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3508 Walkley Ave.,
Montreal, Que.

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QUEBEC

HOME AND SCHOOL

VOL. X, No. 1

OCTOBER, 1957



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HOME AND SCHOOL

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Quebec Home and School

IN THE

PRESIDENT'S

CONFIDENCE



RUNA WOOLGAR

A SMALL bombshell was dropped in Vancouver last June. Hugh Christie, Oakalla Prison Warden, speaking at the National Home and School annual banquet, told us we were *pussyfooting*.

Now, of course, he was speaking as one who deals daily with the products of ill-planned communities, and unhappy families, the bitter, resentful, unloved and vicious products. He urged well planned communities; he wants parents helped to become better parents; he wants active, busy children in environments controlled for their well being. Actually he wants to do himself out of a job — and to give one to us. Only parents, he said, can stir up the enthusiasm necessary to develop such green pastures.

After the flustered delegates had smoothed their feathers, they admitted in low voices, that there *could* be a grain of truth in what he said.

Only a grain? You have heard, as I have, mumbled criticisms of Home and School. Nothing controversial is ever dealt with openly; things are not investigated for fear of someone's toes, and aims are cut in half for expediency. You've heard comments like these. Nice little, goody-goody Home and Schoolers!

But then I remember the mental health and dental clinics that Home and School associations have initiated; a university home economics course, playgrounds, libraries, scholarships, 'teens clubs, music festivals and
(continued on page 16)

Our Cover . . .

This may seem like a grim reminder — but it is a real life, unposed, untouched photograph — that our support of our children as they support the Junior Red Cross is needed. We can give our children no better example of selfless giving than their contributions to the work of the Red Cross.

DO THEY

Notice

YOUR NOTICES?

THE SIDEWALKS of New York are paved with gold, the moon is made of green cheese and all parents read all notices of all Home and School meetings and attend same! Three obvious untruths. Now let's face the truth. Unfortunately, most notices don't get read from top to bottom and aren't the positive factor in information giving and attendance getting that they should be.

Why do you skip some advertisements and read others, whether or not you are interested in the product? Did the headline arouse your curiosity? Did the illustration intrigue you? Did the question asked seem to be addressed to you personally? Was there some sort of trick phrase that attracted your eye? Whatever the reason, you read on. Obviously, it pays to advertise, but the advertisement must be catchy, attractive, well arranged and to the point — and it will sell the product.

Home and School Publicity Convenors have a most worth while product to sell. However, if you are used to sending out plain typewritten notices in letter form, where the pertinent information gets lost somewhere along the way, you won't bring out the crowds, unless you are giving away dollar bills for fifty cents. Even then, if the notice is dull, it won't be read, and what a shame for people to miss such a bargain!

In my experience at Cote des Neiges School, I have found, as I am sure you have, that parents can be divided into three groups. There is the group who will read the notices and attend the meetings no matter what. These are wonderfully conscientious parents and probably all on the Executive Committee! The second group won't read the notices and won't attend, no matter what. Fortunately, they are in the minority. The marginal group is the one that makes all the difference to the "Turn-out" at a meeting. This group is composed of those whose interest can be

sufficiently aroused by good publicity to attend a meeting, which they otherwise might have ignored. (Barring measles, snowstorms and T.V. Spectaculars, of course!) I am assuming here that all program committees are doing a marvellous job, and that Publicity Convenors have excellent programs to sell! Sell your product once, and if it's a good one, the customers will be back for more — but never let up in the quality of your advertising!

If you've ever had any training in doing publicity as such, you have a very definite advantage. As a matter of fact, if you've had any training, please don't read any further, because I haven't. But for some reason or other, my notices for meetings seem to have met with success, and I have been asked to offer a few helpful hints. The notices I refer to now are those typewritten or mimeographed announcements of a forthcoming meeting, which are distributed to the parents of children attending your school. I shall speak of newspaper items later.

Ready for a few rules? Here goes! A notice should hang together around a title. This title should be as catchy as possible, and in large enough print to attract the eye, even if it is situated half-way down the page. The title may be an "Open House" or an evening of "Fun with French"; it may refer to a speaker's topic as "Certainly, Johnny

by

BETH DESKIN

Can Read!" or "Adventures in Living with Children"; it may describe a panel discussion, for example, "Television — Your Child's Friend or Foe?". Whatever the title you choose, display it prominently and add an explanation of the format of the meeting, be it speaker, play, panel, etc.

If there are speakers, brief biographical notes are in order, but keep them brief. Just

point up the connection between the speaker and the topic. If the speaker is a psychiatrist on the Staff of the Mental Hygiene Institute, this is sufficient. Where he obtained his degree and the fact that he saw overseas service can be announced at the meeting itself. But unless he is speaking on "College Degrees in the Far East", leave them out of the notice.

In explaining what will take place or what will be discussed, depending on what type of program you are publicising, choose your words carefully, and again . . . make it brief but to the point. Put the maximum of meaning in the minimum of space. If there is a point to everything you write, then your notice has a better chance of being read all the way through. For example, referring to the panel on television whose title I mentioned above, the addition of the statement: "T.V. — Taste and Value, or T.V. — Terror and Violence?" gets to the heart of the anticipated discussion. Or when dealing with a play, how about the following? Everyone is rushing to see "Fresh Variable Winds", a one-act play for parents about the climate of the home, to be presented by . . . Home and School Association, . . . because here is a thought-provoking play that invites discussion about many problems which arise in every-day life — problems like:—"What does a father mean in the life of a ten year old boy?" "Is rudeness a crime?" When announcing an "Open House", an introductory statement like: "The welcome mat is out for you" gives the invitation a feeling of warmth. Also in the case of an "Open House", give simple straightforward instructions as to procedure.

