

Quebec Home and School

PUBLISHED MONTHLY BY

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

*At
Federation
Dinner*

SEE PAGE 17



VOL. V, No. 1

MONTREAL, QUEBEC

OCTOBER, 1952



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QUEBEC HOME AND SCHOOL

Published Monthly by
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Please address all magazine correspondence to the Editor.

Editor: ALLAN K. COOK
30 Bourgogne St.
Fort Chambly, Que.

Associate Editors

MRS. G. N. MOSELEY MRS. N. S. MCFARLAND
225 Carlyle Ave. 3649 St. Leon Street
Town of Mount Royal. Montreal 9.

Editorial Board:

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Advertising Manager: EDWARD GROSS
202 Cote St. Antoine Road, Glenview 2815, Westmount

Subscription Manager: REV. M. W. BOOTH
Authorized as second class mail,
Post Office Department, Ottawa

VOL. V, No. 1 Montreal, Quebec Oct., 1952

LETTERS TO THE EDITOR

Sir:

At a regular meeting of our Association on Tuesday, April 8, 1952, it was unanimously decided to send a cheque for \$10.00 to the Canadian Save the Children Fund, for the purchase of a bushel of wheat.

The Beauharnois Association hopes that the response from member associations will be enthusiastic as this is indeed a worthy cause.

Yours truly,
Mrs. W. E. Kilgour,
Corresponding Secretary,
Beauharnois Home and School Association.

THE YEAR BEFORE US



Many of you during the summer months will have gone on motor trips. Some will have experienced that thrill which comes when, having reached the top of a rise, you are able to view the road stretching out before you for miles. It is like having a preview of the miles ahead and yet as you travel along the road it often seems quite different from the way it looked from the top of the hill.

Association Executives as they plan their Association program and look forward to the events of their Association year will find themselves in a somewhat similar position for they are looking down the road their Association will follow. They carry a great responsibility for the success of their Association for the year lies in their hands. By careful thought at the planning stage and enthusiasm and diligence in carrying the program out each turn in the road of the year can be made to be even more fruitful and worthwhile than it looked from the top of the rise.

In one of the old School Readers there used to be a story about berry picking called "Stick to your Bush". It taught the moral that it does not pay to flit from one thing to another thereby forfeiting the benefits at hand through always looking for something better. The boy in the story who, having found a good bush, stuck to it and stripped it before going to another, filled his pail, while the boy who darted from one bush to another spent his time running about instead of picking berries.

Of course the moral is sound only if the "bush" to which you are going to stick is a good one. Obviously the boy would not have many berries if he spent his time on bushes that had very little fruit. But having found a good bush it paid him to stay with it until he had gathered all its fruit.

There is perhaps a thought here for Home and School Associations. First of all, Association programs should be planned in those fields in which the greatest benefits for the Association lie. Having determined the needs of the Association and designed the program to reap the benefits of filling those needs

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YOUNG ARTISTS VIEW HANDIWORK



Peacock Alley of the Windsor Hotel in Montreal was a children's art gallery during Federation's annual meeting last May. Many of the 3,000 entries in Federation's art contest were displayed and drew admiring comments, not only from the young artists shown above but also from adults and competent art critics.

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

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

Television

FOR BETTER OR FOR WORSE

Television in Canada officially started last month. It brings to parents and teachers, in and near Montreal, entirely new situations and problems. This article is intended to summarize the available data on Canadian TV and, more important, the conclusions, survey results and recommendations derived from public experience in Great Britain and the United States from 1948 to 1952, and from a recent survey made in Toronto.

by E. W. Crowe

At the start, TV outlets located on Canadian soil will be controlled and operated by the CBC only. Initially, stations are proposed in Toronto, Montreal and Ottawa, with the future possibility of stations in other large cities such as Vancouver and Winnipeg.

With freak exceptions, TV reception obtains only within a distance of approximately 50 to 70 miles maximum from the transmitting station so that good reception of CBC telecasts will be largely limited to the urban population of the above cities and immediate vicinity.

The announced CBC policy is that, as far as possible, TV programmes will be basically Canadian in character. CBC control of telecasting facilities should not however, lull us into thinking that we will automatically avoid all of the objectionable features and related problems which have been evident in TV in other countries. Both parent and teacher will have a reasonable part to play in adjusting our Canadian habits of living to this new and remarkable means of communication.

