIC HOME AND SCHOOL ASSOCIATION

Dear Editor:

Since we are so far away, we thought it would be interesting to send you a few of our clippings. We feel we have a very fine Home and School Association — busy in all phases of our school life, from library work to safety drives.

Your new H/S magazine — great!

The following are the headlines as they appeared in newsprint:

— First Malartic UNICEF

Drive Returns \$90

— Malartic Concert

Brings Applause

Over 75 gifts were contributed by our school to the "Forgotten Mentally Ill."

— Malartic H. and S.

Panel Discussion

This was based on "Education in our School" — American text books: The Curriculum — Home training of the pre-school child; homework; discipline, etc.—Lively!

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Vancouver Child Takes \$125,000 "SHELL OUT" Gifts to United Nations

* * *

Young Mildred Kwan, an 11-year-old Chinese-Canadian child from Vancouver arrived here today en route to the United Nations where she will present a cheque for \$125,000 to the United Nations Children's Fund. The cheque represents gifts collected last Halloween by children across Canada in their annual "Shell Out" for UNICEF. *Special congratulations were sent to her here by the Honourable Sidney Smith, Canada's Minister of External Affairs, whose message read in part: "It is with an inestimable pleasure that I extend my abiding congratulations to the children of Canada for the magnificent results which they have achieved in their recent Halloween "Shell Out" to aid the necessary and vital work of UNICEF. I am very proud, as I am sure all Canadians are, of Mildred Kwan and all the other children who helped to make this undertaking a great success. As a former president of the United Nations Association in Canada, I declare that the organization of this project testifies very*

highly to the effectiveness of the Association. To all its members I wish success in its active and creative programs."



Mildred, a member of the "Explorers" of Central Presbyterian Church in Vancouver, was chosen to make the presentation from more than eight hundred representatives nominated by participating groups from coast to coast.

Sadie Heywood, chairman of UNICEF Halloween "Shell Out" Campaign writes her grateful thanks to all Associations who cooperated.

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Best wishes to the newly formed Stanstead Regional Council. Members of this Council are Compton-Waterville, Beebe, Ayers Cliff, Magog, Stanstead, Coaticook and North Hatley.

NURSERY SCHOOL TIME— WEEKLY TOPICS

February: Window Shopping, Valentines, Little Fishes.

March: Taking a Trip, Water Everywhere, Easter.

April: The Corner Garage, Spring is Here, Some Unusual Animals.

May: The Sea Shore, Farm Babies, A Visit to School.

Nursery School Time is prepared and presented by the School Broadcasts Department of the CBC.

CITIZEN'S FORUM PROGRAM SCHEDULE

EDUCATION FOR TOMORROW

What Should our Schools Achieve?
Television: Feb. 15. Radio: Feb. 19.
What Changes Should We Make?
Television: Feb. 22. Radio: Feb. 26.
How Shall We Raise the Money?
Television: Mar. 1. Radio: Mar. 5.

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CITIZENSHIP . . . from Page 9

gration of immigrants and Indians, the latter moving from the reserve to urban communities, and accordingly this problem greatly influenced the program of the conference.

The meanings of repression of minorities, segregation, assimilation and integration were compared. It was stated that repression had no place in a democratic society. Segregation was undesirable because it would keep majority and minority groups apart, would create suspicion and even hatred between groups and besides, it would cause all kinds of administrative problems. Assimilation usually means pressure being exerted by a dominant group over the others, it represents a "melting pot" theory where customs and cultural identities of minority groups are lost. Although it may be said that some time it is difficult to draw a sharp line between assimilation and integration, on account of the fact that minority groups gradually get used to the way of life of the majority, Canada has always been in favour of integration.

In the following, a number of the suggestions made are being listed:

The Department should relate to the public the importance of citizenship and should give a broad outline of its areas.

To this end, mass media in general, but especially films should be used.

Support of Provincial and Municipal Governments should be secur-

ed, the latter in connection with Citizenship Councils.

Citizenship Branch should give assistance to arrange for leadership training courses.

Specialized services for immigrants should be provided in large centres.

Immigrants should be kept advised as to the welfare structure in Canada; also that they are free to move inside the country which freedom does not exist in some of their countries of origin.

Information and counselling services abroad to prospective immigrants should be improved.

Pamphlets and/or illustrated booklets in various languages should be made up by citizenship councils and other organizations to provide information to immigrants, at arrival.

More and better language classes with good teachers should be made available.