Enough examples. Now you have the title, the performers or speakers, the biographical notes and the further pertinent but brief remarks. Add the time and place and your information is ready to arrange. Present it in an attractive way. The title needn't necessarily be first. But it must be conspicuous. Vary the lettering — use some typing and some hand lettering, — even some handwriting gives variety — if it's legible! Vary the spacing. Use an illustration or two if you can draw, and if you can't, trace a drawing from a magazine or newspaper. No one will sue you. But the drawings must pertain to the topic and must not clutter up the notice. Be friendly and informal. Sound enthusiastic! Use humour and imagination. Let yourself go!

If you can afford to mail your notices, by all means do so. You will then be assured of complete and unfinger-marked delivery. If you send them home with the children, try enclosing them in a Home and School en-

velope. This way more notices will arrive home safely and still be legible. Otherwise, just hand them out and hope for the best. Our budget last year allowed us the following and it was quite successful. We had two notices for every meeting, the first a week before the meeting and the second the day of the meeting, as a reminder. The very first notice of the year was mailed and included a Quebec Federation Credo Card. After that, each first notice was enclosed in an envelope and sent home with the children. The second notices were not enclosed, but sometimes were folded in an attractive manner, depending on the choice of layout. Any one of several types of booklet can be worked out beforehand. This is yet another way of giving variety to your publicity.

As for newspaper publicity, many of the same rules apply. If your article starts with "A meeting of the — Home and School Association will be held", it doesn't attract too much attention, except from the faithful few. It certainly gets less attention in larger towns than in smaller centres. But if you begin with interesting information about a speaker, or if you have a topic that catches the eye; if you use an unusual heading or a human interest angle, then it's a different matter. A little imagination goes a long way!

Well, that's the story. Study the advertisements that attract your attention. See what makes them click. Save cartoons and drawings that you may be able to use. Adapt all these theories to your own publicity. Make sure your program committee supplies you with a terrific product and then set out to sell that product — and see what happens to your "Turn-out"! It's bound to increase. Ours did!

MACHINE

AGE

*Machines to do the dishes,
And one to wash the clothes;
Another one to dry them —
How simply living goes.
And yet no one's invented
Machines that scrub a face,
Or soothe a fall, or wipe the tears,
Or take a mother's place.*

Mae Winkler Goodman,
Saturday Evening Post

JEAN STEVENSON

reports on

THE CO-OPERATIVE SCHOOL

Mrs. Stevenson gratefully acknowledges the assistance rendered by Mrs. Robert Moyses in making this excellent report.

THE FOLLOWING is a short history of a community project which has helped to reduce the problem of pre-school education in one area of Quebec Province. It is an example of the closest kind of Home and School relationship for here the home *literally* runs the school!

The ABC Co-operative Kindergarten (Pointe Claire) came into being in the Fall of 1955. A year before, discouraged by the outlook of an ever increasing pre-school population and only a few crowded private kindergartens with lengthy waiting lists trying to meet the need, some determined mothers decided to follow the suggestions made by Mrs. Kay Calder (at that time a Parent Education leader on the staff of the Stoney Point Co-operative Nursery School in Lachine). This was to try a co-operative group, a type of school which has developed rapidly in the United States and some parts of Canada, due to a new enthusiasm for pre-school education at a time when trained staffs are at a premium. A co-operative school is a non-profit group, organised and administered by the parents of the children in the school and in addition, the mothers participate regularly in the daily routine of the school as assistants to the teaching staff.

We began by obtaining a pre-school census from a recent School Board survey in the community and presented these at an open meeting held in a local church basement. We had hoped to have this meeting sponsored by the Home and School Association but it was not feasible at the time. Mrs. Calder spoke on the merits of pre-school training and led into the idea of a co-op, with its special advantages to both parent and child. There was some division of opinion as to the immediate needs of a kindergarten as opposed to a nursery school, there

being none of the latter between Lachine and Ste. Anne de Bellevue. We decided to begin with the nursery school and as it turned out, the experience gained in the two-month trial spring term of the nursery school stood us in good stead in the year that followed.

The organization of the Pointe Claire Co-operative Nursery School is a story in itself which we must bypass here, but from the graduates of this newly formed group came a nucleus for an interim committee to start the kindergarten. An open meeting in May, 1955, netted an attendance of only ten people, but from these small beginnings the enrollment swelled to twenty-eight by September. This was accomplished through newspaper ads, door-to-door canvassing in new developments, and by word of mouth. The Committee, a chairman, vice-chairman, secretary, treasurer (and wife) and officers for equipment, enrollment and hiring of staff, pooled their enrollment fees of three dollars and fifty cents each, as a small expense fund. We then made application for premises in a new church school building nearby, and advertised for a head teacher and assistant.

During the summer executive meetings were held every couple of weeks as well as interviews for hiring staff. Literature concerning kindergarten equipment and program was obtained from the Ontario Department of Education and the Day Nurseries Division of the Ontario Department of Health and Welfare. Telephone requests for donations of equipment netted floor blocks, books and rhythm band instruments. Records and a player were loaned as well as an easel and housekeeping toys; fathers made another easel, more floor blocks, and the local Kinsmen were prevailed upon to provide a workbench which they constructed and equipped to our great delight.

Over the period of the summer final arrangements were made for the use of the church school room we desired at a rental of \$45.00 per month for five mornings a week from nine to eleven-thirty. However it must be admitted, this was achieved only with great perseverance and diplomacy. It should be stressed here that in the matter of renting space for a pre-school, careful liaison with the property owners is essential for the welfare of the school. We were obliged to be satisfied with a compromise in the outdoor facilities which allowed the use of the gravelled parking lot and some un-equipped play space in the adjacent school field.

