

AN HISTORICAL AND ANALYTICAL STUDY OF
THE HOME AND SCHOOL ASSOCIATION IN NOVA SCOTIA

Thesis written in partial fulfillment of
requirements for the degree of Master of Arts.

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PREFACE

While a brief History of the Nova Scotia Federation of Home and School Association in Nova Scotia was written in 1949, there has been no other work published since and no analytical study made. Every organization, for its continued efficient operation, should have an objective study made of its evolution, achievements and advancements. This objective study looks at the organization in its formation and continued existence, by someone set apart from the organization itself. It presents, to the Association, a picture of the organizational setup, a scope of work accomplished through the years with recommendations for its improvement, continued growth, increased strength and power.

The Nova Scotia Federation of Home and School Association supplied me with many of their publications: Home and School Quarterlies, News

Letters, Handbook, Convention Minutes and Proceedings, Annual Reports, as well as a file of literature sent to the various local associations.

My special thanks go to Wilfred Higgins, Administrative Secretary of the Truro office, for his prompt co-operation in sending me information, publications and words of encouragement.

I wish to extend further thanks to Muriel Duckworth and Mrs. C. L. Travis for their advice, aid and support. Reverend Daniel Fogarty has been extremely patient, instructive and helpful in preparing the draft manuscript. I am deeply grateful for the co-operation I received from various local associations, within the city and around the province, all of whom have given ample assistance to the completion of this work.

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CHAPTER I.

HISTORY OF THE HOME AND SCHOOL ASSOCIATION IN NOVA SCOTIA

The "Home and School" and "Parent Teacher" are the same organization. Under the latter name they began in the United States around 1894 and, through the influence of Americans who had come to live in Nova Scotia, the first Parent Association of Canada was formed at Baddeck, Nova Scotia, in 1895¹. The parents in this area met weekly to discuss everything pertaining to the welfare of the school and pupils. They wished to do everything in their power to facilitate their proper education and upbringing from their point of view². This organization carried on for some years but was absorbed by the I.O.D.E., when the First World War required the services of so many women to supply knitted articles and comforts for the men of the service. The next time this Association is heard of is in 1937³.

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1. Home and School Quarterly (Truro: Rural Education Division), July 1940, Vol. 8, No. 3, p. 66.
 2. Marietta MacDonald Silver, A Short History of the Home and School Movement in Nova Scotia, 1895-1949 (Truro: Nova Scotia Federation of Home and School Association, 1949), p. 3.
 3. Ibid., p. 4.

Quinpool Road School, Halifax, sponsored the idea in 1919 but did not actually organize. South Side Cape George, Antigonish County, organized in 1922 as a Mothers' Club and claims the oldest continuous existence in the organization.¹

Meanwhile, in 1914, L. A. DeWolfe, as Instructor in the Normal College at Truro, became interested in Parent Teacher organizations. He urged his students to organize these groups when they went to work throughout the Province.² Later L. A. DeWolfe was made part-time Rural Science Director for Nova Scotia and eventually, in 1927, he was appointed Director.

About this time, however, the Women's Institutes were becoming active and the Parent-Teacher idea was temporarily dropped. Instead, a Home and School Committee of the Women's Institutes was formed, with Miss Dora Baker as its first provincial convenor.³ In many districts she was able to create a closer cooperation between parents and teachers than formerly existed.⁴

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1. Home and School Quarterly (Truro: Rural Education Division), July 1940, Vol. 8, No. 3, p. 66.
 2. Silver, p. 4.
 3. Home and School Quarterly (Truro: Rural Education Division), July 1940, Vol. 8, No. 3, p. 66.
 4. L. A. DeWolfe, Lest We Forget (Truro, N.S. 1958), p. 24-25.

In 1927, at a Toronto meeting, the Home and School and Parent Teacher Associations of Canada organized under the title, "Canadian Federation of Home and School". At the same time that Federation affiliated with the World Federation of Home and School Associations.¹

When the Canadian Federation was formed in 1927, Miss Baker, who was present, became Vice-President for the Maritimes. She then became an active organizer, giving attention only to districts not served by a Women's Institute. Later, members of the Women's Institute felt the need of men's interest in local problems and asked for the additional organization of a Home and School. For a while many districts had both organizations working harmoniously. The feeling that men should be enlisted in the study of educational problems had given strength to the movement.²

In the years between 1917 and 1920, Travelling Teachers were hired to assist in Elementary Agricultural Instruction. A lack of funds caused their discontinuation until 1928, when with their return the name was changed to Helping Teachers, and their purpose was to assist in general education. Their splendid work was reported until 1935, when their services were discontinued.³

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1. Home and School Quarterly (Truro: Rural Education Division), July 1940, Vol. 8, No. 3, p. 66.
 2. Ibid.
 3. L. A. DeWolfe, Lest We Forget (Truro, N.S., 1958), p. 24-25.

Their work during these years laid a foundation for the type of work the Home and School was to do in the future. Since their work was in the rural districts of the province, this is where the Home and School had its impetus and accounts also for the few urban associations at this time, because they¹ felt it to be a rural organization.

R. F. Morton, Inspector of Schools for Lunenburg and Queens Counties in 1933, makes this report of his school district:

Considerable interest was shown in school improvement, both grounds and buildings, stimulated by the usual assistance of Mr. L. A. DeWolfe, Director of Rural Education, and Miss Dora Baker, Assistant Director. Miss Helen Nichol, Helping Teacher, devoted a large part of her time to this phase of our work with good results. Through her efforts remarkable improvements were made in a number of school grounds, notably the one at Fox Point in the District of Chester. The grounds of this section, previously not more than a rock pile, have been converted into a creditable level playground.

Miss Nichols has also done good work in the formation of Parent-Teachers' Clubs. Through the influence of these clubs, many sections are now taking a greater interest in their schools.²

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1. Home and School Quarterly (Truro: Rural Education Division,) July 1940, Vol. 8, No. 3, p. 67.
 2. Nova Scotia, Annual Report of the Superintendent of Education (Halifax: King's Printer, 1932), p. 35.

H. M. McDonald, Inspector of Schools in Antigonish County, also sings the praises of the Helping Teachers and the idea of Home and School Associations:

The demand for the work of the helping teacher has increased in this Division In connection with Parent Teacher Associations, I may say that this excellent means of bringing the value of the school into the home has been largely responsible for the congenial environment of the school children of this Division.¹

Between the years of 1930 - 33 assistance and guidance was given, not only through L. A. DeWolfe, Dora Baker and Helping Teachers, but also through the Parent-Teacher Quarterly publication and monthly leaflets from Truro, in addition to the circulation of such magazines as Child Welfare, Parent, Home and School Review and other material on parental and educational problems. Some of the maxims of these years were:

1. Thorough preparation previous to organization
2. Avoidance of communities already much organized
3. Supervision and Assistance during the first year of growth.²

Up to this time the organization felt it had the following results:

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1. Ibid., p. 46 .
 2. Nova Scotia, Journal of Education (Halifax: King's Printer, 1933), Vol. 1, No. 5, p. 69-70.