Better textbooks for language instructions should be prepared by the Department.

Community organizations should be encouraged to arrange classes and radio broadcasts. Also employers (of large firms) should provide

Continued on Page 24

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Red PTA's Keep Children With Noses to Grindstone

Reprinted from *The Montreal Star*, December 23, 1958.

by RUTH DUNBAR

Moscow — Ivan's grades are not a private affair, of concern only within the family circle. They are the primary business of the Parents' Committee — Russia's equivalent of the PTA.

As soon as a pupil's grade book is decorated with a few "2s," a notch above failing in the Russian marking system, the Parents' Committee moves in. All the pressure of a disapproving-but-determined-to-help society is brought down on his head.

First he is warned. Then he and his parents are summoned before the committee's presidium or governing body, there to be grilled on the reasons for his poor showing. His teacher, who reported his weakness to the committee, is present.

Laziness Blamed

"What is the usual cause for poor grades?" we asked.

"Mostly laziness," the teacher smiled. "Even in Russia, children sometimes are lazy."

The case diagnosed, the Parents' Committee prescribes a cure. The child's parents must budget his time, see that he does homework

on schedule and gets proper rest and food.

When it doesn't work the committee has other devices. It may call the plant where the child's father works, enlisting the aid of the trade union official. If the father has taken the matter lightly, he'll be given a different interpretation.

Or the committee may call the apartment house where the child lives. There it will contact another Parents' Committee for the apartment, asking it to check up on the errant schoolboy.

(Over)

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Parents Group Zealous

The Parents' Committee also organizes a study room after hours in some schools, where every day a parent supervises the homework of low-ranking students whose parents are working.

If all efforts fail and the child persists in being a poor student, the committee may recommend expulsion from school.

Once each term a meeting of all parents for one classroom is called, at which the teacher discusses each child by name, indicating his success or failure in school.

The task of bringing pressure on a child to be a good student is handled by the "academic" subcommittee of the Russian parents' organization. This subcommittee may also plan lectures for parents on the school program or on best ways to bring up children. In some schools, it maintains a bulletin board and a lending library for parents.

Since by law the Russian Parents' Committee may not charge dues, it raises money for its activities by holding benefits (often children's concerts). Every school has a patron in the community — usually a factory or collective farm — which may help provide cultural programs.

A sanitation subcommittee of the Russian PTA checks up on food and lends a hand in the school lunchroom. It inspects the school building for cleanliness, reporting

oversights to the principal. It also rounds up children who need physical examinations and takes them to the doctor.

The Parents' Committee sometimes buys school uniforms or hot lunches for poor children, but it doesn't believe in supplying television sets or auditorium drapes for the school.

Is Everybody Happy? Yes

What happens if parents aren't satisfied with a school?

"Oh, we never had such a case," said Mrs. Maria Fedorchenko, president of the Parents' Committee for school No. 1 in Moscow. "Parents are entirely happy with their school and have confidence in the teachers. They never complain."

Mrs. Erofeeva said: "Teachers are specialists, parents aren't. So we don't complain."

Unlike the American PTA, with its pyramid of local, city, district, state and national organizations, the Russian Parents' Committees are strictly local. Again unlike America, they do not try to involve all parents in their activities.

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Within the powerful Russian Academy of Pedagogical Sciences is a subdivision known as "Education in the Family." This section sponsors a three-year seminar for members of parents' committees.

Children's Home Behaviour

Meeting once a month, the seminar consists of lectures on the principles of education, on family education, child development and psychology.

Recently the "Education in the Family" branch of the academy has advocated a new type of meeting for parents. It has suggested that schools ask children to write an essay on some such topic as "How I Behave at Home."

Then a general meeting of parents and children is called, at which the essays are discussed. The group points out how the child could improve and analyzes the mistakes of parents.

Although the director of the branch said only good children are mentioned by name at such meetings, she laughingly admitted that "everybody knows who the bad ones are anyhow."

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CITIZENSHIP . . . from Page 20

language classes especially during seasonal unemployment.

Citizenship branch should make available information to ethnic press, who with ethnic churches play active role in communities.

Inter-ethnic activities in form of international institutes should be sponsored in major cities.

National exhibition should be arranged to show exhibits of various cultural (minority) groups. Also folk festivals with ethnic floats.

Decision to become a citizen should be left entirely to the individual.

All aliens should register as aliens.

Ethnic press should provide information as to naturalization procedure.

Citizenship Branch should assist in providing leaders and programs for celebration of Citizenship Day and Dominion Day.