In the matter of finances, the budget was as tight as they come. With an enrollment fee of \$3.50 plus a monthly fee of \$8.00 (we had no taxi service) there was so little leeway that our treasurer was downright amazed to find that anything so vaguely determined could possibly be practical... yet it was. By Christmas we were in the clear and even had enough for a small bonus for our staff.

The teachers had been acquired by September after many interviews, most of them with persons untrained but with good possibilities. We were lucky to get two people with some training and after a change or two a good working basis was formed. Certainly the big lesson learned in this area of the project was that a co-op. teacher must be capable in her job as the children's teacher, but she must be equally capable of working with adults on personal and professional terms. As a teacher in the co-op. she is the employee of the parents, but at the same time she is their guide in adult-child relationships and in an informal way a teacher of child development.

A full realization of this came about as a result of the participation of the mothers on their duty days, of fathers when they visited school or assisted in making the equipment needed, and at open meetings when business was discussed, policy determined and programs of interest to pre-school parents were pursued. This was furthered by a child study group for which a leader was provided by the Parent Education Committee of the Quebec Federation in liaison with the Montreal Mental Hygiene Institute. We have since decided that many of our problems related to this parent participation might have been eased by establishing a constitution, (this was done a year later) and by the use of other printed information to clarify the role of the parents, teachers and executive members. This was done to a small degree through a monthly Newsletter to the parents, but we

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BE 3221

BE 7964

have since learned that valuable material is available in the following publications:

Our Co-operative Nursery School — Silver Spring, Maryland.

Co-operative Nursery School Handbook — Long Beach Council of Co-operative Nurseries — Mrs. C. H. Blevins, 231 San Marco Drive, Long Beach, Cal.

Parent Co-operative Nursery School — Katherine Whiteside Taylor.

Pre-school Education—Dept. of University Extension U.B.C., Vancouver.

As the school year proceeded, an increasing strength was evident in the link between our co-operative kindergarten and the nearest public school. We had asked for opinion and suggestions from the Principal from time to time and were grateful to find him very willing to assist us. On his recommendation an increased number of field trips were made by the pupils and visits were arranged in the Spring so that the kindergarten children

(continued on page 18)

DORIS J. McINTOSH

observes

A CONFERENCE OF PRINCIPALS

When attending the 2nd Annual Workshop of the Q.A.P.S.A. in action.

A MOST amazing discovery has just been made: Principals are not only human, they're *superhuman!* When they meet in conference (during their so-called summer holidays) it is to discuss not just things as they are being done in our schools, but also ways in which they may be done even better.

During the week of August 12-17, it was my privilege to attend, as a Home and School Observer, the second annual workshop of the Quebec Association of Protestant School Administrators, and I came away with the strong suspicion that the average Quebec school principal is an idealist at heart, with a practical turn of mind, and also I held the firm conviction that the administration of our schools is in very good hands, indeed.

The setting of the Conference was ideal: Bishop's University, where the general atmosphere is conducive to the success of such a meeting. The theme this year was the worthwhile one, "Improving the Level of Instruction", and each day brought its new presentation of the subject, with an introductory exposition by an expert in the field, followed by discussions in small groups and in the general assembly. The various topics were as follows:

Monday: "Procedures, Principles, and Principals" by D. M. Graham, Director of the Workshop;

Tuesday: "Further Investigation into Ability Grouping" by Mrs. R. Hanna;

Wednesday: "Supervision and Assistance to Teachers" by R. Steeves;

Thursday: "Democracy in the School" by L. Chellew;

Friday: "Interview Techniques and Purposes" by Heber Matthews (our Quebec Federation Mental Health Chairman).

Various means of reporting sub-group discussions were employed, all most successful.

Late afternoon brought a breathing spell; then, after another of the excellent meals served at the College, an evening session was held, during which interest level and audience participation both remained unusually high. On Thursday evening Mr. L. Chellew, of Forest Hills Schools, Toronto, conducted a typical Home and School meeting when members of the group presented, "Random Target", a one-act play dealing with parent-child relationships. An enthusiastic discussion period followed. A great deal of interest was shown in the possible presentation of such a play by the various Home and School groups which the forty-odd administrators represented.

It was at this time that I had the honour of bringing greetings from Quebec Federation to the Conference. Observers were also present from the Quebec Association of Protestant School Boards and from the Provincial Association of Protestant Teachers, and we were all made to feel most welcome.

Attendance at this workshop was a most enjoyable and enlightening experience, and the thanks and congratulations of the "Home" part of our Federation should be extended to the "School" section in this worthwhile project. ●

Does Your
ASSOCIATION
Subscribe 100% To
Our Magazine?

ALEX. R. HASLEY

shares his
discovery of

HOW FEDERATION COMMITTEES WORK

In addition to being Editor of this Magazine, Mr. Hasley is the new Chairman of Federation's Teacher Recruitment Committee.

AFTER A period of thirty years in active participation in many clubs and other organizations, I thought I could define a committee as a group of people who, meeting together, conclude collectively what they already have decided individually, namely that nothing can be done. As I examine the work of Federation's many committees more closely than I ever have before and as I approach the important responsibility of chairing our Teacher Recruitment Committee, I'm beginning to feel that my cynical definition needs revising.

Taking a look at the Program Committee and examining its most helpful compilation of facts, suggestions and guides for Program Chairmen of local Associations I am lost in admiration of its work. Studying the record of the activities of the Parent Education Committee I find myself taking off my hat to its Chairman and members for their dedicated efforts. And so I could go on naming other committees whose timely and well directed functioning is a tribute not alone to the chairmen and members but also to the appeal which home and school work has for so many of us.