As the number of Canadian receiving sets increases following the advent of CBC television, so will also the availability of American telecasts by direct reception. There are now approximately 110 TV stations in the United States and only a few of these, in border States, are presently within the receiving range of Canadian viewers. Recently, the Federal Communications Commission in the United States removed previous barriers to new TV station construction. An ultimate total of 2,051 stations has been proposed. This increase in new stations in the United States will be only at the rate of 100 or so additional stations per year but, in border States, this steady development will greatly increase the number of United States stations within range of Canadian viewers. The door will not be closed to direct reception of American TV program-



mes. Rather, it will steadily open in areas such as Montreal and the southern reaches of the Province of Quebec which are close to the border—where much of our population is concentrated. Toronto provides a good example, since, even without CBC television, many areas of Southern Ontario have been receiving American telecasts. An authority recently stated that 100,000 receiving sets are operating in Canada as of June 1952.

The CBC recently announced that its TV facilities will be available to advertisers. Apart entirely from the cost of talent, the costs are very high, being \$1,600 per hour in Toronto and, initially, \$500 per hour in Montreal where fewer receivers are now in operation. If the advertiser is to give wide support to such high costs, with obvious advantages to the taxpayer, it remains to be demonstrated whether both the basic and advertising content of programmes will avoid the worst features of TV in other countries. Obviously the voice of the advertiser must be heard if he is to share the taxpayer's load, but his choice of programming material is

understandably affected by the type of programme which best sells the product. An American TV advertising executive was recently quoted in Toronto as saying:—"We are not in the job to promote culture. We hope they'll do that in the schools. We're realists, business men. We have to push goods across the counter. If we don't there are going to be a lot of new advertising executives." If this is a representative opinion amongst advertisers, it clearly stresses our individual responsibility to make our wishes known.

The CBC proposes a direct link with American programmes for Canadian relay through Buffalo, New York. It is believed we may expect that approximately one-third of CBC programmes will consist of such relayed United States programmes selected by the CBC as "the best". It is reasonable to assume that the United States programmes so transmitted, particularly those sponsored by advertisers, would be subject only to partial control, editing or re-arrangement, if any. Finally, there have been recent technical press statements suggesting that the present limitations on the range of TV reception may well be overcome in the not too distant future.

With the above facts before us, the following conclusions may be reached:—

- (1) With United States telecasting increasingly available to Canadian viewers, either directly or by relay, the standards of TV programming in the United States will have a real and direct effect upon Canadian TV viewers.
- (2) While the taxpayer, through the CBC, may be expected to provide certain types of programmes, both educational and entertainment, which would not be supported by sponsoring advertisers, nonetheless the high cost of telecasting and the availability of facilities to advertisers, together with the reception (direct or relayed) of United States programmes, will leave much to the selectivity and discrimination of the Canadian viewer.
- (3) As parents and teachers, we will have a civic responsibility to criticize constructively, to view selectively and to give understanding guidance to our children.
- (4) TV will provide a challenging opportunity to Home and School in telecasting areas in Canada—to survey and marshal the considered opinions of those most interested in the welfare of children, to help parents and teachers with the new problems which TV will bring and

to work with telecasters in the achievement of the best TV programmes.

The Bright Side of Television

TV is mechanically fascinating for most people of all ages. This new means of communication will, at the turn of the dial, bring the living image and the spoken word within the home. Far away places, spectacles of sport and world events as they occur, the best dramatic productions, the lives and habits of animals, the latest knowledge and discoveries of science and "how to do it" programmes can be brought to one's family without stirring from the house and with no apparent admission fee. The door is also opened to wholesome fun through the presentation of the best of lighter productions such as puppet shows, circus acts, etc.

The TV proponent will state with some truth, that TV programmes will be just as good but no better than demanded by those who are paying the bill—whether as taxpayer, payer of special licence fee or purchaser of advertised goods. The only real problem would arise if the viewing public were silently receptive to any type of programme regardless of merit, offering no constructive criticism and using no discrimination.

The use of televised motion pictures, if well selected, could overcome much of the present amateurishness and the very high cost of "live" productions. The best of such motion pictures can be repeated from time to time with diminishing cost results and it has been estimated that ultimately probably 80% of televised programmes will use films of original telecasts.