All ethnic groups should be represented at celebrations.

National Conference should be prepared regarding Centennial of Confederation.

Discrimination in any respect should be fought (housing, education, employment).

Legislation to improve inter-group relations should be introduced.

Cultural interchange should be arranged, also by voluntary organizations.

Higher degree of bilingualism should be promoted.

Certificates to be handed to youths reaching voting age should be more generally used.

Institutions and organizations should give greater emphasis to citizenship training and proper literature should be provided as well as meeting places for the use of interested groups.

Visits to other provinces and inexpensive tours of Canada should be organized to gain more knowledge of the country.

Improvement of communication between organizations should take place and greater skills in using and distributing information material acquired.

National clearing house for informations should be set-up.

Conferences of Citizenship Convenors should be arranged on National and Provincial level.

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At the seminar I attended, I was privileged to report on behalf of Canadian Home & School, on our activities as a voluntary organization. From the reaction to my report during discussions and in private conversations, also from some of the recommendations made, I have been pleased to note that we are considered a well organized institution and that we are on the right track regarding citizenship work. However, much more has to be done in this field and individuals and associations should take a greater interest in citizenship activities and programs than heretofore. The problems of citizenship in a democracy are manifold, as the various suggestions made at the Minaki Conference show, reaching into many phases of ours and our children's daily lives. Only if everyone fulfills his duty as a citizen, according to his abilities, will we be able to preserve the precious privileges which we enjoy. Let us not forget that one of these privileges is to be members of and work for the largest voluntary organization in Canada, namely Home and School.

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QUEBEC . . . from Page 4

sociations joined together and called themselves The Federated Westmount Home and School Associations. By October, 1941, this group had their organization complete with Mr. H. Gilbert of Roslyn Home and School as first president. Two other groups joined the Westmount group in a few months so that by February, 1942 the more inclusive title of The Greater Montreal Federation of Home and School Associations was chosen, with Mr. Gilbert continuing as President.

The Quebec Provincial Council continued to function however, concentrating its energies toward development of the Province *beyond* the Island of Montreal.

The Greater Montreal Federation was actively promoting the ideals of the Home and School Movement *on* the Island and had committees working on such matters as school accommodations (lighting, ventilation, etc.), compulsory school attendance and air

raid precautions in school. In May 1943, Mr. Gordon Paterson (Willingdon) was elected President of The Greater Montreal Federation.

In June 1943, one month later, Mr. E. B. Philip accepted the Presidency of the Quebec Provincial Council, and Mr. Paterson became one of the vice-presidents. In a very short time the two organizations, with similar ideals and purposes, were consolidated into one, the various component parts were finally concentrated into one well-knit organization.

The Quebec Federation of Home and School Associations, (as it was now called), held their organizational meeting May 26th, 1944, when a provisional committee was appointed. Later, elections were held, and Mr. Paterson became President. At this time there were 45 Associations in the Province, although not all were affiliated with the Federation.

The national body was then known as The Canadian Federa-

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tion of Home and School Associations. They held their 8th Annual Meeting in Montreal, August 21-25, 1944, for which the newly formed Quebec Federation acted as host.

In 1944-45 the Quebec Federation started publishing "The News Bulletin"; set up Regional Councils to bridge the gap between the central Provincial group and the individual Associations; instituted Founders' Day, to identify themselves more closely with the national Home and School movement; held their first annual meeting in May 1945, where the former officers were re-elected. Gordon Paterson resigned in June and A. M. Patience, formerly a Vice-president, succeeded him.

In 1946 the Quebec Federation set up a committee "to study the Outremont Jewish school issue"; distributed a "Quebec Manual", giving a "typical constitution" for a local association, lists of publications, available speakers' lists etc.; approached the Montreal Protestant Central School Board to secure its co-operation in the establishment of evening classes for adults in arts and crafts; appointed committees to investigate such matters as school finance, improved medical and nursing facilities in schools, provision of vocational guidance facilities in schools, and the establishment of supervisors for physical education and school recreation; at the Annual Meeting elected K. G. Fensom as President, who introduc-

ed the thought of holding an annual convention as a means of bringing associations together for the exchange of ideas and the improvement of relations between Federation and local groups.