1. Greater interest in local school matters and in education in general.
2. The discarding of prejudices against newer methods of teaching and against new content in curriculum subjects, due to better understanding through demonstrations and discussions.
3. Improved local school conditions - enlarged school grounds; landscapes; play equipment added; "hot lunch" equipment provided; sanitation improved; picture and music books and magazines donated to the school.
4. A genuine interest in the modern treatment of behaviour problems of children, as evidenced by topics discussed at meetings.
5. A more united and harmonious community, with less friction between home and school. ¹

From 1922 to 1939, L. A. DeWolfe, historian for the Home and School, says that 342 organizations formed and, of this number, 80 had dropped out. He gave the following reasons:

1. Frequent changes of teachers
2. Lack of local leadership
3. Organization for the wrong purpose
4. Change of Helping Teachers
5. Insufficient care of organization during its infancy
6. Inefficient officers
7. Poor programs²

To offset some of these problems and to correlate the work of the organization, Councils were formed,

1. Ibid.

2. Home and School Quarterly (Truro: Rural Education Division), July 1940, Vol. 8, No. 3, p. 67.

beginning in 1934. Generally these Councils were organized by counties, but could use a geographical area if desirable. The first Councils organized were:

Lunenburg-Queens	October 1934
Kings	" "
Shelburne	November 1934
Yarmouth	" "
Guysborough	May 1935
Halifax	Fall 1936
Colchester	January 1938
Victoria	November 1938 ¹

At the end of 1935 we are able to see that there were six County Councils, which had to foster 148 local Home and School Associations. It was felt at this time that a Provincial Federation should be formed. This was realized in 1936 when a Convention was called to meet at Acadia University, Wolfville, and a motion was passed to this effect, with Miss Dora Baker as the first President.²

Up until this time the Home and School Associations had included some organizations that had other objectives than child welfare. The hope had been that such organizations would devote one meeting per month wholly to the generally accepted Home and School programme. During this year it was

1. Ibid., pp. 68-69.

2. Silver, p. 6.

decided to report only on the Associations which had actually affiliated with the provincial and federal organizations.¹

In the early years of the Provincial Organization the executive of the individual organizations met with the Inspector of Schools who helped them to plan their programs and afforded them an opportunity of discussing their local problems impartially.² Thus organization was promoted through the Inspectors of the area, while teachers were contacted through Teachers' Institutes and Teachers' Study Clubs.³

The councils, also, were to help in assisting weak associations in developing broad and worth-while programs and, above all, to develop local responsibility and leadership.⁴ They acted as a link between the local associations and the Provincial organization. Its purpose was not to duplicate the work of the individual associations but function as a guide, counsellor and friend to the associations in membership.

Further contact to encourage the new associations was made directly by the Provincial Convenor, Dora Baker, who felt that personal contacts were essential

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1. Annual Report of the Superintendent of Education, 1936, p. 91.
 2. Home and School Quarterly, (Truro: Rural Education Division), Dec.-Apr. 1935-36, Vol. 4, No. 2, p. 7.
 3. Ibid., July 1940, Vol. 8, No. 3, p. 33
 4. Ibid., Aug. 1937, Vol. 5, No. 3, p. 5.

to successful organization. Correspondence was used as a media, often to follow up suggested names or places or get the opinion of persons who could organize in the future.

The main problems in 1938 were as follows:

1. Lack of time to do the work justice. This was echoed by all the Inspector organizers.
2. Communities already over-organized.
3. In a few cases, evidence of antagonism towards the movement on the part of trustees, of teachers, or of rate-payers.
4. In too many associations, all the homes, or even a majority of the homes, were not represented.
5. Opposition on the part of the city teachers, who claimed this was a rural movement, and seemed to resent the rural to city aspect.

In 1940, a method of promoting Home and School through the Normal College was begun. Two periods were set aside for the Provincial Organizer and President to give talks to the in-training teachers. After the lecture they held discussions and then were permitted to visit associations in operation. Although this was inadequate it bore some fruit as

1. Ibid., July 1938, Vol. 6, No. 3, p. 33.

student teachers requested Guides and other material, in order to establish an association in their new school district.¹ This same idea was carried out in the Truro Summer Session and in the Adult Education Class in the Nova Scotia Summer School in Halifax, where one period was devoted to discussion of the relationship between Home and School² and its community implications.

To combat many of the problems of the Nova Scotia Home and School Association, Leadership Courses were given annually. These were not too well attended until 1944, when fifty-five members, selected from all parts of the Province through the aid of the Home and School Councils, spent two days in practical and stimulating study. The program centered around the four problems which Home and School leaders found most difficult:

1. Securing wise and capable leaders.
2. Effective administration in local associations.
3. Study Group methods.
4. Program Planning.³

These were continued, and in 1948 such courses were offered in three centres with an enrollment of

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1. Ibid., June 1947, Vol. 15, No. 3, p. 97.
 2. " July 1948, Vol. 16, p. 58.
 3. " July 1944, Vol. 12, No. 3, p. 118.

153 persons receiving training. These courses covered Administration, Program Planning and new¹ Program Methods.

To promote more interest and activity on the local level, the Home and School promoted study groups. It presented the basis on which a study group was to be established and the necessary steps to be followed thereafter. Dr. MacLellan, leader of a study group at St. Francis Xavier University, Antigonish, maintained that in order to have a study group there must be a problem in which everyone was interested -- that is a problem dealing with their needs. The steps necessary for the solution of a problem were:

1. There must be a clear understanding of the problem.
2. Get some discussion on the problem - look for trial suggestions.
3. Discuss which is the best suggestion or solution.
4. Agree on one suggestion.
5. Try this suggestion - put it into practice.²

In 1945 there were 24 such groups in operation

1. Ibid., July 1948, Vol. 16, p. 55.

2. Ibid., July 1944, Vol. 12, No. 3, p. 125.

within the Province.¹ This is only one indication of the outstanding attempts at organization. Thirty-seven dormant groups were revived while 70 new units were organized. There was a notable increase in the number of urban groups² which showed a breakdown in the idea that this was solely a rural movement.

1946 showed an evolution in organization procedure. In the beginning, spade work had been done by teachers, which was advantageous in rural areas. This was followed by Women's Organizations -- but in this year, in the towns particularly, men's service clubs took the lead. Rotarians, Kiwanis and Board of Trade were among those sponsoring Home and School.

Organizational methods from 1944 - 1949 were effective, as seen in the increase of membership - then 18,000 in contrast to 5,000 of 1944, and the doubling in numbers of Councils from 11 to 22.³

Since 1950, two annual booklets have been published: "Home and School in Review" and "Convention Minutes", which gives the complete reports, standing

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1. Ibid., July 1945, Vol. 13, No. 3. p. 74.
 2. Ibid., p. 79-80.
 3. Ibid., July 1949, Vol. 17, p. 58.

and achievements of the Home and School Associations.

During the years between 1949 - 1954 the Provincial Association expanded its services. While continuing Study Groups, Leadership Courses and Publications, it increased the number of personal contacts. The Organizing Field Secretary did this by meeting many of the Field Secretaries, Teachers, and attending meetings of various associations -- with the purpose of dealing with Provincial Projects and to setting up county objectives in organization and membership.¹

It was during these years also that Publications were further increased. Books on "School Education" and "Founders' Day Committee" were published, while the Program Council and Publications Committee were active in providing press coverage for special speakers in Associations, work of committees as well as radio series and tapes pertaining to Home and School Work. It was through the Committee of Adult Education that many new ideas, new methods and new helpers were brought upon the scene. New Methods were presented in a book called "Making Better Meetings", while ideas were promoted through Adult Classes and short Courses by Home and

1. Home and School in Review, 1954-1955
(Truro: Nova Scotia Federation of Home and School Associations), p. XVIII

School Councils and other county organizations.¹

In 1958 close contact between Provincial and Local Associations was maintained by correspondence, questionnaires and surveys.