Programmes do not need to be tagged or typed as "educational" in order to educate. The wider knowledge and experience with the world which TV makes possible can help children with their reading and school work if related and explained by parent and teacher. TV can also serve to strengthen the family bonds, particularly where programmes are enjoyed together and are followed by appropriate discussion and reading.

Finally, TV is with us whether we like it or not. Whether its best potential is or is not attained will depend quite as much upon ourselves as individual parents as it will upon our stars or the CBC.

The Other Side of the Ledger

The major potential difficulties of television may be summarized under certain broad headings, as follows:—

(Continued on page 20)

Quebec Represented at Training Camp

For the past two years the Ontario Federation of Home and School Associations has held a three-day leadership training camp at Lake Couchiching in Northern Ontario. This summer Ontario invited Quebec Federation to send two members to this conference which was held June 19th-22nd. Isabel Shuster (Herbert Symonds), president of the West End Regional Council, was one delegate; Marjorie Bedoukian (University District) was the second. Mrs. Bedoukian replaced Mrs. Blelock of Bedford who was unable to attend.

On reaching the camp the two Quebec delegates separated so that each might form an independent impression and also mingle to the greatest degree with the Ontario group.

Mrs. J. D. Taylor, President of Ontario Federation, welcomed the delegation and introduced Mrs. J. Swinton the camp director. Immediately after dinner the work started in earnest when Mr. Don Graham and Mr. W. V. Trot (Director and Guidance Counsellor, respectively, of the Forest Hill Village Schools) conducted a most rewarding discussion period, stressing the problems of conducting meetings. The listening audience gradually became a participating group under the skillful direction of Mr. Graham. It was soon evident that this excellent leader was using the very techniques on *his* listeners that he was advocating that *they* use on a shy and reluctant Home and School meeting!

For the subsequent meetings the delegates were separated into groups of approximately twenty each for "workshop" sessions. The workshop method of conducting these meetings was most successful from two points of view. Firstly, the leaders, by skillfully drawing out various opinions and attitudes, problems and solutions, were able to indirectly add to the overall picture of Home and School, as well as to the topic under discussion. Secondly, the whole purpose of the camp—i.e. Training for Leadership—was given meaning as the members of the discussion groups gradually grew more confident and willing to be drawn into active participation by the competent leaders. Throughout the whole three day programme this "learning by doing" was constantly stressed. Thus, not only the method, but also the theme of the workshops, was pertinent and informative. For example, in the Work-

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shop on Administration and Procedure Mrs. J. D. Taylor soon had under way a lively exchange of opinions as to how to keep formality to a minimum in order that a meeting not bog down under a weight of dull technicalities.

The concept that training is intended to fit people for specific tasks is by no means a new one. The idea that Home and School members may also improve themselves in their leadership ability is certainly a worthy and necessary contribution to better Home and School meetings and more smoothly operating Associations.

Dr. Osborne on Comics

"Crime and obscene comics are a too simple answer to the juvenile delinquency problem." Dr. Ernest Osborne, professor of education at Teachers College, Columbia University, said in an interview in Montreal.

He said that there are too many mental disturbances and family dislocations involved to pin-point a great deal of blame on the "horror" magazines.

"A lack of balanced discipline in the home is a far more plausible reason for the increased delinquency rate," he said. "The comics, though they do exercise a strong influence on young minds, are only secondary or tertiary causes," he emphasized.

Dr. Osborne felt the problem could be approached more effectively by helping people build better homes and thus promoting sounder and friendlier family relationships.

Parents to Hear

School Broadcast

Commencing Tuesday, Oct. 7, the CBC Trans-Canada net work will present a series of five feature programs written by Len Peterson and built around the programs presented to schools in the National School Broadcasts and in their companion programs, the Provincial School Broadcasts. With Lucio Agostini's music setting the scene, parents will be able to look in upon the students as they take part in a wide variety of these radio lessons which play such an important part in their day-to-day school life. The programs will be heard in Quebec each Tuesday from 8:00 to 8:30 p.m.

HELP! HELP!

The Traffic Safety Committee of our Federation urgently needs more members. Here's a chance to do a really effective job in Home and School work. We all deplore traffic hazards. Let's do something about it. Men and women of Federation who are really concerned about traffic safety should contact Kenneth Van Geun, Chairman, Traffic Safety Committee, 4589 Wilson Ave., Montreal 28. We hope some of them will be willing to speak before member Associations on this subject.