I have discovered that there is not a Federation committee but what has far more projects begging to be undertaken than it has members to handle them. There isn't a Chairman who would not welcome more members providing they are workers. I have also found that committee work — contrary to the belief of many others as well as myself — doesn't consist only of meetings. There are committees functioning which meet only two or three times in the season, yet they accomplish much through the co-ordinated individual efforts of their members. Actually, practically every committee has studies and projects which can best be dealt with by one member, or perhaps a team of two members

who live near each other and can collaborate without tremendous loss of time in travel or communication. Almost without exception there are jobs on Federation's committees for people who (a) can devote considerable time, (b) can give a fair amount of time, or (c) can only spend time on the work occasionally.

By far the best work of many Federation committees is done at the local level. Here is where many problems are met head-on and solved by Associations whose local chairmen then pass on their findings to the corresponding Federation committee for correlation with those of other Associations. Perhaps the strongest Federation committees are those whose members are so directing their efforts as to maintain contact with the Associations, helping where their accumulated knowledge and experience are of value, learning more and more so that that accumulation of know-how may continue to grow.

What about teacher recruitment?

Although, just from casual conversation, I'm sure I could find scores of people who have individually decided that nothing can be done to recruit more teachers, I am convinced that the members I need for our Teacher Recruitment Committee are sincere, genuinely concerned people — parents and teachers — who believe that something *must* be done and are determined to do all *they* can to see that something *is* done.

As the new Chairman I am being counselled by the past Chairman, Doug Walkington, our Immediate Past President, so that I may quickly discover what is being done, not only in Quebec, but throughout the country. By great good fortune, our Committee will have met, by the time this appears in print, with National Federation's Teacher Recruitment Chairman, Mrs. R. M. Cowan of Vancouver.

Mrs. Cowan will take time, while passing through Montreal from attendance at an eastern conference, to bring us up to date and from her great store of knowledge on the subject to assist us in planning our work for this season.

Mr. Walkington is Federation's representative on Dr. Giles' sub-committee of the Protestant Committee on Education which is working on the problem. In this way our Committee will have the benefit of learning at first hand from Mr. Walkington what is being done at the provincial level and, in turn, he will be able to report to that sub-committee what we attempt as a Federation.

Committee's aims

First of all our Committee accepts the premise that good education requires a constantly renewed supply of professional teachers and that it is the responsibility of the community to provide them. The shortage of qualified teachers is the most critical problem of education today. We accept, too, National Federation's aims as follows:

1. We must make the public aware of the serious consequences of the teacher shortage. (It's amazing how many are still unaware!)
2. We must train larger numbers of fully qualified people as teachers. (And we mustn't lose sight of that "qualified" ideal.)
3. We must retain the good teachers we now have. (Retention of our teachers mustn't be lost sight of in our seeking more.)
4. We must encourage our young people of ability to enter the teaching field. (Our very attitude at home may be important!)
5. We must assure present and potential teachers of rewards commensurate with other occupations requiring the same length of training. (We mustn't shy from the consequences of higher taxes.)
6. We must provide more clerical help for schools to relieve the teacher of this burden and so allow more actual teaching time. (The suggestions in our December, 1955, issue in "Parents Pitch In At School" are still valid.)

Some projects

Our Committee has quite a number of questions to which it should seek the answers. Some of these can best be handled by Associations appointing Teacher Recruitment Committees to study them. Others may be taken up as regional studies by teams, or even individuals. Here are some of the questions:

What is the drop-out situation (that is, the children dropping out of school before completing high school)? What are the causes?

What is being done to prevent it? What else can we do about it?

What scholarships are now available? To what extent are they used? Are they adequate in number and amounts? What can be done to improve the situation?

What temporary measures are now being taken to relieve the teacher shortage situation? How effective are they? What problems are created by them?

Are teachers' present salaries too high? Too low? About right? On what bases should salaries be determined? How are salaries financed? How should they be financed? To what extent are inadequate salaries a factor in the present teacher shortage?

What about teacher qualifications? Teacher training?

In what ways does business and industry affect the recruitment and retention of qualified teachers? How can business and industry help to solve this problem?

What thought should be given to establishment of "Future Teachers Clubs"? Are they effective?

What are the factors that determine teacher prestige? What is required to raise teacher prestige?

Wouldn't you think these were enough to keep a very large Committee busy for a season? Yet not half of them have been posed!

Would YOU like to get your teeth into some of them? How about helping your President set up a Teacher Recruitment Committee in your Association? How about getting some teachers and school board members on it? Then your committee can select some of those topics mentioned about for study — *reporting to Federation's Teacher Recruitment Committee* for consolidation with other Associations' findings. In turn my Committee will be reporting to the National Committee and also to Dr. Giles' sub-committee.

How about YOUR working on my Committee? Your help in making this or any other Federation committee *work* will be sincerely appreciated — and *you'll* reap a great deal of satisfaction, into the bargain. ●

If interested in doing
Committee work please
see form on page 15.

SUTTON HELD SUCCESSFUL BOOK FAIR

THE IDEA of a "Book Fair" is not a new one but it was our first experience in a venture of this kind, and, as it proved to be very successful, we feel that perhaps the way in which our committee handled the details of the project might prove helpful to other Associations who plan to make the replenishing of their school libraries one of their Fall projects.

Upon completion of our new High School, numbered among the other rooms was a well lighted library, complete with the necessary reading tables and shelves, but lacking in the most important part of the furnishing, "books". True, we had a library of sorts in the old school, that is, each classroom had its book shelves and there was also an assortment of the more important reference books, etc., but most of these were dog-eared and in many cases becoming out-dated. When this lack of books was brought to the attention of our H & S Association, we were most happy to see that steps were taken to remedy the situation in the form of a "Book Fair", and a committee was formed to take charge.