In 1960, in the National Federation, some Committees had their names changed. This same change will be brought up at the next Provincial Convention and a resolution will be formulated requesting that the School Education Committee be changed to School Life, the Parent Education Committee be changed to Parent Life and the Adult Education Committee be changed to Community Life.²

Membership in the local Home and School Association is given upon the payment of a per capita fee, of which part is sent to the Provincial Office, affiliating them with the Provincial Organization, part to the Federal Office and part returned to the Councils. The following table shows the history of the membership fee:

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1. Ibid., p. 42.
 2. Interview with Mrs. C. L. Travis, Executive Secretary of Nova Scotia Federation of Home and School Association, Mar. 19, 1961.

RATE OF AFFILIATION FEES

YEAR	RATE PER MEMBER	ALLOTTED TO COUNCIL	SENT TO NATIONAL FEDERATION
1936-1941	1¢ with minimum of 50¢ per association		
1942-1946	5¢		1¢
1947-1949	10¢		2¢
1950-1954	25¢	5¢	6¢ ¹
1954-1957	35¢	5¢	6¢ ²
1957-1958	35¢	5¢	8¢ ³
1958-1960	\$1.00 including subscription to Home and School News	10¢	8¢ ⁴
1960-1961	\$1.00 individual \$1.50 per family	10¢	8¢

Before turning our eyes to the organizational setup of the Nova Scotia Federation of Home and School Associations, I would like to present another table showing the growth of the Organization over the years, the membership and the number of Councils:

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1. Home and School in Review, 1954-1955 (Truro: Nova Scotia Federation of Home and School Association), p. 24.
 2. Minutes and Proceedings, 22nd Annual Convention, July 1958, p. 18.
 3. Ibid., p. 24.
 4. Interview, Mrs. C. L. Travis.

GROWTH OF ORGANIZATION FROM 1936-1960

<u>YEAR</u>	<u>NO. OF AFFILIATED ASSOCIATIONS</u>	<u>MEMBERSHIP</u>	<u>NO. OF COUNCILS</u>
1936	90		5
1937	129	2,219	6
1938	167	4,100	7
1939	181	4,803	8
1940	168	4,812	8
1941	171	5,259	9
1942	154	4,424	11
1943	135	3,845	11
1944	151	5,195	11
1945	242	8,195	12
1946	253	9,600	16
1947	359	12,881	19
1948	465	15,315	22
1949	450	18,000	23 1
1950	453	18,205	23
1951	505	14,835	23
1952	501	22,295	23
1953	508	21,226	23
1954	518	15,477	23
1955	507	22,541	23
1956	491	20,000	23
1957	459	21,715	24
1958	447	20,120	24
1959	419	16,464	24
1960	450	15,346	24 2

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1. Silver, p. 23.
 2. Wilfred Higgins, Administration Secretary, Report submitted to Mid Year Board Meeting, Halifax, Jan. 13, 1961.

CHAPTER II

THE ADMINISTRATIVE PRINCIPLES OF THE NOVA SCOTIA HOME AND SCHOOL ASSOCIATION

The purpose of this chapter is to look at the Home and School Association of Nova Scotia as an operating Organization, to see how it is set up, the goals it has set out to achieve and the activities it utilizes to reach the proposed objectives.

This Home and School Association of Nova Scotia is a Provincial Federation and is a member of the Canadian Home and School and Parent-Teacher Federation. When I speak of this particular organization I apply the definition that states it is a collection of persons, materials, procedures, ideas or facts, so arranged and ordered that in each case the combination of parts makes a meaningful whole.¹ The people in this organization are the teachers, parents and any other adults interested in the aims of the organization. The materials are pamphlets, publications, conferences, institutes and workshops which serve as a means of communication within the organization. The procedures are outlined in the constitution. These three things are the energizing parts which combine to give meaning to the Home and School Association.

1. Jesse B. Sears, The Nature of the Administrative Process (New York: McGraw-Hill Book Company, Inc., 1950), p. 88

These elements function in a particular framework, and can be better understood when seen in the light of their background. The following diagram shows that Associations were set up and then, super-imposed on them, were Councils, Regional Vice-Presidents and then the Provincial Organization, which were to act as directive groups, influencing these local associations toward a pattern of co-ordinated and effective behavior. The Provincial Federation divided the area into seven regions and put over each a vice-president. Within these regions twenty-three Councils were established and under these, 450 Local Associations function.

PROVINCIAL FEDERATION

REGIONAL VICE-PRESIDENTS (7)

COUNCILS (23)

WELFARE OF THE CHILD

LOCAL ASSOCIATIONS (450)

The objectives to be achieved are the same on all levels of administration, but because of the hierarchy of authority, each level has to interpret these aims in a particular way and, as a result, their activities will be distinct from, as well as common to, all activities of the organization.

The Local Associations are those that are formed in any place where there is a school and a group interested in promoting the welfare of the child.

When there are three or more individual associations a council can be formed. This is composed of representatives from the local units who feel that when they work together they can achieve greater results than when they operate singly or in isolation. The Council mothers weak associations, organize new units, confers with and directs existing associations and acts as a link between local associations and the Provincial and Federal Organization. They organize, deputize and supervise.¹

The Regional Vice-Presidents are heads of regions within the province and are appointed by the Executive of the Provincial Organization. There is no constitution to guide these officials but their job is to acquaint the local associations with what is going on at the Provincial level, to work with the Councils, to help local associations with their particular problems, to speak to various groups on educational matters and to arrange for regional conferences.

It is the Regional Vice-Presidents who submit an annual report to the Provincial Organization. These reports, with the reports of the Committee Heads

1. Home and School Quarterly, (Truro: Rural Education Division), July 1937, Vol. 5, No. 3, p. 37.

throughout the province, give a fairly complete picture of what is being accomplished by the Federation.

The chief aim of the Provincial Federation is to strengthen and guide the numerous groups in the Province. It has usually accomplished this dual purpose through its united membership and by outlining the policy and setting the goals of the organization, which are the same for all levels of administration, not only in this Province but across Canada. They function as an executive authority by seeing that the objectives and policies, as stated in the constitution, are observed. The executive for each year is appointed by the Board of Directors, who is a representative group of the organization and acts in an advisory capacity.

The policies of the Home and School Association are: that they shall be concerned with education, they shall be non-commercial, non-partisan, non-sectarian and non-racial. This association may co-operate with other groups that are concerned with the welfare of children and youth, providing that they do not have to pay an obligatory fee to work with the group.¹

The goals to be achieved are these eight:

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1. Canada, The Canadian Home and School and Parent-Teacher Federation Handbook (Canadian Home and School Parent-Teacher Federation Incorporated, Toronto, Ontario, 1951), p. 7.

1. To promote the welfare of children and youth.
2. To raise the standards of home life.
3. To promote and secure adequate legislation for the care and protection of children and youth.
4. To foster co-operation between parents and teachers in the training and guidance of children and youth, both during and after the school period.
5. To obtain the best for each child according to his physical, mental, social, and spiritual needs.
6. To give parents an understanding of the school and its work, and to assist in interpreting the school in all its aspects to the public.
7. To confer and co-operate with organizations other than schools which concern themselves with the care and training of children and youth in the home, the school and the community; and with the education of adults to meet these responsibilities.
8. To foster high ideals of citizenship and patriotism; and to promote through educational means international goodwill and peace.¹

When we glance at this organization, the first thing we are conscious of is its activities. Behind these activities we sense force or authority which is conscious and controlled and causes persons and things to behave in a certain way. Such activities may function in various ways. It may take the form of planning, organizing, directing, co-ordinating or controlling. These elements are not independent of each other and do not work singly, but

1. Ibid., p. 6.

each, while bearing a nature of its own is closely related to every other element to form a unified administrative process.¹

I now propose to examine each of these activities, in itself and then as it is carried out in the Nova Scotia Home and School Association.