In 1946, too, Child Study Groups were organized in a number of Associations with leaders being trained, and invaluable assistance being given, by the Mental Hygiene Institute. The Parent Education committee published a list of books recommended for Parents' Bookshelves. A committee was set up to study the question of teachers' salaries, and a Curriculum committee was organized. By the end of 1946, 44 Home and School Associations were affiliated with the Federation, and 29 more, mostly

Continued on Page 32

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PLAY . . . from Page 8

activities are building a healthy body and increasing his strength. Also, through play he is learning what things are made of, how they work and the reason why they work. This helps him to deal more effectively with the world about him. Good, hard play is very important not only for children, but for adults as well, for it encourages and channels in a constructive way, the release of tensions and negative feelings so common in the hustle and bustle of everyday living.



DRAMATIC PLAY

has special values for children. In their play they act out the world as they see it. They will pretend they are mother at home, father going to work, the doctor or nurse in hospital, the teacher, the postman, and so on. Play-acting helps them to become more familiar with the world around them. It also enables them to express whatever anger, fear or even hate they may have stored up. Since they are only doing this "in fun", it is a mentally healthy out-

let for children. But remember, you can learn a lot about your child's feelings and problems by the way he plays.

CREATIVE PLAY

gives tremendous satisfaction to the child. And if he is to remain creative and develop genuine self-expression, he must have praise and recognition for his work. Materials that can give the most creative opportunities to children are paints, large brushes, large sheets of paper, clay, and a pasting box containing everything from wood shavings to bottle tops. He will have fun by himself, with little or no assistance from you. If his friends are with him it may be wise to help out now and then. This also gives you the chance to say how well you think they are doing.

WHAT ABOUT PLAYMATES?

A child needs playmates of about his own age, for by testing and comparing himself with equals he begins to discover and recognize his own strengths and weaknesses. Playmates who are about similar in age and interests, give a child a feeling of belonging and importance. This is so necessary for the development of assurance and confidence. Then too, because children vary from one activity to another in their play, it is possible for each child in the group to excel at something and so share the satisfaction of being a leader.

GROWING UP

While at the age of two, children still play pretty much alone. By three they will be playing side by side. In the fourth year the two-some has grown to three or four and they begin to co-operate in their play. A child's attitude towards other children—and later towards other people—is strongly influenced during this early stage of social play. Whether a child will be outgoing and friendly, fearful or suspicious, is pretty much determined in the first few years of life.

When they start school, children should be allowed to choose their own friends and encouraged to bring them home. This is the way they learn how people have different ways of doing things and of behaving. If a child has been brought up to be a close member of his family, he will accept the family standards and learn to choose his friends wisely. However, sometimes you will not always approve of your child's friends. What then? It's no use being angry. Forbidding the friendship won't help either. More than likely it's only a

temporary phase, but if it continues, try to find out what your child is experiencing. Maybe there just aren't other children of his age and interests in the neighborhood—consequently he needs help in finding them elsewhere. Or perhaps you should bring the child you don't like into your home. You will find that he may not be as bad as you thought and if he is, it won't take long before your child will begin to sense this himself and start looking for other friends. Then too, be sure that the difficulty isn't that you are perhaps too strict!

At nine and ten children move into the gang stage. They love to belong to small friendship groups and "clubs" of their own sex. They need new and broader horizons to test and learn newer skills and powers. This can be done in the Cubs, Scouts, Brownies, Guides, the boys and girls Y's, 4H Clubs, etc. Where there is an organized recreational program in the neighborhood, they should be encouraged to join.

Continued on Page 37



Friendly pause



Education in the High School

Briefs Submitted to
Sub-Committee
on English

The Sub-committee on English of the Protestant Committee on Education for Quebec met on Friday, November 21, 1958, in Northmount High School to hear results of a questionnaire circulated through groups outside of those directly involved in Education in the High Schools. Representatives from McGill, Bishops' and Sir George Williams Universities; the Canadian Manufacturers Association; the Montreal Council of Women; and the Federation of Protestant Home and School Associations submitted their findings to the meeting. The School Education Committee was privileged to present the views of the Quebec Federation, and, on the basis of findings to date and future ones, *was invited to submit a brief to the Sub-Committee on English.*

From the seventy High School Associations contacted, we received twenty-nine replies. To all those who responded with such promptness, interest and efficiency, this committee expresses its deep appreciation. On the basis of the answers, we were able to present at least some measure of the opinions held on this important question by members of High School Associations throughout Quebec. (At least 99% of the replies came from outside Montreal!) The members of the meeting showed great interest and they now await a brief from the Federation.