October, 1952

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Quebec Home and School

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"SHOEING" YOUR CHILDREN OFF TO SCHOOL



by Walter J. Cross

A graduate of the School of Surgical Chiropody of London, Eng., Mr. Cross also undertook two years of post-graduate studies in Children's foot problems. For four years he has operated a free foot clinic for children each Saturday.

One of the most frequent questions we hear at our clinic is, "Why is it children have foot disorders?" Then parents ask: "Do many children have foot troubles? Do they inherit disorders like bunions, corns, ingrown toenails and fallen arches, or do they acquire them from shoes? Are weak ankles serious? And what kind of shoes should my child wear? Are scampers harmful? What is the best kind of overshoe to buy?"

It is estimated that about 80% of adults in our society have foot disorders—and know it. But few of us realize that about the same percentage of small children have foot disorders—and don't know it. Neither do their parents; nor, quite often, do their doctors know it—because extensive research on children's foot problems is a new field and results so far are not conclusive.

However, three weeks ago, a mother brought her child, aged two years and three months, to our Saturday clinic. The symptom she asked us to investigate was "knock-knees". During examination of the child the mother said that the child seemed to be listless, ate poorly, woke up with nightmares on an average of three times a night, and slept fitfully in the afternoons, waking up cranky. She further stated that the child seemed to lack co-ordination, stumbled constantly, and could not walk the distance of a city block without asking to be carried.

The first thing we found was that the child's shoes were too short. Secondly, the child suffered a very common foot weakness known as "pronation", inrolling of the ankles. All we did was to fit a new pair of shoes, and to add a small wedge to the inside border of the heel which aligned the ankle in its proper position.

One week later the mother phoned to tell us that the child had walked over half mile without asking to be carried and had not stumbled once. Three weeks later, at the time of this writing, the mother says the child's personality has changed entirely. Since the addition of the wedge the child has had unbroken sleep every night. He plays happily

with other children, wakes from his afternoon sleep refreshed and eager for play; and as a result of his increased activities, he is taking an interest in his food and gaining weight.

Case histories of this type are not uncommon in a practice dealing with children's foot disorders. Listless children are tired children. Children who sleep fitfully—who wake during the night crying—frequently are victims of leg pains and over-fatigue due to foot weaknesses. These in children are the basic cause of all the major foot disorders in adults. The case just described illustrates how important proper posture is to the health, well-being and general efficiency of the child—and just how dependent good posture is on foot health.

In choosing shoes for children going back to school the type of footwear is important only if one knows the condition of the child's foot. However, shoes are not intended to cure foot weaknesses. A strong normal foot does not need support any more than a strong normal back. And no shoe to our knowledge will strengthen a congenital foot weakness. Thus, unless a mother intends to have her children's feet examined, any shoe she buys is as good as the next one.

There is one reservation to the above statement. After four years research we are convinced that any young foot, discounting visible deformity, is assisted by a Thomas Heel. This is a heel with a sixteenth-inch wedge inserted along the inside border and extending forward slightly on the inside shank. This heel, besides helping the ankle to maintain proper alignment, also directs the flow of weight distribution along the proper course during walking. Aside from properly made shoes, this is the only feature which is sold as an aid to children's feet and which has legitimate value in the field of standard footwear for children.

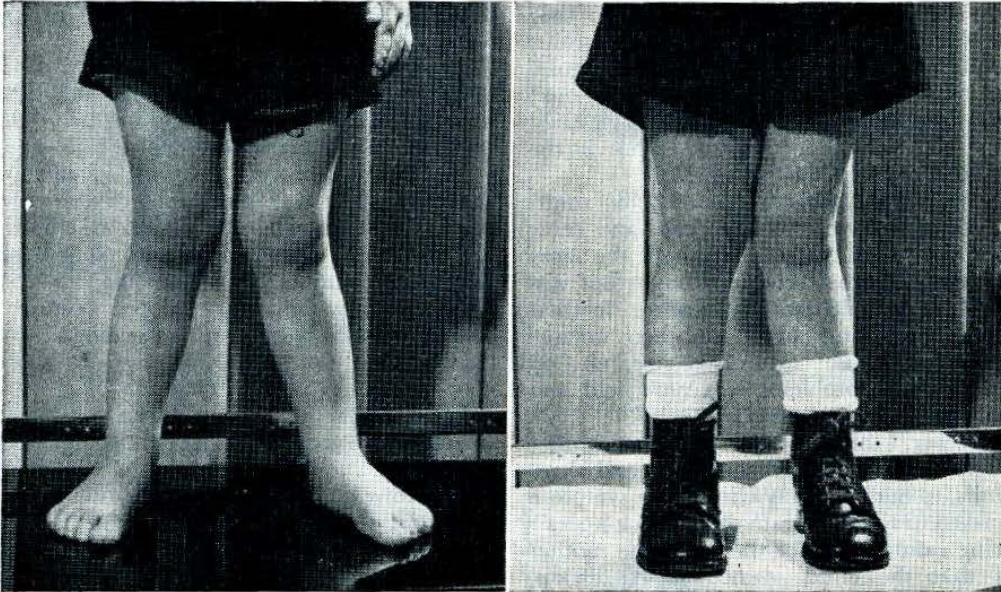
Except in special cases, children do not require "arch support" shoes. Our clinic examines 5,000 children a year and we have not yet discovered a so-called "fallen arch".