Planning means simply, to get ready to decide or to act upon some problem or piece of work.² The use of planning is to discover and prepare the way for some needed decision or some action to be taken. This is an intellectual activity which studies facts and principles. It will work in two ways: long term planning and short term planning. The first will involve situations that will require regulated action over an extended period of time. The second will be concerned with particular occasions or those of short duration. Those doing the planning must be aware of a situation needing attention, which they will proceed to study, considering all the possible ways of meeting it. They will have to choose what appears as the best possible way to proceed and then make up a prescription for such action.³

Planning must, and does take place, on all levels of administration in the Home and School Association. In the

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1. Jesse B. Sears, The Nature of the Administrative Process (New York: McGraw-Hill Book Company, Inc., 1950), p. 30-32.
 2. Ibid., p. 40.
 3. Ibid., p. 41.

Local Associations all the planning and studying are done by the Committees. There are three kinds of committees:

1. The Executive Committee
2. Standing Committees
3. Special Committees¹

The Standing Committees perform that work of an association which is of a continuing or permanent nature. They promote the objectives and interests of the association. The actual planning done by these committees will be determined by the needs of the association and the particular needs of the community. These plans they submit to the Executive Committee who must approve them before any action can be taken.

The Councils, on the other hand, must plan how these groups can work together and achieve the goals established. This may take the form of planning for schools of instruction to train leaders, helping each association to study and meet its own needs, or providing materials. If there are problems in the local associations, they help to analyze them and propose a plan of action.

The greatest item of planning for the Regional Vice-President is the Annual Regional Conference. The

1. Canada, The Canadian Home and School and Parent-Teacher Federation Handbook (Canadian Home and School Parent-Teacher Federation Incorporated, Toronto, Ontario, 1951) p. 7.

purpose of such a conference is to strengthen all phases of association work through a better informed and more efficient membership.¹ Such planning would entail arrangements for time, place, publicity, materials for distribution and programming.

The Provincial Federation plans for the entire organization, using as a basis the common needs of all children, their environment and the possibilities that are opened to them in the future of their area. These plans will grow out of and be formulated in part by the Councils and Local Associations, which are closer to the existing conditions. Much of this planning is done by the Board of Directors, as well as the Committee Chairmen and Executive Officers.

Organization divides labour and holds people to their jobs. It makes co-operation possible and causes the members to work co-operatively to a plan.² Thus, organization ensures the harmonious working of all individuals to accomplish the task at hand.

The Home and School Association accomplishes this task in part by means of its constitution. It stipulates the officers needed for each Administrative level, with a list of the duties to be performed by each. The

1. Ibid., p. 90.

2. Jesse B. Sears, The Nature of the Administrative Process (New York: McGraw-Hill Book Company, Inc., 1950), p. 101.

co-operation between these various people has to be promoted by the chief executive of each unit. Thus all presidents are responsible for work being allocated, and completed in harmony. They can delegate the responsibility, but it always rests primarily with them.

Direction effects decisions, gives the signals to act, orders or empowers others to act, indicates what the action is to be and when it is to start and stop.¹ In its essence, direction is authority on the move, guided and controlled by the will of the officer. This, then, points the way and is effective when it gets the work done with the least expenditure of time, energy and material commensurate with the quality of work desired and it is done to the full satisfaction of the workers.²

All elected and appointed officers and committee heads have the power of directing. They have been given this power by the members of the organization who have placed them in their positions. These positions or offices hold within them the duties to be performed and the authority and responsibility to execute them.

Co-ordinating is the task of bringing things together in harmonious relationship, to the end that they

1. Ibid., p. 127.

2. Ibid., p. 139.

would function together effectively.¹ It is to hold the parts together, to prevent and to repair any disunity.

The Home and School Association is dealing with people, with materials in endless variety, with educational purpose and programs, with children and parents, with the government, and with various physical, social, scientific and economic forces.² The function of keeping all of these things in their place and attuned to all the others is the function of co-ordination. This activity provides a basis for evaluating one's actions in management. The process of co-ordination divides naturally into three types of activity -- diagnosis, prescription and execution.

The Provincial, and more directly, the Regional Vice-Presidents and the Councils are in a position to do the most co-ordinating. They must look to see which local associations are weak and why; which associations need co-ordination in their services, programs, and so on. They must investigate what is wrong with the existing conditions. They must be aware of the possible dangers and be sure that the effects anticipated will facilitate the desired relationship. One means they employ to bring about the desired co-ordination is to keep before all

1. Ibid., p. 162.

2. Ibid., p. 162.

3. Ibid., p. 195.

members the aims and objectives of the organization, uniting them in purpose.

The final activity to be dealt with is Controlling. Here the various heads must decide where control is needed, what kind to use; they must see if the work is being done effectively and evaluate the results, in the light of the objectives set up.

Control holds things in place or to account. It is a process which determines where control is needed, of choosing what form of power to use, of bringing the needed power to work; of supervising, inspecting and evaluating results.¹

The Home and School exercises control by law, in the sense that all officers have duties and responsibilities. This helps to show where control is needed and how it can be brought to work. When duties are general, this leaves room for more individual control. This use of power is determined by the knowledge of the individual as well as the environment in which he functions and his native endowment. Thus, control will be concerned with the placement of personnel. Greatest results are achieved by having the right person in the right job. Inspecting and evaluating take place, for the most part, after committee heads have presented reports at the Annual Conventions.

1. Ibid., p. 208.

Evaluation of local associations can take place after conferences or workshops and at the termination of a particular year.

All of these five activities -- planning, organizing, directing, co-ordinating and controlling, overlap, and in many cases are exercised by the same people.

Sears has said that it is authority which gives life to the organization, which gives unity and co-ordination. Authority represents power to decide, to act or to command others. It is the determiner of action for members, and -- as such -- all must know where it resides and how it operates if they are to use it and comply with it. Authority must have places of residence and these must be channels for the flow of force.¹

Authority can stem from many sources -- law, knowledge, custom, tradition, common beliefs, aspiration and public opinion. Here I refer to the source of law, as a power to command.

Authority comes to the Home and School Association by the will of the people.² It comes in the form of law -- and in this case, a Constitution. Everyone in the Home and School has authority to act but in their limited field. Some have authority to command others. All are subject to the law of the constitution and most are subject to the

1. Ibid., p. 109.

2. Ibid., p. 110.

command of others, whom they have authorized to put the constitution or law into effect.

The authority which many have is invested in the office which they hold, such as a President. This authority is accompanied by corresponding responsibilities. The more authority one has the more responsibility he has. Although duties may be delegated, the corresponding responsibility cannot be completely delegated but rests, at least finally, with the person in office.

The Local Associations of the Nova Scotia Home and School Association are set up under Provincial Supervision. The greatest authority is in the office of the President and the elected executive committee. The President directs and co-ordinates the affairs of the organization. He delegates work to the Vice-President or to standing or special committees, who can formulate plans of action, which can be executed only after they have been approved by the Executive.¹ All other members in the organization have some authority. They execute it when they vote people to office, or when they vote on recommendations of committees or to enforce some change in the by-laws of the Constitution.

1. Canada, The Canadian Home and School and Parent-Teacher Federation Handbook (Canadian Home and School Parent-Teacher Federation Incorporated, Toronto, Ontario, 1951), p. 10, 20.

The Councils are without legislative powers and cannot organize without provincial authorization. They follow the established provincial constitution with their own by-laws, which have Provincial approval. Their powers are restricted to the Associations in their Council Areas. The authority here rests in the Executive Committee and appointed delegates. They must find individuals to act as leaders, who will in turn find workers who will head committees.¹

The Regional Vice-Presidents receive their authority from the Provincial Federation which appoints them. They have the authority to organize conferences, as well as to assist and guide Councils, and through them the local associations. Often the local associations by-pass the Councils and go directly to the Regional Vice-President for assistance. This breaks down the established administrative process. The reason appears to be that the Councils don't work quickly enough or do not have the necessary information for the guidance and help needed.