To reflect accurately the opinions of *ALL* the High School and Intermediate Schools, we need many more answers to the questionnaire. If, therefore, you were not able, in the very short time, to complete your findings; or if you would like to add to any you may have sent us, will you please complete the questionnaire and send it to: Mrs. P. J. Dow, 4448 Wilson Ave., Montreal 28, Que. — Chairman, School Education Committee.

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QUEBEC . . . from Page 27

off the Island of Montreal, were not affiliated.

Two very active committees of the Quebec Federation in 1947 were the Community Standards, concerned with the distribution of immoral publications, promotion of "the lighted school house movement", civic actions directly affecting school children, securing better conditions for delinquent youth and development of community councils: and the Radio Committee, who studied the use of radio in school curricula, and current educational broadcasting in the United States and elsewhere. This year, with Station CFCF, this committee produced the first of the very successful programs "Home and School on the Air". A. W. Smith was elected President at the Annual Meeting in May 1947, but, because of a business transfer, resigned and J. A. B. McLeish was appointed.

On April 30, 1949, Quebec Federation's first Provincial Conference opened; Mr. McLeish was asked to continue as President for another year. In October of this year the first copy of "Quebec Home and School" appeared, to inaugurate a policy of publishing regularly a magazine which should be supported in part by the advertising it carried. The idea of Regional Councils was at first slow to develop, but under the direction of Dr. E. C. Powell, gained in popularity and,

by the end of 1948, 7 had been established (although not all survived).

The second Provincial Conference was held April 29th and 30th, 1949, at which time Dr. E. C. Powell was elected to the Presidency. He stressed the formation of Regional Councils and the communication of ideas to and from the National Federation through the Provincial body, the Regional Councils and the local Associations.

The third Provincial Conference was held at the end of April 1950; Dr. Powell was re-elected to office. In the Fall of 1950 a Conference of Presidents and Vice-presidents was organized, designed to give these leaders — and, through them, their members — a better understanding of the functioning of the entire movement. The Conference also served as a clearing house where these officers exchanged experiences and, in many cases, discovered that some of their problems which they thought to be unique were shared by others.

In December 1950 the national body changed its name to Canadian Home and School and Parent-Teacher Federation.

Three new standing committees were appointed in 1950; School Education, to assist Associations in the promotion of study groups on the subject; Traffic and Safety; and Children's Reading, dedicated to the promotion of children's leisure time reading.

The fourth Annual Conference was held May 11th and 12th, 1951; L. Mowbray Clark was elected President. At this Conference it was reported that there were 105 active associations affiliated with Federation, 51 of these within the Montreal area. In all, over 13,000 families were members. It was noted with satisfaction that Federation in its promotion of the objectives and purposes of the movement maintains liaison and co-operation with the Provincial Associations of Protestant Teachers, the Provincial Association of Protestant School Boards, the Protestant Committee of the Council of Education and the Montreal Protestant School Board.

In the fall of 1951, Dr. W. P. Percival accepted the Honorary

Presidency of the Federation. Dr. Percival, besides having been one of the founders of the movement in the Province and Honorary President of the original Council in 1941, was President of the Canadian Federation for three years. His interest was at all times a lively and personal one, quite outside his professional interest as Director of Protestant Education for the Province.

To be Concluded in next issue.

• • •

Note: Material for this article taken from Alex. Hasley's "Building an Organization — a short history of the Home and School movement in the Province of Quebec" which appeared in QUEBEC HOME AND SCHOOL, Feb., March and April, 1954, as well as Federation Minutes to be found in the Archives. M.B.

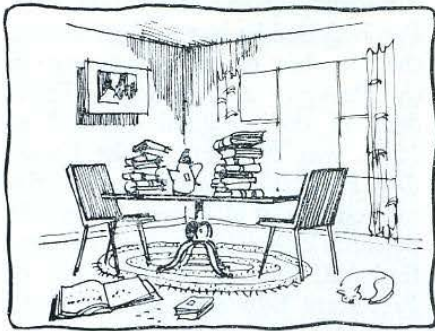
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**Annual Meeting and Conference of Quebec Federation
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At long last Quebec Federation has an office of its own. And its service to your local Association will be the better for it.

For some years now our base of operations has been the dining-room table in the home of Federation Secretary Inez Stark, with branch offices in the handbags and brief cases of the various Federation officers and directors. Not only was this an unjustified imposition on Mrs. Stark and her family, it was confusing and inefficient.