Organization

The chairman, after choosing her helpers, carefully planned a campaign that spread over a period of several months and was designed to acquaint the public with the aims of the "Book Fair". A publishing house was contacted which agreed to send out a carefully chosen assortment of books for children and young people. These were placed on

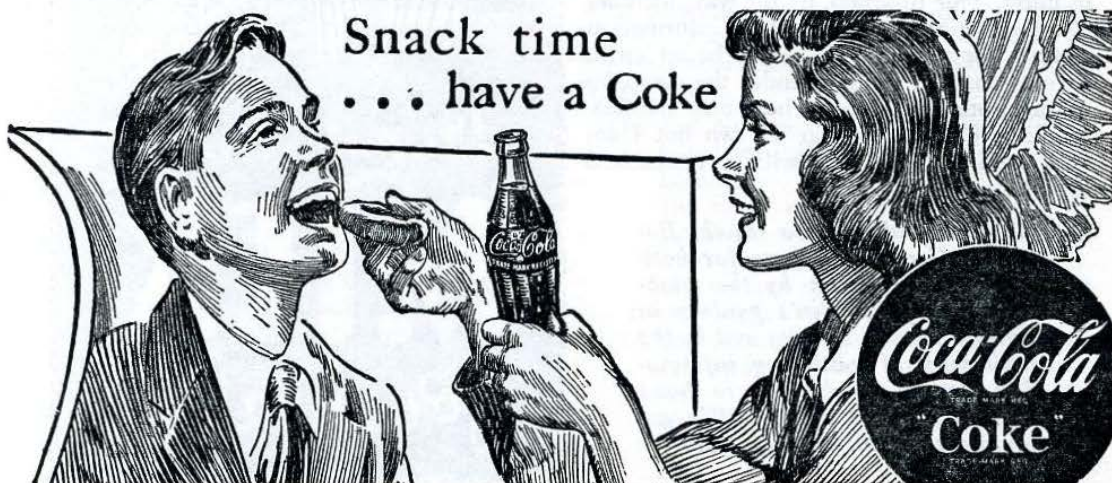
display in the school auditorium for two consecutive evenings. The public was invited to the viewing and their generosity solicited in purchasing one or more books to be presented to the School.

A special book plate bearing the name of the donor was pasted in the book at the time of purchase. Previous to this, letters were written to various organizations in the town, inviting their co-operation in helping to furnish our library. Each school child was presented with a tin bank in which he was urged to drop a few cents a week until time for the Fair, so that they could feel that they, too, had a real part in the project, by buying a book with the money thus saved. The response to the letters was most gratifying. In many cases the organizations gave generous amounts of money and the committee, working with the teachers, chose the books for them. Other organizations gave suitable sets of very useful volumes.

Both evenings of the Fair were marked by a large number of visitors and those in charge were kept busy helping with selections, etc. One man was assigned to a typewriter, and after a person purchased a book, he filled out the book plate and another helper pasted it in the book.

Coffee and doughnuts were served each evening which added to the friendliness of the occasion. Another attractive feature which proved to be of great interest was a collection of Egyptian art treasures which had been lent us for the occasion by the Redpath Museum of McGill University.

Today, Sutton High School has a very adequate library which is, in a sense, a memorial, as many of the donations were given in memory of a departed citizen, and in every case the books that have been placed there



will serve as lasting reminders of interested persons whose love for good reading has been passed on to our future citizens.

A few suggestions

Our main suggestions are, therefore:

1. Choose a committee whose members are genuinely interested in books.
2. Keep your project before the public; in short, *advertise*.
3. Deal directly with the publisher rather than through a book store.
4. Be sure the books are very carefully selected and that they are well bound.

(Mrs.) IRENE PHELPS

CHILDREN'S GARDENS

(A member of a Montreal association wrote an appreciative letter to Dr. H. Teuscher, Curator, Montreal Botanical Garden, regarding the "Children's Garden". Here are two paragraphs from Dr. Teuscher's reply.)

"Your letter has given me much pleasure, not only because of your kind comments on the Botanical Garden but most of all because this is the first time we have received a request from a private individual for what has for a long time been one of our pet projects. We have always regarded the children's garden which we maintain here at the Botanical Garden as no more than an object lesson or a pilot plant, demonstrating what could be accomplished if this would be put on a broader basis . . .

"Your suggestions that parents might participate in this gardening program is an excellent one, and we shall certainly keep it in mind. Our program, by the way, includes also the setting up of gardening information stations for adults which are to be set up in various parts of the city under the direction of the Botanic Garden. These may not materialize for another year or two but I am very confident that they will be established before long."

(If you would like to see the Botanical Garden do more for both children and adults by the establishment of children's gardens in various parts of the city and by the setting up of gardening information stations — take pen in hand and write Dr. Teuscher. We are confident he will welcome your interest.)



mens
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reports the findings on

WHAT ARE OUR MEMBERS THINKING?

A person-to-person survey conducted by Lake of Two Mountains Association was most revealing. Readers might check their reactions to their own Associations against these findings!

FOR SOME time it was felt that the Lake of Two Mountains Home and School Association was not performing its functions in its community as well as it might. The attendance at the meetings while good still left room for improvement. From conversations it was learned that the general impression of members and non-members was:

- (1) the Association was run by a clique or cliques;
- (2) the meetings were cold and inhospitable;
- (3) very little of any value was being done;
- (4) the Association was not performing its function in the community.

In May of 1956 the executive of the Association passed a resolution: "That a survey be conducted to determine what steps should be taken to interest more parents in the Home and School Association and how to obtain greater participation of the parents in the activities of the Association".

A committee was set up immediately to undertake this survey. On the basis of several meetings which were held to discuss various opinions and arrive at basic definitions, a preliminary questionnaire was designed. After two pilot studies involving small samples of parents this preliminary questionnaire was redesigned to clarify the questions and make the recording of the answers easier. It was this form, as approved by the committee, which was used in the survey.