Finally, the greatest authority rests with the Provincial Executive and Committee Chairmen. Although they are appointed to their positions, these appointments are approved by the existing provincial

1. Ibid., p. 106.

executive, committee chairmen, council presidents and delegates from all local associations in the province.

These established positions of authority, primarily instituted for the purpose of command, must be used also as a means of communication within the Home and School Association. This Communication must flow in both directions -- up and down, so that when decisions are made persons with authority will be guided by the information necessary to make decisions, and will further be aware of the effects of their actions. This knowledge will assist in future plans and decisions. It may be a breakdown in Communication between Regional Vice-Presidents and Councils when local associations do not work through their Councils, but go directly to the Regional Vice-President.

Thus, we come to know the essential nature of the Nova Scotia Home and School Association through its aims and the structure established to achieve these. The essence of a thing is the key to understanding its activity, and so we shall turn our attention to the expression of this organization from the time of its formation to its present activities and expressed hopes for the future.

CHAPTER III

OPERATION AS AN ORGANIZATION

The advantages of the Nova Scotia Federation of Home and School Associations can be viewed in the light of its past achievements, present activities and future aspirations.

The vitality of this group has been felt on National Provincial, County and Municipal levels.

On the National Level it has achieved the following accomplishments:

1. It sponsored (with others) the Canadian Conference on Education in 1958.
2. From 1957-59 it conducted a Canadian Family Study and submitted the findings to the Canadian Conference on Children.
3. It has been, and is, represented on the (1) Canadian Broadcasting Corporation Advisory Committee on School Broadcasts and (2) National Film Board.
4. It is represented on the committee which prepared "Nursery School Time", and endorses "Kindergarten of the Air" and "Cuckoo Clock House".¹

On the Provincial level it has the following achievements:

1. It has submitted General and Special briefs to the Nova Scotia Government and to Royal Commissions. These briefs have dealt with many pertinent problems, in such fields as: Federal Aid to the Support of Education, the improvement of Teachers, Changes in the Curriculum, on Safety, School Construction,

1. C. B. Havey, "What do your Dollars Do", Home and School News, XXI (March-April, 1958), pp. 6-7.

Regional Libraries and on topics of Welfare. Here the organization is the voice of the public that cares about education in Canada and it has a strong influence upon public opinion and legislation.

2. The Federation has assisted in the organization of the Nova Scotia Education Association.
3. It has successfully promoted the larger school unit of Administration.
4. It has helped to bring us Rural Consolidated High Schools.
5. It has effected curriculum changes.
6. It has brought about immunization against diphtheria.
7. The Federation has caused the Home Economic Branches to conduct more practical training.
8. It promoted Public Health Nurses and Dental Trailers.
9. It made it possible for students to write supplementary Provincial Examinations.
10. It promoted better inspection of School Busses.
11. It sponsored the Junior School of the Arts for Nova Scotia youth.
12. It established, throughout the province, numerous music, art and speech festivals.
13. It conducts Leadership Courses and Parent Institutes.
14. It publishes "Canadian Home and School" and "Home and School News".
15. It awards Dora M. Baker Scholarships to Teachers.¹

1. C. B. Havey, Some of the Things your Dollars Do.
(Truro) .

All of the Provincial activities arose out of one or more of the individual organizations and spread throughout the entire Province. These same units also worked within their own communities to supply equipment helpful in the education of children and not provided by the Department of Education.

With such an impressive history behind it, the Nova Scotia Federation of Home and School Associations now look to the future to see what still remains to be done to improve the school, the child and the community. They propose such items as:

1. To improve our standards of education.
2. To raise the professional qualifications of teachers.
3. To increase the supply of good teachers.
4. To secure professional parity for teachers' salaries.
5. To have a Music Supervisor appointed for the schools of Nova Scotia.
6. To obtain free or rented textbooks for High School Students.¹

The summation of such endeavors certainly intimates the value of the organization. There are, however, other ways of understanding the functioning of the organization than by just recording what has or is being done.

1. Ibid.

some of these interests. We are able to see that the organization is concerned with its own continuation so that it can provide the best physical, intellectual and aesthetic development for these children.

Every group, striving toward a desired goal, must not only look forward but back. It must review its work, locate its beginning, follow its course and study the result. Only then can they see their mistakes, their weaknesses, their needs, their victories, the direction which they must take for the future.

The points of emphasis of the Home and School over the years are most interesting to recall. We can see how they began with the proximate problems which could be settled quickly and moved on gradually to encompass many more important issues as the minor aims had been successfully accomplished.

As an example of Home and School interest in the child, in relation to his physical surroundings in the school, the 1936 Convention in Wolfville mentioned in the rural associations without exception some form of school improvement, having to do with sanitation, lighting, drinking water, re-decorating, additional¹ equipment and improving the play grounds.

1. Silver, p. 9.

The same convention presented the Government with a resolution showing it was strongly in favor of an enlarged school unit of administration and financial support -- to give equal school opportunities and services for all children.¹

Resolutions of 1937 show that the interests of the organization began to expand to the medical, aesthetic and intellectual life of the child, and indicate its awakening interest in parents, who play such a major role in the education of youth.

The resolutions which give an example of these interests are as follows:

That a sufficient number of health nurses be appointed to ensure that each school was visited at least twice yearly.² This marks the initiation of interest in the health of the child, and since then it has continued and has many accomplishments to its credit.

A system of regional libraries was proposed as a subject for study and the work of vocational guidance and training was urged, to be extended throughout the Province.³

The appointment of the first Convenor of Music took place. The position was extended to B. C. Silver,

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1. Home and School Quarterly (Truro: Rural Education Division), May-August, 1936, Vol. 4, No. 3, p. 11.
 2. Ibid., August 1937, Vol. 5, No. 3, p. 21, Res. 5.
 3. Ibid., p. 21.

then supervising Principal of the Wolfville Schools.¹

Another convenor, Convenor of Parent Education, Professor B. A. Fletcher, Department of Education, Dalhousie University, was appointed. This prospered for a while but suffered when Professor Fletcher returned to England. However the thread was picked up again in 1944-45 when Dr. R. O. Jones became convenor. By 1949 there was a vast amount of material available to the public in the form of Parent Education. There were films, playlets, broadcasts, Parent Institutes and Study Groups.²

In 1938 a committee on Visual Education and School Equipment was appointed, the stress at this time being on projectors rather than on radio.

Between the years of 1937-47 the organization widened its scope very little but continued the work already inaugurated. Its great rewards seem to have been in Parent and Adult Education. The Adult Education Program received its greatest impetus from Bloomfield School in Halifax, where it had its beginning in 1947, and other associations soon adopted a similar program.³

Teachers, one of the primary influences of child

1. Silver, p. 12.

2. Ibid., p. 14.

3. Ibid., p. 15.

education, received attention for the first time in 1951 from the organization. From this date to the present we see how the Home and School have become active, more alert to the fundamental needs of education. This was initiated a decade ago, and much progress has been made, but still more remains to be done. The first interest was of a financial nature whereby they resolved to consider whether the people to whom they trusted, for a large part, the moulding of character in their children, were receiving fair remuneration.¹

At the next convention it was resolved that a Commission be established to study educational finance in Nova Scotia.² As a result of this, in 1953 Hon. V. J. Pottier was appointed to conduct the study, out of which came a substantial raise for the teachers of Nova Scotia, far surpassing any salary scheme implemented in the entire province up to this time.