On December 1 that situation was corrected when we took possession of Room 2 at 1526 St. Mark St., Montreal. Our landlord is the Provincial Association of Protestant Teachers, which owns the building, and the rent is very reasonable.

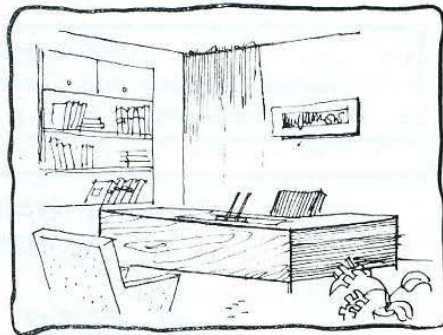
Of course, we were immediately faced with the problem of providing furniture and paying the rent until March 31, the end of our current fiscal year. With no budget provision to cover this expense, we

must ask the help of all affiliated Associations in meeting it. Some groups will naturally be able to help more than others, but an overall average of just 10 cents per member will provide the necessary \$2000.

The money is required by February 28, 1959, and I shall be grateful if you will raise the matter at your next Executive meeting so that your Association's cheque, made payable to Quebec Federation of Home and School Association (Headquarters Campaign), may reach this office before the end of February.

Yours sincerely,

RUNA WOOLGAR
President.





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Federation Notes

Our new office is still big news, and a cordial invitation is extended to all Home and School members to come and visit Room 2 at 1526 St. Mark Street, Montreal By the way, our stock of helpful publications is being added to considerably by the new Publications Chairman, Mrs. A. C. Roberts, who is past president of King's Association.

* * * * *

The office was unofficially "launched" with pink champagne and coffee (privately contributed) by the Executive Committee on January 5th . . . It was the coldest evening of the long cold spell, but all the Officers came and were soon very comfy indeed . . . Among those present were George Cochran, our newly-appointed Public Relations chairman . . . George is a teacher at Northmount High, in Montreal, and (despite his youth) a veteran newspaperman to boot . . . A very welcome addition to our Board of Directors.

* * * * *

There was one sad note in our rejoicing . . . The lady who had worked hardest to make the new office possible, and to furnish it, was unable to be with us . . . Isobel Shuster fell ill toward the end of December. After a stay in hospital, she is now convalescing at home . . . Her many friends in Home and School Associations throughout Quebec (and Ontario) will be glad to know that Isobel is improving gradually, and hopes to be with us by Conference time . . . How about a cheery note to her at 3525 Girouard Avenue, Montreal 28?

* * * * *

Incidentally, have you marked May 1 and 2 on your calendar for the Annual Meeting and Conference? Stan Dale, former Willingdon president, is in charge of Conference arrangements and has a lot of plans ready to tell you about in the next number of QUEBEC HOME & SCHOOL.

* * * * *

An important appointment was made by the Board of Directors in January . . . Howard Stutt, a teacher and member of the Greater Montreal Board's curriculum planning staff, is our new Constitution and Policies chairman . . . Howard is the fellow who handled the Resolutions job so ably at Conference last year, and it's good to know that he'll be on this assignment again.

* * * * *

Runa Woolgar, Doug Walkington and Fred Price represented Quebec at the National Home and School Executive Committee meeting in Toronto, January 8-10, and report considerable progress toward some important changes in the National organization—such as appointment of an Executive Director . . . Did you see our President on TV (Tabloid) with the National President, Harold Simpson? . . . They fired back at Arnold Edinborough's sniping very effectively indeed.

Runa Woolgar represented us in a panel discussion of the Ottawa Conference on Education, at a meeting of the Montreal Council of Women . . . Doris McIntosh attended the Vermont PTA Congress . . . Fred Price moderated a discussion at Gardenview (St. Laurent) . . . And Margaret Dow, as our School Education chairman, presented Home and School views to the Department of Education committee charged with revision of the High School English course . . . By the way, Dr. Giles has acted with much-appreciated courtesy in sending us notice of proposed changes in textbooks (see elsewhere in this issue).

* * * * *

Education Week is the first week of March . . . Our past President, Doug Walkington, heads the busy committee which represents a wide range of organizations . . . Doug is also a member of the Canadian Conference on Education's continuing committee, which is planning the next big gathering to follow up the highly-successful one held at Ottawa exactly one year ago.

* * * * *

William Asherman, our very able Citizenship chairman, acted as host recently—on behalf of all Home and School members—to new Canadians receiving their citizenship papers . . . He tells us that a new NFB film explaining our school system to new Canadians will shortly be released . . . It has a scene "shot" at a meeting of Iona Home and School Association, in Montreal . . . Speaking of Iona, Jack Chivers chaired a program on the Family Study there and reports much interest.