Children who seem to have flat feet either have fatty deposits on their feet, or the ankles roll in, causing the inside of the foot, or the arch, to come in contact with the weight-bearing surface. Children should never, *never* be given arch supports except on reliable prescription. And all children who toe-in should be examined professionally since in most cases the trouble is not in the foot at all, but in the leg, knee, or hip.

Seldom is a foot injured by footwear, except when outgrown, or when footwear is passed on from an older to a younger child. Improper footwear might be a contributing cause—but in the majority of cases the foot

Corns, on the other hand, are not due to congenital weakness, but in children, are a direct result of tight shoes. Corns have no roots—they are formed from dead skin cells by the action of friction and pressure. Similarly, ingrown toenails in children are almost always caused by tight shoes.

The problem of winter footwear arises around the middle of October. Basically, overshoes are an insulation for holding the body heat inside the shoes. The trend is toward fur-lined rubber overshoes—either with buckles or zippers. We find that the most practical and most economical overshoe is the water-resistant canvas shoe with



A SIMPLE WEDGE DID THIS — This little child's legs will eventually be perfectly straight. As the accompanying story reveals, the personality, disposition, and appetite were changed by a minor shoe adjustment.

weakness is congenital, and will get worse as the child grows older, no matter what footwear is chosen, unless expert advice is sought and correction carried out early in the child's walking years.

For instance, some children around the age of fourteen begin to develop bunions—even though the parents have been strict in their attention to the children's footwear. The reason is that the bunions were there, incipiently, at birth—due to a weakness known as "metatarsus varus primus". This weakness induces incorrect walking habits which force the great toe joint out of line—and shoes have nothing to do with it. The weakness can be overcome in early childhood—but only a trained eye can detect it in a small foot.

rubber soles. During very cold weather an additional protection is needed—a warm woolen stocking drawn over the leather shoes. The ribbing of the legs of the snowsuit should be drawn over the overshoe—not tucked in.

Scampers, running shoes, and bedroom slippers, are made for specific purposes and are fine in their place. For general use none of these is advised.

In children there are five basic foot weaknesses. It would be wonderful if all mothers could detect these weaknesses and ask for proper correction for her small children. Unfortunately, it takes considerable study and experience to understand the child's foot problems. Any orthopedic surgeon can supply the necessary examination and give a reliable

(Continued on page 13)

NEVER CORRECT

YOUR CHILD'S ENGLISH

It don't make no difference if the kid does make a few mistakes. You done worse, probably, when you was his age.

by NORMAN LEWIS

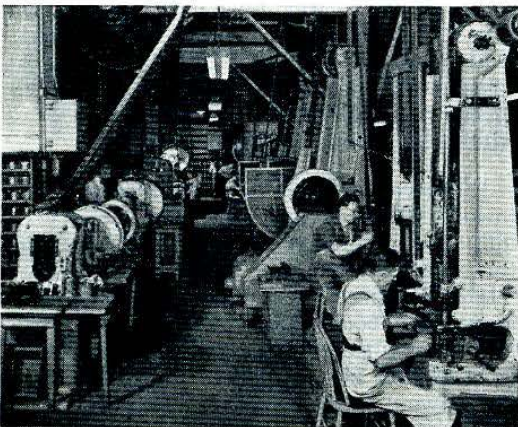
To your growing child, this world is sufficiently confusing and insecure—don't add to his troubles by censoring his speech. From the day he utters his first syllables, he will be making man-sized attempts to imitate the language he hears in the family; and as he becomes more sophisticated in the use of words his speech will naturally fall into the patterns of communication which he observes all around him. Talk baby talk to him—and he will eventually talk baby talk right back at you. Address him fairly constantly in nervous, querulous tones, in rushed, garbled sentences, and his own speech will follow suit. It has to—up to the age of five or six, a child's talk is almost pure imitation, and highly susceptible to good or bad influences.