This same commission made other important recommendations. The brief prepared by the commission asked that after Grade XI, a minimum requirement of two years' training for teachers be enforced and that a new and modern normal college be constructed, or

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1. Convention Minutes, July 1951 (Truro: Nova Scotia Federation of Home and School Associations), p. 10.
 2. Ibid., 1952, p. 7.

that such training should be handled either by a college established at Truro or handled by the Department of Education at Dalhousie, Acadia and Saint Francis Xavier.

Special training for principal and supervisors was suggested as well as systematic and steady progress in provision of trained personnel and adequate facilities for art, music, physical education and guidance.¹

At the same time the Joint Committee on "Public Attitudes Toward our Schools" was also focusing the interest of Home and School on relevant issues of our school system, standards and responsibilities of a professional teacher as well as the assessment of public opinion on educational issues of this nature.²

This sixth decade of the century was a busy one: As an example of the industry of the Association we have the brief of 1956 presented to the Royal Commission on Broadcasting. The impact of television was being felt and it was time to evaluate the programs available for children and youth. To ensure the best, most creative and responsible use of television in programs designed especially for the children, the Nova Scotia Federation of Home and School Associations

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1. Home and School in Review, 1953-54 (Truro: Nova Scotia Federation of Home and School Association), p. 3.
 2. Minutes and Proceedings, 17th Annual Convention, 1953 (Truro: Nova Scotia Federation of Home and School Association), p. 37.

requested an extension of research leading to more effective and broader use of television. This research was to cover pre-school years, school age period and "drop-out" years. It was further requested that the programs should be under the supervision of persons who have considerable training in child development and mental health, and experience in other fields of work with children.¹

A survey of the number and qualifications of teachers in Nova Scotia showed that it was necessary to find some means, other than financial,² of attracting and retaining teachers in the profession. A Joint Committee on Teacher Recruitment was set up in 1957 and the committee undertook a research project to study the attitudes of Grade XI, XII and college students toward teaching as a profession.

This committee also suggested a way by which teachers could improve their social relations with the public and make the profession better known. Here they singled out the attractive features of teaching and presented them for circulation and

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1. Home and School in Review, 1955-56, p. 13.
 2. Program and Annual Report, 22nd Annual Convention (Truro: Nova Scotia Federation of Home and School) 1958, p. 13.

¹
promotion.

While continuing interest in teachers, the organization set a few goals which it hoped to achieve for itself in 1958. The areas needing attention were Program, Expansion and Public Relations.²

First, the organization felt that a revision of programs for individual organizations was necessary. Several pamphlets were sent out from the Head Office at Truro, suggesting interesting and challenging topics for discussion or study at the meetings. Much criticism had been levelled at meetings whose sole concern was money raising or simply entertainment.³

The hope for further expansion is still a concern of the organization. This has not been too successful because of multiple membership provisions. The cost of membership has increased, and some organizations felt that the Provincial and National Affiliation did not give them sufficient benefits, so they withdrew.⁴

In the field of Public Relations, under the direction of Mrs. J. M. C. Duckworth, much was accomplished to make the Nova Scotia Federation of Home and School Associations much more widely known.

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1. Minutes and Proceedings, 22nd Annual Convention (Truro: Nova Scotia Federation of Home and School Association), p. 34.
 2. Program and Annual Report, 23rd Annual Convention, p. 11.
 3. Ibid.
 4. Ibid.

This federation is a charter member of the Nova Scotia Education Association and The Education Week Committee. It also receives much publicity through the newspapers, radio and television.

The Convention of 1960 seemed to indicate another field of interest. It is intent on improving the relationships with partners, those who should work together in educating children for the world in which they are to live. The relationship between teachers and pupils and school and community was mentioned. However no resolutions to promote better relationships in these areas were formulated. It would be satisfying to think that this was the beginning of a wider and deeper investigation, which would result in the suggestion of bringing all the "Partners in Progress" together. The next chapter will look at the teacher and parent as partners and suggest means of bringing them together, to co-ordinate their efforts for the better education of their children.

CHAPTER IV.

CONTACT BETWEEN PARENT - TEACHER, HOME - SCHOOL

Basically, parent-teacher associations should exist for one reason: to provide an opportunity for parents and teachers to work together understandingly and harmoniously for the benefit of the child.¹ No two groups of people could be more interested in and concerned about children than are parents and teachers. Before examining the relationship between these two groups, let us look at each group individually.

The parents are the first educators of youth. They have certain ideals and standards they wish their offspring to achieve. While the children are young and under their complete jurisdiction they can execute these ideas without interference. The time comes, however, when they must work in unison with other agencies; the school, community and playmates. They realize that these factors will influence the lives of their children, yet they must know what happens to the child when it is not under their care.

This knowledge can only be obtained by some means of a contact. Some adults are reluctant to come to school, due to some unfortunate experience which they

1. Ernest Osborne, The Parent-Teacher Partnership, Paul Vahanian (New York: Bureau of Publications, Teachers College, Columbia University, 1959), p. 26.

had themselves, or the fact that some may regard their child's failure as a sign of their failure as parents, rather than as a problem that must be worked out by the school and the home.¹

Parents may have many fears. They fear being criticized, they fear being found wanting or fear what the neighbours think. These apprehensions must be eliminated before any harmonious relationship with the school can be established.

The parents have a definite place in Home and School. They have a duty to confer with the teacher, so that she may know the home situation, the eating hour, rising hour, retiring hour, and thus more fully understand the child. At the same time, the parents will become aware of and have more understanding of the teacher's problems. If a contact between the two is maintained the parents will begin to feel it is their school. They will realize that many existing conditions within the school are no-one's fault but due to a lack of money. This often starts them on a campaign of some nature, which develops in the parents a responsible attitude. Once introduced, particularly if done through a Home and School Association, the parents become more vocal regarding their wishes, as they are not only offered an oppor-

1. M. K. MacDonald, "Parents Come to School", Convention Minutes of the Nova Scotia Federation of Home and School Associations (July 1951), p. 23.

to express themselves but are urged to do so.

Teachers, on the other hand, have their faults, their fears and have contributions to make. They fear interference, too many demands on their time, accusations and a lack of support. The parents cannot be objective because they are too emotionally involved with the children. Teachers cannot be completely objective either because they may dislike the child or favor him too much. Thus a meeting ground for the two is necessary.

A teacher has much to offer to and gain from a Home and School Association. She has leadership qualities, a close understanding of school routine, curriculum and purposes, as well as a knowledge of childhood and youth. If she is willing to give her talents, the teacher in turn will have a chance for human relationships in the community, while growing and developing as a leader. She will have the backing of all school ventures, whether it is a matter of finances or public opinion, while enlisting the talents of the community to aid in school performances. More important, a channel will have been

set up for the enlightenment of the community as to the needs, purposes and methods of the school.¹

When parents and teachers are brought together it changes their attitude towards their work, toward each other and toward the children. It makes them realize that they have responsibilities to each other. The parent will become aware they must get the children to school on time, after having given them a hot, substantial breakfast, while the teacher will use discretion in the amount of school work assigned or the extras demanded. Only by the home and school working together can the parents understand the school on one hand, and the school do its best work of training children to be good citizens, on the other.²

It is obvious that if home-school co-operation is to be effective, facilities must be provided for easy communication between parents and teachers. This communication can be realized through Report Cards, Written Notes, Home Visits or Personal Conferences. For the best results, all means should be used.