* * * * *

HOME AND SCHOOL ON THE AIR is heard from Montreal (CFCF, Saturday at 9.30), Ottawa, Sherbrooke, Chicoutimi—and now Campbellton, New Brunswick! . . . The tapes really get around in this tri-province league . . . Terry Ashford and his committee again doing a wonderful job here . . . And at a total cost to Federation, for the past 13 months, of \$38.32. Hearty thanks go to our good friends at CFCF Marconi who make it all possible.

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PARENTS ARE PLAYMATES TOO !

Parents should try to encourage as much initiative and independence in their children as possible. See that they have toys, protected open space and, as long as an eye is kept on them, they should be quite happy. When parents play with young children, or in fact with any children, it's better, whenever possible, to let the children take the lead. Adults are too apt to entertain—even compete—rather than play with children. The emphasis, too, should be placed on approach will develop the child's self-confidence, while a negative one threatens both self-confidence and initiative.

BEHAVIOR CLUES

Every now and then you will find it worthwhile to quietly observe

your child at play without him knowing it. By the way he plays you may pick up little clues that he's growing up. For example, is he able to mix well? Does he always seem to have his own way? Sharing is not always easy, but does he seem to find a lot of trouble doing so? Or, perhaps, he is developing interests or skills which you would like to encourage but hadn't noticed before. There are a lot of little things we can find out about children in order to help them, for they tell us a great deal about themselves by the way they play.

ABOUT TOYS

Parents can be guided in their choice of toys by a few general principles. Toys should:

- be appealing and suitable to the child's age and abilities
- have several uses
- stimulate the child to more difficult, complicated activities
- be durable—but no sharp corners or poisonous paints
- be varied—some for construction and solitary play, and some for social play, so that they contribute to the total development of the child. (Over)

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PLANNING TOGETHER

Parents can help establish a general pattern for the child's day; so much time indoors, so much time for rest, reading, radio, TV, and finally so much time alone or with one or two other children, either in or outdoors. As the child grows older he can take more part in planning his day. Time should be allowed for solitary and social play, reading, studying, helping around the home and, if he studies music, practicing. This also allows the mother to arrange her day. Supervision becomes much easier and the child doesn't have to be embarrassed in front of his friends by being told to come in for his homework or to practice, if he has had a part in planning the day's routine.

It is desirable to have both in and outdoor space for play. It may be necessary to rearrange furniture in the living room or the bedroom but children must have plenty of room to play. It is also good to have a permanent space for the children's toys, preferably on shelves where mother or dad can help to keep order.

It is important to the growing child to know where he stands with adults and what he can expect from them. A little co-operation between families can do much to bring this about. It can also do a lot to prevent neighborhood squabbles. For example: by working together, parents can see that their children obey roughly the same kind of neighborhood rules. In oth-

er words, a number of parents can agree beforehand that, when their children visit each other, they will be expected to go by the rules of the parents in the home they visit. This sort of co-operation between parents in the neighborhood offers a consistent and stabilizing influence for their children.

... and REMEMBER ...

Never underestimate the value of children's play. For through it and under wise adult guidance, a child is helped to mould a wholesome personality and the character traits so important for a happy and successful life.

This is one of a series of publications on child training produced by Information Services Division, Department of National Health and Welfare, Ottawa, by authority of the Minister. These series are available through your local Health Department.

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Editorial

A TEACHER SPEAKS

*I must not interfere with any child,
I have been told.
To bend his will to mine, or try to
shape him through some mold
Of thought. Naturally as a flower
he must unfold.
Yet flowers have the discipline of
wind and rain.
And though I know it gives the
gardener much pain,
I've seen him use his pruning shears
to gain
More strength and beauty for some
blossoms bright.
And he would do whatever he
thought right
To save his flowers from a deaden-
ing blight.
I do not know — yet it does seem
to me
That only weeds unfold just natur-
ally.*

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FOOD FOR LIFE

MILK FOR HEALTH INC.

Louise Lambert, M.S.

Man can survive and prosper on a variety of dietetic patterns. In his book "Fat of the Land" Stefansson tells us how the Eskimos and some white men such as himself fare on an exclusive meat diet. We know how babies all over the world not only survive but thrive on an exclusive milk diet for several weeks after birth, at the most critical time in their lives. Most people on this earth, however, partake of a mixed diet. In our country, a mixed diet is built around five food groups: milk, fruits, vegetables, cereals and bread, meat or alternates such as fish, cheese, eggs, dry peas and beans.