Of course, he'll do some improvising. He'll say *comed* and *spended* and *growed* and *eated*, even though such barbarisms never occur in the speech of your household. When this happens, as it does in the language of every normal child, ignore the errors. To you, the past tenses of English verbs may be simple enough. To the child learning to talk, they can become another one of life's many difficulties—if you start emphasizing correctness and incorrectness. When your youngster starts adding *-ed* to his verbs, he is taking a linguistic step forward, and in speech children take one step at a time; it may be some while before his mind is

ready to distinguish between regular and irregular formations of the past tense. In the interim, if you constantly correct his lapses, you are presenting him with problems too complex for his tender years. And if you laugh at his childish ignorance, you may begin to build up in him a certain amount of unconscious resentment or a certain amount of unconscious fear that he cannot express himself in a way to satisfy adult ears.

Your child will go through other normal speech phases. He will use nouns earlier than pronouns, and will say *Johnnie wants supper* before he learns to say *I want supper*. For more complex thoughts, he will usually prefer *me* to *I*—he will say *Me and Margie are going outside* in preference to *Margie and I are going outside*. He will venture to use new words he has heard—often in wrong context and with ludicrous effect. Accept his contribution gravely. Don't laugh—he is not trying to amuse you. Don't correct him—he is not looking for criticism. He is making an experiment in communicating an idea; and unless you are intent on wrecking his self-assurance, accept his idea and his new word with dignity and keep your superior knowledge to yourself.

Your child, in his continuing attempt to express himself in language, will probably go through a developmental phase which may make him sound as if he is beginning to stutter. Don't express concern. Do not



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ask him to talk more slowly or more clearly. The less attention you pay to his apparent "stuttering," the quicker he'll grow out of it.

Dr. Wendell Johnson, Director of the University of Iowa Speech Clinic, made an investigation of the fluency of children between the ages of two and six. Doctor Johnson reports, in his book, *People in Quandaries*: ". . . Young children speak in such a manner that from 15 to 25 per cent of their words figure in some kind of repetition. The initial sound or syllable of a word is repeated, or the whole word is repeated or the word is part of a repeated phrase . . . In addition, there are frequent hesitations other than repetitions.

"These repetitions and hesitations are not accompanied by any apparent tension or anxiety on the part of the child. They seem to occur somewhat more frequently when the child is 'talking over his head,' when he lacks sufficient knowledge of what he is talking about, when the listener does not respond readily to what the child says, or his vocabulary does not contain the seemingly necessary words."

Such nonfluency is almost certain to be intensified by parental criticism, scoldings and corrections, because these produce in the child a sense of shame or a feeling of guilt. If you begin to notice symptoms of what you consider "stuttering" in your child, it may be time to correct your own attitude toward him, instead of correcting his speech. Are you showing him enough love, giving him enough security, paying enough attention to what he wants to communicate? Are you, perhaps, making it too plain that you are worried about his speech? Doctor Johnson, studying a group of 46 stutterers, discovered that they were all normal up to the time when "someone, usually parents, first regarded them as stutterers."

"The more anxious the parents become," Doctor Johnson concludes, "the more they hound the child to 'go slowly,' to 'stop and start over,' to 'make up his mind,' to 'breathe more deeply,' etc., the more fearful and disheartened the child becomes, and the more hesitantly, frantically and laboriously he speaks—so that the parents, teachers and others become more worried, appeal more insistently to the child to 'talk better,' with the result that the child's own evaluations become still more disturbed, and his outward speech behavior becomes more and more disordered. It is a vicious spiral, and all the factors involved in it are closely interrelated."

As you can see, this is merely an extremely conspicuous result of one form of speech

correction. But any kind of continued correction is likely to produce the same effect in a child—loss of security. The result may be hidden for many years. It may not manifest itself until your child is an adult and has to visit a psycho-analyst, to get help in finishing "the unfinished business of childhood."