The Report Card is important because it constitutes

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1. Dora M. Baker, Why Teachers Value a Home and School Association (Truro: Nova Scotia Federation of Home and School Associations, 1946), p. 3-4.
 2. M. K. MacDonald, p. 22.

at present, the only communication between home and school which is not dependent on the initiative of either parent or teacher and which is uniform, regular and mandatory. Parents rely upon it for routine information on the child's progress. The information it contains should be clear, adequate and complete.¹

One of the simplest and yet most effective ways of maintaining contacts with parents is through the written word. The Report Card only communicates the child's standing in his work. The written note should be used to supplement this, stating good character traits, good behaviour, notable progress or achievement on any level; emotional, physical, moral, intellectual, aesthetic.²

The idea of Home Visits is not a new one. The major purpose of home visits is to establish a friendly relationship of mutual interest, trust and understanding. Consequently, they should not be arranged or carried out in a brisk, businesslike way as a kind of professional obligation. Rather, the approach is one quite similar to visits one makes to new neighbours, new colleagues, or other friends and acquaintances. Such visits should never be surprise visits, for parents have the right to

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1. British Columbia, The British Columbia Parent-Teacher Federation, A Brief to The Royal Commission on Education (1959), p. V.
 2. Osborne, p. 39.

know when the teacher is coming and to indicate the time such visits will be most convenient. Through a home visit, the child would link the world of his home with the world of his school, while the parent is able to see the teacher as an individual, rather than as a symbol of authority.¹

The personal interview, between Parents and Teacher, I have left for the last. This, I feel, is the most important means of contact between Home and School, and as conducted in many schools, leaves much to be desired. I would like to see The Nova Scotia Federation of Home and School Associations give more attention to this point of contact, for here lies one of the keys that can open the doors to achievement of what is best for every child.

Let us look at the system used in many schools. A notice of meeting is sent home to the parents, scheduling interviews and business meeting in one evening. A half- to three-quarters of an hour is allotted to Parent-Teacher Conferences. The enrollment of every class is over thirty, so the teacher has a minute and a half to talk to each parent, if they all attend. This is further complicated by all

1. Ibid., p. 40-42

parents congregating in one room, standing in line to see the teacher. In a minute and a half, before an audience, will a teacher or a parent discuss any serious problem?

The interest of the parents lies in these interviews, as is evidenced by the small number in attendance of the Business Meeting - in contrast to the wonderful attendance in the classrooms.

Not all systems are as poorly organized as this. Some schools, usually by the direction of the principal, do set aside time for interviews alone but these too do not achieve as much as is possible. This is due to faulty interviewing techniques, uncertainty of both Parent and Teacher as to the purpose to be achieved, the system used, one day for all parents and all teachers.¹

Let us look first at what an interview is. It should be a natural, free, easy communication between parent and teacher, indicating informality, not just superficial chin-wagging. It creates more understanding between Parent and Teacher, and as a result the child is less likely to be pulled in divergent directions by people who fail to recognize the difference there is in these two lives he is being

1. J. W. Girdwood, "Teacher-Parent Interviews" (Tufts Cove, Dartmouth, Shannon School, 1959), Part I. p. 3.

forced to live.

The teacher is in the best position to bring to the parents the story of the child's progress in his school life, his achievements, his difficulties, his relationships with pupils and teachers. The child reports fragments of his life but if this information is obtained from an adult, the teacher has a basis for guiding the child that could not otherwise be obtained.¹

The teacher is in a position to speak of the capabilities and development of the child, which he himself cannot see. The teacher is able to explain what is being taught, as well as how and why. She is able to observe the child quite objectively and see his difficulties, weaknesses and other problems. Therefore, no one is better situated to report on the development and progress of the child, in the school, than the classroom teacher.

The teacher is only one factor in the interview. She is not there to just talk at the parent, but must get the parent to speak freely about her child and their home. The parent's account of their feelings toward him, how he acts at home, their knowledge of him, can be most enlightening to the teacher. From

1. Ibid., Part II, p. 1.

the parent, the teacher can get a true picture of the situation for doing homework. She can see how many children are in the family, in the area, the reference books available, the accommodations for study without distractions, etc. There may be a problem here which the teacher can help solve if she is aware of it.¹

Interviews are useful for all parents, whether the children are good or bad. The more knowledge both possess the better they are able to teach and guide them. The more understanding that exists, the easier life is for the child. In any case, action based on information obtained in an interview will always be more practical and beneficial than action based on speculation.²

To be effective, every interview should be conducted according to a certain technique. Ignoring the personalities involved, there are definite policies which will bring about the desired goal. Here are some suggestions:

Meet the parent as courteously and graciously as if you were in your own home. Nothing is more infectious than friendliness. If a parent knows you are glad to meet her she will reciprocate the feeling.

1. Ibid., Part II cont'd., p. 1.

2. Ibid., p. 2.

Develop the faculty of recognizing people you have met before. If people have to introduce themselves a second or third time, they feel that they didn't make much of an impression previously. This is difficult in the departmentalized areas because the number of parents is large, and the conversation prior to a second meeting may have been so short and hurried that no real impression was made.

Be specific in statements. To say that "Tommy is lazy", is too general. Give the parents examples of what was supposed to have been accomplished, the time allotted and the work completed. Parents must understand what you are trying to tell them; only then can they help you rectify the situation. Language should be simple and clear at all times.

Be a listener. Show the parent that you are genuinely interested in what she has to say and not just waiting for an opportunity to continue your own conversation.

Avoid arguments. There will be times when you are not in agreement with the parent. Let it suffice to state your point of view with reasons, and allow them the same privilege. Thought on both sides can follow.

Don't be authoritative or you will make the parent feel that he is incapable of making his own decisions. If you present a solution to a problem, there should be more than one possibility suggested so the decision can be left in the parent's hands. Any suggestion should be made in such a way that the other party would feel comfortable about taking or leaving it.¹

Another important technique of interviewing is privacy and comfort. If the room is pleasant and offers an opportunity for both parent and teacher to be seated, it lends a certain ease immediately to the situation. It is important for the parent to be alone with the teacher, so that both can speak freely, without the danger of others eavesdropping. Privacy lends itself to easier communication and both will feel, when the conference has been terminated, that their confidences will not be violated.

The parents must feel that they have sufficient time to talk to the teacher. If they realize there is no immediate rush, they will not be intimidated by a lack of time and will delve into the problem at hand. If ample time is provided, then the problem can be

1. Ibid., Part III, p. 1-2.

investigated properly and various suggestions proposed for the solution.

The interview time can be arranged by individual teachers or by the principal, for the entire school. If the system is to be all parents appearing on one day, the day and the hour must be decided upon.

If the interview were conducted by appointment only, the teacher would send out invitations to a certain number of parents, offering them a choice of times within a two-week period. Only two parents should be interviewed in an hour, and only after such time as the teacher is acquainted with the pupils. The teacher would prepare herself for the conference by reviewing records she had been keeping of the child's achievement in school work, his social adjustment and other pertinent experiences she has had with him. She would recall, also, the particular things she wishes to accomplish in this interview, so that the time would be well utilized. This system would involve more time on the part of the teacher, and may cut down on the number of times you would see the parent in one year, yet more could be accomplished in one or two of these interviews than those conducted under circumstances presented previously.

—A three-way conference, in which older children

meet with teachers and parents, has proved to be valuable. In these conferences the child is encouraged to express any of the things which may be bothering him as well as to discuss the suggestions which his teachers and parents believe will result in more effective work and better adjustment on his part.

Naturally not every teacher is prepared to carry on conferences of this nature, or of any nature. Some need help and training which should be available to them through the principal at a staff meeting. In this situation a mock interview could be staged, with discussion following on the purpose and method of the conference.