Personal Interviews

LISTS OF parents having children in either of the two Protestant schools concerned were obtained and volunteer interviewers contacted. A meeting of the interviewers was arranged. At this meeting the interviewers answered the questionnaire themselves.

A short talk on the aims and purposes of the Home and School Association was given.

The questionnaire was then discussed item by item to acquaint the interviewers with the methods of recording the answers and the purpose of each question.

It had been decided that all respondents should be interviewed personally and not by telephone and that at least one of the parents of all children should be interviewed. The returns showed that about 93% of the parents listed were covered and, since most of the interviews were conducted during July and August, the results were most gratifying.

Some Findings

AS THE completed questionnaires were returned, a preliminary analysis of them showed:

- (1) more publicity of the meetings was necessary;
- (2) more effort re hospitality was required;
- (3) no immediate program change was necessary regarding balance between lectures, films, etc.
- (4) programs should be more controversial;
- (5) members should be better informed of what committees were doing.
- (6) some method must be devised to handle school problems of general interest.

Action taken:

- (1) (a) Notices of meetings were distributed through the school children as before;
- (b) more and improved notices of meetings were printed in the two local papers;
- (c) notices announced on CJAD on morning of meeting;
- (2) (a) Membership and Hospitality committee divided into two committees;
- (b) Hospitality committee to greet members as they arrive at the meeting,

(c) Hospitality committee to see that all persons attending meeting be given name tags;

(3) and (4) Attempted to make meetings more controversial; at second meeting a film on sex education was shown and the possibilities of showing the film in the school were discussed;

(5) (a) Better reporting of the meetings in the local papers;

(b) an attempt to bring more of the business to the meeting for discussion;

(c) an attempt to keep the membership better informed on the progress of projects;

(6) Committee formed to investigate the possibility of class-parents.

Results

WHAT WERE the results of all this?

(1) Approximately 75% better attendance at meetings in 1956-57 over 1955-56.

(2) Increased membership.

(3) Members are beginning to know more of the other members due to the name tags.

(4) Friendlier atmosphere at meetings.

(5) The committee formed to investigate the possibility of class-parents also to investigate the role that such class-parents might play in bringing parents' questions to the attention of the Association and the Principal. It was suggested that parents' questions and problems could be directed to the class-parents. They in turn would forward them to the Association Executive. Questions of general interest might then be scheduled for open discussion at general meetings of the Association.

(6) The Home and School Fall dance was oversubscribed. Two hundred and sixty tickets were sold and approximately 150 more were requested.

All of the results noted cannot be attributed to the survey and to the changes. The population has increased, the dance was the first main fall social event and the entertainment provided at the dance was a drawing card.

However, it is felt that the survey accomplished several important things, including:

(1) Bringing the Association to the attention of all parents;

(2) the interviewers were equipped to answer any questions re the Association, so questions of aims and purposes were dealt with;

(3) showing the parents that the Association was interested in them and their opinions;

(4) inaugurating necessary changes in the conduct of the meetings.

A more detailed analysis was undertaken from the results of the survey and in the form of fifteen, very carefully prepared and explained tables was presented for the consideration of the executive. ●

A copy of the questionnaire used is obtainable from Federation's Program Chairman, Mrs. P. Jobin, 4647 Clanranald Ave., Montreal. Inquiries for further information may be addressed to the President of Lake of Two Mountains H & S Ass'n - Mrs. S. Donovan, 86 - 45th Avenue, Laval West, P.Q.

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Canadian Conference on Education

IN OTTAWA, FEBRUARY 17 - 20 INCL.

A MAJOR national educational project to be known as the Canadian Conference on Education will be held in Ottawa next February.

The sponsors believe that the four-day conference will be the most important effort yet made to focus attention on the needs and objectives of education in Canada in the next decade and to seek ways and means to meet those needs

The Conference is unique in the breadth of its sponsorship. Nineteen of Canada's major national organizations are united in backing this project. Each is represented on the Conference Committee by one of its senior officers. For example, our National Federation is represented by our President, Mrs. J. D. Taylor of Hamilton and Quebec Federation is represented by Immediate Past President Douglas Walkington. No one organization (and industry is among the sponsors) or group of organizations will dominate in the planning and operation of this undertaking. It is a combined effort by laymen and professional educators whose organizations have on their membership rolls over two million citizens representing all facets of Canadian society.

Representative citizens from all provinces will take a look at the "crisis in education" and examine the situation in the light of the needs of society and the Canadian economy, and more particularly the needs of the children and youth of today if they are to be educated to assume their rights and responsibilities as citizens in that bright and prosperous future which the Gordon Commission has predicted for Canada.

The Conference will concern itself not only with matters related to elementary and secondary schools but will examine also the fields of higher education, adult education generally and under the rather intriguing title, "Education for Leisure", will explore the effects of automation and how education should be "geared" to adjust to the changes in our way of life.

Delegates to the conference will be appointed by the sponsoring organizations, their affiliates and branches, within limits as to numbers in accordance with a quota system. Provision will be made for participation by some non-sponsoring organizations. It is anticipated that a number of plenary sessions (probably February 17th and 20th) will be open to the general public.

The conference is being financed by contributions from the sponsoring organizations, their affiliates and branches, and from some of Canada's larger industries and associations interested in education but not necessarily listed among the sponsors of the project. ●

Why not complete and mail this form NOW!

Mrs. C. E. Woolgar,
President, Q.F.H. & S.A.,
P.O. Box 465,
Rosemere, P.Q.

Dear Mrs. Woolgar:

I am interested in serving on the.....
Committee and in the next six months feel that, unless something unforeseen happens, I
should be able to give considerable time — a fair amount of time — very little time (strike
out the two not applicable) to its work. Will you please pass this along to the Chairman?

Name..... Date.....1957.

No. & Street..... City.....