Of course if your child suffers from some definite speech affliction, such as lispings, tongue-tiedness, cleft-palate speech, spastic speech or aphasia (total or partial lack of language ability), or if severe stuttering continues without visible abatement despite an improvement in the atmosphere of the home, the earlier you seek competent professional guidance the easier it will be to cure the disorder, according to the late Dr. James Sonnett Greene, Director of the National Hospital for Speech Disorders in New York. (Doctor Green pointed out, however, that it is unnecessary to worry about a child's not starting to speak if he is less than three years old.) Incidentally, this institution offers free pamphlets to parents on all phases of speech disorders, including lispings, oral inaccuracies, cleft-palate and harelip speech, aphasia and stuttering. Address Speech Information Bureau, 61 Irving Place, New York 3, N.Y.

When your child reaches the age at which he attends a nursery, kindergarten or elementary school, he may pick up a number of "bad habits" of speech. He may begin to use grammatical patterns that will shock you. Now is the time for the greatest self-control on your part. He is not, bear in mind, violating the principles of good English just to plague you. To react, as I have heard many mothers do, with "What kind of English is that?" or "Where did you learn such English?" is obviously not going to make him a happier or better adjusted child. Perhaps you have never heard of neurotic children, but believe me, they exist. And their neuroses are often caused by conspicuous parental anxiety—over their speech patterns or over any other behavior of which the parent does not approve.

What can you do in a positive direction toward counteracting unwholesome speech influences which your child may meet on the outside? Give him, in the home, a good model of speech to imitate. Read to him from good books. Listen to him attentively and sympathetically whenever he speaks to you. Answer him with the same respect you accord your husband or other adult members of the family.

See Anyone You Know Here?



● There's no room for doubt about the success of last year's Federation art contest. It was particularly successful from the standpoint of these young folks who were among the winners. More than 3,000 entries in wax crayons and paints, were received from schools all over the province.

CBC to Broadcast School for Parents

The "CBC School for Parents" for 1952 will be broadcast in the afternoon talks period on the Trans-Canada network on Thursday afternoons November 6th to January 1st inclusive.

S. R. Laycock, Dean of Education, University of Saskatchewan, and well known radio commentator in the field of human relations, will be speaker. The series will deal with various guidance problems under the title "PARENTS ASK". Questions discussed in the eight talks of the series will be:

- Nov. 6 What About Weekly Allowances?
- " 13 What About School?
- " 20 What About the Comics?
- " 27 What About Prejudices?
- Dec. 4 What About Sex Education?
- " 11 What About Manners?
- " 18 What About Christmas?
- Jan. 1 What About Childhood?

This is the tenth annual "CBC School for Parents" to be conducted by Dr. Laycock.

NEVER CORRECT, con't.

And stop correcting his "mistakes." Never make the mistake yourself of leading him to believe that you are more interested in *how* he speaks than in *what* he has to say.

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Prize winners were: Group I (ages 6, 7, 8, 9), Katie Silverstone, first; George Forester, second; Marilyn Lothian, Baie d'Urfe, third; honorable mentions, Marlene Albright, Evelyn Atkin, Bruce Bishop, Nancy Jane Case, David Bruce, Ernest Dainow, Carole Freeman, David Gilmore, Beverley Hollan, Hull; Bill Greenway, Judy Kinna, Christopher Jones, Cookshire; Heddy Jones, Cookshire; Gary Luxton, Giselle Messner, David Primeau, Quebec; Linda Shapiro and Heather Watt.

Group II (ages 10, 11, 12)—Fred Pameter, first; Kathleen Cavell, second; Donny Singer, third; Myrna Wertheimer, fourth; honorable mentions, Irene Austras, Derek Baumwell, Winona Castle, Dale Cooper, Quebec; Barbara Guild, Sheila Hershenfield, Harold Holt, Stephen Janyk, Walter Janyk, Fred Lerner, Heather MacLeod, Quebec; Gerald Mattie, Rein Mutso, Sheldon Phaneus, Quebec; Sandra Rich, Judy Stusyk, and Marlene F. Turkenik.

Group III (ages 13, 14, 15, 16)—Syd Horn, first; Patricia Pidoux, second; Sandra Braunstein, third; Patsy Richardson, fourth; honorable mentions, Pheobe Benson, Marlyn Violet day, Terry Froggatt, Alex Gregory, Hubert Hacala, Beverley Anne Leat, Barbara Lecker, Anita Machika, Asimine Mavrias, John Schleyer, Quebec; George Wood, Douglas Warren and Ron Woodall.