The interview is, without a doubt, one of the most effective ways of bringing the Home and School together. However, other methods can serve a purpose of integrating the community and the school. On the educational level, it is the duty of the school to enlighten the community as to the curriculum and methods being used. This could be done by grade levels in the following manner: The Parent-Teacher Association would set up a committee for this project. The committee would adopt some area of the curriculum for study and

discussion in such fields as reading, arithmetic, sciences, foreign languages, etc. conducted under the leadership of the teacher. Each teacher would meet with the parents of children at this Grade Level for six meetings. Through this media parents would not only be informed but would bring much understanding and possible suggestions to the education of their children.

At the beginning of each year, possibly in the third week, the Home and School should sponsor a Back To School Night, during which time the curriculum be explained generally within ten or fifteen minutes. To add a spark of enjoyment to a more serious matter, parents should be given an opportunity to pretend they are students.

As the year progresses the Home and School should sponsor a Father-Son night. This would be a social evening whereby the two groups could engage in boxing, basketball, badminton, trampoline, etc. This would bring home and school, father and son, together.

Having favored one body of the Association, the other could not be neglected. For the women, a Mother-Daughter Tea would stimulate interest. Such an occasion would offer many possibilities of development -- solos, dances of different cultures, fashions of various countries or a speaker and demonstration of setting a

table or some phase of etiquette.

If each activity arranged was well organized, it would be successful -- and parents, children and teachers would look forward to each coming event. Family Night could serve as a final effort. All members would be included, even to the pre-schoolers. If conducted like a bazaar, it would provide enjoyment and possible financial assistance to the school.

Home and Schools should highly develop these areas of communication between teacher-parent, school - community. After this has been given sufficient attention, then their focus should be upon other fields of endeavor which would promote the ideas and policies of the Federation, as stated in Chapter II. Our final chapter will examine these other fields of endeavor still waiting or needing to be explored.

CHAPTER V.

FURTHER RECOMMENDATIONS

To make the Home and School Associations operate more competently, the school and community must be integrated to the highest degree possible. Life in the community is the actual experience for which we are trying to prepare the child. It is not reasonable to have the two divorced until the child's graduation and then toss him into the sea of industry and expect him to adjust swiftly and easily. The bridge between the two world should not exist. The pupil, at the time of his commencement, should step naturally from one experience into the other. This can be done only through preparation and carefully planned strategy.

The Adult Education Committee of the Nova Scotia Federation of Home and School Associations includes in its purpose, the study and investigation of Community influences. This Committee could expand to include further services. A complete survey of each Community's resources should be made. This would embrace a detailed account of all Industries and Employment available. Embodied in the narrative would be the number of people employed, the nature of the jobs available, the training

necessary for these, the remuneration, working conditions, pension schemes, chances of advancement vacancies to be filled annually, working hours, vacations, in-service training and any other vital statistics.

A compilation of this information is only the beginning. This knowledge must be transmitted to the children in an appealing and interesting manner. Speakers from the numerous organizations should be invited to the schools to address the student body or individual classes, bearing any literature, displays or samples that would illustrate or promote their field of industry.

Such events lend themselves naturally to be incorporated in the school curriculum, in the field of Social Studies. When pupils realize how their particular community operates, dependent upon the individuals within it, a gradual understanding of the relationship between all geographic locations and the development of various cultures will follow.

When the industry under study cannot be brought to the schools, the schools should be taken to the industries. Guided tours of all factories, business establishments, etc. should be available for all students

so they could observe in actuality the nature of the labour.

Many firms, particularly those of a larger nature, could be encouraged to establish more bursaries or scholarships, granted on the basis of achievement and interest in their field of work or granted on academic achievement so that promising students would have an opportunity of continuing their studies in other areas.

Business should also educate youth through the media of movies or slides. If produced for school circulation, they would supplement or take the place of tours of the scene of activity.

Once a harmonious relationship was established between Home and School and Community Employment, the Managers could be trained to send annual reports to the School Board, including new developments, new methods or suggesting areas needing scientific research.

Essay Contests and Industry Fairs could be sponsored within the school. Children would have the opportunity of appraising the industries, making posters, sketches, exhibits showing the developmental stages of the industry, making miniature models of machinery in operation or a display of other products made from the one produced in their community. It would be a wonderful way to

promote knowledge and stimulate interest in their environment.

Such integration between the Business World and the school will not materialize on its own accord. It must be promoted through a powerful and interested organization, as the Home and School Association. The production men should be invited to meetings of this Association, entertained fittingly, given publicity for the co-operation and interest they show and educated tactfully to the needs of the children they can fulfill as well as the benefits they derive from a knowledge of our educational system.

There are other recommendations I would like to make to the Nova Scotia Federation of Home and School Associations. Since a detailed analysis of these would involve a greater length than this work permits, I will state them briefly, in hopes that the Organization will investigate their practicability of adoption on the various local levels.

SUGGESTIONS IN THE FIELD OF EDUCATION

1. Since the number of women in the teaching profession far outnumber the men, there should be

more promoted to administrative or inspectorial positions.

2. Since there exists in most large schools a fair number of children who are in need of remedial teaching, particularly in the subject of reading, remedial teachers should be available for the necessary instruction.

3. Since many Television Programs after the hour of seven o'clock in the evening are not educative, and in many cases detrimental to children, and since extensive Television Watching makes the children listless or sluggish, a program should be adopted to curtail this to a minimum during the school week.

4. Since the enforcing of the curriculum and the efficient operation of a school depends largely on Principals, Supervisors and Administrators, great pressure should be exerted to have these positions filled by men who have been trained through special Administrative Courses.

SUGGESTIONS FOR INCREASING MEMBERSHIP

1. Use members as missionaries, sending them out personally to contact and bring in one or more new members.

2. Publish, in each school, a monthly letter or paper, giving reports of all school activities.

3. Promote interest through children, featuring them on occasional programs or having class banners, which would be awarded to the class who had the largest number of parents in attendance at the meeting.

4. Promote interest through an enthusiastic teacher.

5. Use class mothers to form a telephone or visiting committee to contact all parents of that particular class.

SUGGESTIONS FOR IMPROVING PUBLIC RELATIONS

1. Work harmoniously with School Trustees.

2. Keep in close contact with University Officials, as the home and the school must know what they expect of their students.

3. Try to have a member of the executive of the Nova Scotia Federation of Home and School Association either appointed or elected to the Board of School Commissioners, in order to have a vote on educational matters.

4. Work through the Teachers' Union to promote interest and understanding of the teachers. Let them know you need them and want them.

5. Maintain a good relationship with Health Boards and Social Service Agencies.

SUGGESTIONS FOR IMPROVING PUBLICITY

1. More contact with all in-training teachers, not only at the Nova Scotia Normal College or the Halifax Summer School, but with all Education Departments of the Universities. Student teachers should be given a few lectures on the purpose of the Nova Scotia Federation of Home and School Associations, a synopsis of their achievement, an indication of their aspirations, followed by an invitation to an energetic and effective Home and School meeting.

2. More publicity through local and provincial papers, with a view to articles in the Atlantic Advocate, which would reach many of the kind of parents you want as members.

3. Get the support of church groups. These are usually strong and influential, and could help to promote your cause.

The Nova Scotia Federation of Home and School Associations has the largest and, potentially, the most powerful voluntary organization within the Province. The public can and does dictate to the Government, so

parents, in mass, as the public must unite their efforts to establish standards of education and of community living. No other organization has for its purpose to integrate all the factors of a child's life. Parents must be made aware of the possibilities opened to them and the responsibility of fulfilling their obligation of preparing the best life possible for their children.

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