(continued from page 3)

art classes. Has Mr. Christie heard of these? Has he heard of the less obvious, but equally important work, like the wonderful support and enlightenment given parents through our Parent Education program, or the sound liaison work between school boards and public, or between school staff and the public? Actually, Home and School is in an ideal position for, and does some of its best work in, a liaison capacity, acting as a go-between in all manner of situations of officialdom and the parents. Does he know how often we have strengthened the hands of educational authorities when they were launching new and unfamiliar programs? Perhaps he doesn't, because we do little to tell anyone what we do.

Balancing the credits and debits, however, I don't think we rate very well. Certainly when we do a job we are fairly effective. But we don't see even half the jobs that cry out to be tackled. Not half! Our eyes are shut like those of three-day-old kittens, pussyfooting.

None would suggest that we become a pressure group, or a political lobby, or even a nuisance. Well, perhaps a polite nuisance sometimes. Mr. Christie told us we were far too "ladylike"; but we wouldn't want to go to the other extreme and take up cudgels, surely. But the fact remains, that the 4,000,000 Canadian parents of school aged children can be a vital, actively constructive force, if they keep themselves informed, and if they are organized. Perhaps you feel that your interest is confined to your own school and your own child. Certainly there is almost enough to do in those areas, I know. I know, too, that your Johnnie is one in a million, but he is also one of several million Canadian school children and one of 96,600 Protestant school children in Quebec, where our primary interest is focused. Education does not stop at your school steps for the children, nor for us.

"Parents, like society in general," states one article in a recent *Educational Record* (publication of the Protestant Committee of the Council of Education in Quebec), "are more comfortable with those who conform than with those who challenge." This is unfortunately true. It is easier to shut one's eyes to uncomfortable challenges, and to leave their solution to George. It is easier to buy a kind of respectably relieved conscience with your Home and School dollar and never go near the school. Comfortable, complacent, smug . . . and pussyfooting.

If no challenges are visible to you, in

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

Children's Leisure Reading:

Miss B. Bunting, Box 271, Macdonald College, Ste. Anne de Bellevue.

Citizenship:

Wm. Asherman, 3888 Clark St., Montreal.

General Health:

Dr. J. S. Smit, 4544 Wilson Ave., Montreal.

Insurance:

Jack Chivers, 20 Russel Ave., Town of Mount Royal.

Parent Education:

Mrs. G. A. Gordon, 4847 Draper Ave., Montreal.

Program Planning:

Mrs. P. Jobin, 4647 Clanranald Ave., Montreal; Mrs. M. McCaw, Bedford.

Publications

Mrs. B. W. Stark, 3508 Walkley Ave., Montreal.

Publicity:

Don Duff, Hudson, Que.

Teacher Recruitment:

A. R. Hasley, 4632 Oxford Ave., Montreal.

All Committees will welcome volunteer members — write the Chairman of the Committee in which you are interested.

Home and School work, just ask your children, or the principal, or the staff, or the board, or even yourself what are the difficulties that make things hard for them. You'll have enough to work on for years. Surely the biggest challenge is to educate ourselves to play a constructive and intelligent part in planning the total environment in which our children grow. ●

YOUNG ASSOCIATION SOLVES ITS PROBLEMS

THIS BRIEF review of the progress of MERTON HOME AND SCHOOL Association attempts to present some of the problems arising in a young association in a new and rapidly growing suburban area. Merton School was opened in September, 1953, in the Town of Cote St. Luc. The school population was 350 then; it has arisen to 625; and by this fall it should be 750.

Our two most important problems were traffic safety and the formation of an executive. We assumed the responsibility of hiring a traffic officer to protect the children crossing Cote St. Luc Road. Secondly, there has been a very high executive turnover due to population movements in the area.

The past four years have provided us with a dynamic group experience. Diverse persons, with little or no experience in community work, have been welded together in a friendly working group with common aims. We have now achieved a stability and continuity in our program.

Our Principal, W. B. Barrie, has been our constant guide and inspiration. His unflinching tact and interest have encouraged us to work out our problems.

Our achievements may be of interest. Out of a total number of 480 families, we have a membership of 350 who all receive Quebec Home and School. A children's art class and ballet group are well organized and produce work on a very good level of achievement. We have a parent education pamphlet library, a badminton group and we operated a skate exchange. We own our own mimeograph machine and we have presented our school with two gramophones. Last Halloween we collected \$170.00 for UNICEF. We still support a traffic officer.

Our general meetings offer educational topics on mental hygiene, public health, education, and the opportunity for parents and teachers to become acquainted at "Meet the Teacher" evenings.

For the immediate future we hope to meet during the spring and summer to plan activities and study groups for the fall season. We hope to solve our traffic problem and study other community problems. We would like to join a Leadership Workshop this fall.

In common with other Associations we should attract larger numbers of parents to an understanding and appreciation of Home and School aims and to a more eager willingness to participate actively in carrying them out.

(Mrs.) Charlotte Lapin

BROWNSBURG HAD SUCCESSFUL YEAR

OUR ASSOCIATION held three meetings of special interest during the 1956-57 season.

On February 20th, Dr. C. Aberdeen McCabe, representative of the Dental Hygiene League of Quebec, spoke on "Fluoridation". Special guests at this meeting were members of the town councils of Lachute and Brownsburg, the Protestant School Board and the Chairman of the Roman Catholic School Commission.

On March 20th, Miss Janet McOuat, home economist with the Women's Institute, planned "Lunch Boxes for School Children".

Our group sponsored a Book Fair on April 12th and 13th in the Auditorium of the High School. Parents and friends who bought books were asked to donate them to the School library. It is hoped by this means to augment the present library by at least 150 books. Contributions of money were also received.

We feel that we have had a profitable year.