Considering the world as a whole, it is obvious that some races or tribes are more advanced than others physically and mentally. Their food habits are also different. Biologists are unanimous in linking a higher development in the various phases of living with an abundant use of animal products: meat, milk, blood, eggs, cheese, etc.

Almost a hundred years ago Metchnikoff ascribed the longevity of the Balkans people to their milk drinking habit. More recently, an American scientist Sherman promoted longevity among rats by giving them whole milk or two of the important components of milk: calcium and vitamin A. Numerous experiments on milk still go on all over the world. Whenever a new food factor is discovered it is thought to be in milk; in fact, it is nearly always found in milk.

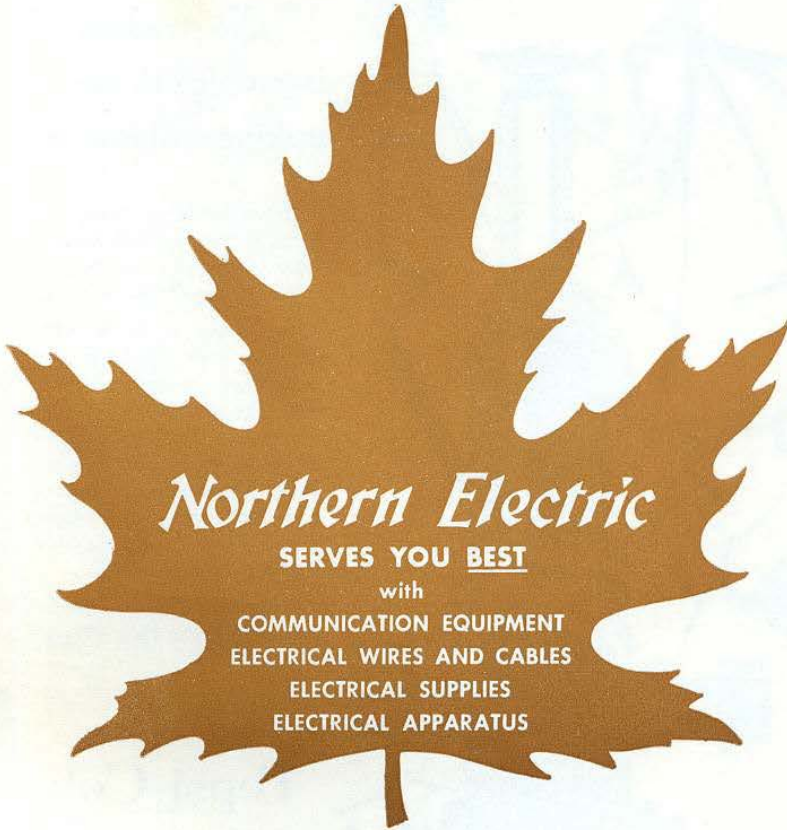
When W. C. Rose discovered the essential amino acids present in the pro-

teins and the minimum amount required daily, it became obvious that milk had the desirable make-up from the standpoint of optimum protein nutrition. With 40 grams of protein per quart, milk ranks with the best sources of protein together with meat, eggs, cheese, fish, etc. Common sense tells us that it should be such. Is not milk the nearly perfect food? Milk is also an outstanding source of two other essential nutrients, calcium and riboflavin. Calcium has great many functions. Its primary function is that of bone and teeth builder. In this venture, calcium is helped by phosphorous and vitamin D. Calcium is also necessary to the coagulation of the blood, the rhythm of the heart beat and the stability of our nerves so threatened in our age of speed and tension. Without fluid milk in the diet one may fall short of the abundance of calcium desirable for good health, this mineral being rather scarce in nature.

Children during their active growth period should be heavy consumers of milk. Extensive studies were conducted at Columbia University on storage of calcium between the ages of 3 and 13. It was found that children in good condition had optimum storage of calcium with 4 glasses of milk a day. The recommendation in Canada's Food Rules—one pint for children under 12, 1½ pints for adolescents—agrees with this finding.

The other star nutrient of milk is riboflavin. This vitamin has a tremendous role on growth, vitality, nerve function and eyesight. Although riboflavin is needed every day in fairly large amount it is not widespread in nature. Large quantities of other foods would be needed to supply the riboflavin equivalent to that found in a single glass of milk.

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