(Mrs.) Eleanor Hanson

OUTREMONT'S "DOLLARS FOR SCHOLARS" CAMPAIGN

Season's Theme, "Adult Education"

TO CULMINATE a very successful 1956-57 season Outremont Association held a "Dollars For Scholars" campaign. By the simple procedure of sending a letter to each member explaining the work of Home and School and requesting a contribution of \$1.00 for a scholarship and bursary fund, we raised \$749.

The theme of our program for the 1957-58 season is "Adult Education". We are grateful to our indefatigable program chairman, Mrs. J. Sailer, who has worked diligently to contact and secure for us the following excellent speakers:

Oct. 3 - "Education, What Is It?" - Mrs. C. E. Woolgar.

Dec. 11 - "Should All Children Attend University?" - Dr. Cecil Solin.

Feb. 14 - "What Do Children Expect of Their Parents?" - Dr. A. H. Goldsman and a panel of students.

Apr. 23 - "Know Your Children's Limitations" - Dr. Margaret E. Nix.

This wonderful array of speakers, we know, will certainly serve not only to enlighten us but will also increase the attendance at our meetings.

(Mrs.) IDA UNGAR

(continued from page 7)

could see the school and most particularly the Grade I classes and teachers. At the final open meeting, the Principal spoke informally to the parents, answered questions and made use of the opportunity to become acquainted with the parents, the teachers and our kindergarten program. A representative of pre-school groups attended meetings of the Council of the Home and School, with non-voting status as provided for in the red Handbook for Home and School Associations. All this was most gratifying, yet we are sure much more can be accomplished through the combined efforts of the co-ops. and the public schools. In the book published by the Co-operative Nursery School in Silver Spring, Md., it is emphasized that the influence of the mother and father who carry over to the public school the attitudes acquired or strengthened through their relationship with a co-operative pre-school is evident because they have a better understanding of children, they have learned the meaning of a close parent-teacher relationship, and how to accept the responsibility of contributing to a program. What better reasons could there be for the Home and School Association to promote the Co-operative idea? In support of this, our own community provides these facts — that out of twenty-four Home and School Council members slated for duty in the Fall of 1957, nine are mothers or fathers who have participated in either (or both) the Co-operative Nursery School or Kindergarten which have been in operation only two years — this in a public school with over 600 families on the Home and School membership roll.

A recent development which is also a part of the co-operative picture on the Lakeshore is the information of the Lakeshore Council of Co-operative Pre-schools, a central body uniting the efforts of eight co-ops (Nursery or Kindergarten) from Lachine to Ste-Annes inclusive. This Council has as two of its aims to work towards the establishment of adequate standards and legislation concerning pre-school centres in Quebec, and to promote more teacher training courses in our province with emphasis on the pre-school level. There are co-ops in British Columbia, Saskatchewan and Ontario as well as greater numbers in the United States, and the Council is endeavouring to ally itself with these in furthering the common interest. Should other co-op. pre-schools exist anywhere in Quebec we would be pleased to have you contact the Council through the Secretary, Mrs. P. Soicher, 61 Belmont Ave., Valois, P.Q.

It was with considerable satisfaction that the first chairman and vice-chairman of the ABC Co-operative Kindergarten attended the second Annual Meeting of the School which they had helped to found. Along with some sixty parents we heard a report which most surely indicated that the school is continuing to achieve its aim to provide a good kindergarten for our children. It had been a lot of work but physically and mentally we had stretched our capabilities for a better understanding of the field of education and the very fundamental business of getting along with other people.

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THESE RESOLUTIONS WERE PASSED AT ANNUAL MEETING

From the Parent Education Committee:

Whereas the mental health of all school children is of vital concern to parents and teachers, and

Whereas school influences are of crucial importance in promoting wholesome personality growth in children;

THEREFORE BE IT RESOLVED that school boards be requested to provide further opportunities and facilities for school teachers to obtain information, guidance and training in the principles of mental health.

(This was a re-presentation of a resolution which was passed in May, 1955. It was repeated in order to keep the topic before the minds of the Representatives and to foster the in-service mental health training of teachers which has recently taken a marked movement forward.)

From the Verdun High School Association:

Whereas there should be ample opportunity for the motoring public, especially those with small children, to enjoy the scenic beauties, historic sights and the forests, streams and lakes of our Province, and

Whereas the facilities for enjoying these resources compare unfavourably with those provided in adjacent States and Provinces;

THEREFORE BE IT RESOLVED that the Provincial Government be asked to provide more small parks and picnic facilities in suitable locations.

From the Executive of Federation:

Whereas the per capita fee of the Canadian Home and School and Parent Teacher Federation has been raised from \$0.06 to \$0.08 and,

Whereas additional revenue is needed by Quebec Federation of Home and School Associations,

THEREFORE BE IT RESOLVED that the per capita fee be raised from \$0.20 to \$0.25 per year.

NOTE:

MacDonald High Home and School Association withdrew the following Resolution from before the Annual Meeting, with the understanding that its subject matter will be studied before the next Annual Meeting. The suggestion was made that Federation should set up a committee to study this matter meantime.

Whereas estimated figures for 1957 show that there are several thousand English-speaking non-Roman Catholic children in the Province of Quebec with below 90 I.Q., and that of these, some may be considered dull normal, some educable and some only trainable.

Whereas inadequate facilities exist to help these children to take their place in the community,

Whereas it is the responsibility of the Protestant School Boards of Quebec to provide facilities for the education of all children, age six to sixteen (section 69 of the Education Act),

THEREFORE BE IT RESOLVED that (1) additional special classes be organized, including provision for older pupils that will equip them for a vocation,

(2) one or more residential schools be established in the Province to meet the needs of educable-atypical children of low academic ability, particularly in areas where small numbers make it impossible to provide such facilities in a single community. ●

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