"SHOEING", con't.

opinion. Few chiropodists, unless they have made a special study of the child's foot, can make a reliable diagnosis. Certainly the qualifications of a shoe clerk require strict investigation before his opinions can be accepted.

The writer hopes that very soon the curricula of universities teaching physical education will include a substantial treatise on the foot problems of growing children. Gym teachers are in the best position for investigating, and suggesting correction for, the individual child's foot weaknesses.

The child has so many hundreds of hours, and so many thousands of miles of walking ahead of him. How much better would it be for his health and efficiency if he spent those hours, walking those miles in comfort.

ASSOCIATION HIGHLIGHTS

As we start another year of Home and School activities it is helpful to review the highlights of some of our Associations during the past year. From the ideas presented here you may find a clue to a worthwhile project for your own Association this year.

MacKayville

"In June last year we gave the school children a closing picnic for which our members donated prizes for every child. In September we had a barn dance and charged \$1.00 per couple. We also encouraged the payment of membership fees at this dance and signed up 40 members.

"From Mid-November to the end of February we served free soup to the children at lunch time. We have about 150 children attending the MacKayville school. A total of 3,075 bowls of soup were served at a cost to the association of \$112."

Montreal East

"Our increased membership this year was one of our successes. We sent out envelopes in September with the school children. The response was worth the effort.

"Theme for the year was 'Know your School.' We visited the classrooms and heard from our Board Chairman and Principal at one meeting. There were also talks by Mr. Matthews, Elementary Guidance Counsellor; Miss Savage, Art Supervisor; and Dr. Herbert, Music Specialist. At our final meeting we saw a demonstration of classroom work by grade four pupils."

Longueuil and Montreal South

"During the cold weather soup and milk were served to the children of Caroline Street School, Lemoyne d'Iberville School and William White School. In all 8,242 cups of soup were served. Children were also provided with vitamin pills.

"For the second year the Association sponsored an Art Contest for the three schools. First and second prizes were provided for each class.

"This year we added to the library started for our Parent Study Group. We call it the 'Parents' Bookshelf'."

Maisonneuve and John Jenkins

"Our most ambitious venture for the year was the procurement or purchase of radios for the classrooms of our school. The CBC present many educational programs which are highly commended by the principal and teachers of this school. By soliciting various firms and societies we were able to obtain three radios. Ten more are needed. We also gave the school \$50.00 to decorate the assembly hall and stage."

Cowansville

"The project for the year was combatting the traffic problem in front of the school. Speakers on the subject included representatives of the Town Council and the Provincial Police.

"At each general meeting we have a parent roll call. The school grade represented by the greatest number of parents receives an ice cream treat."

Birchton-Island Brook-Cookshire

"The outstanding achievement for the year was the sponsoring of hot soup for the 'out of town' pupils who attend Cookshire High School.

"The Students' Council and the Women's Institute donated money for the nucleus of a soup fund. Canned soup (large cans) was purchased through wholesale dealers.

"There was close co-operation between the teachers, pupils and H. and S. members. The teachers appointed monitors to collect the money, take the soup tickets each day, and to assist the lady in charge of the soup kitchen. A number of the members took turns in going to the school to prepare and serve the soup.

"Five cents a cup was charged, and it proved a very satisfactory and successful venture for all concerned. From the second week in January to the second week in April, over 2000 cups of soup were served."



The morning session of the Parent Education Group at the May conference was given added enthusiasm and value through an unscheduled visit by Dr. Ernest Osborne, Professor of Education at Teachers' College, Columbia University. Dr. Osborne is shown here with leaders of the group.

Bedford

"Perhaps our most outstanding project of the year was our 'Summer Playground'. With the permission of our school board we used the school grounds and basement. A college student was engaged as supervisor and she spent a week in Montreal as an observer at Montreal Parks and Playgrounds.

"With an enrolment of 66 children for the project special programs of games and other activities were lined up. The children varied in age from three to twelve and were allocated to their own age group. One of our teachers gave tennis lessons to the older children three mornings a week and during the final week of the playground activities a tennis tournament was held."

Delorimier

"Our project for this year was the purchase of a portable radio for the school and books for the school library. Two events, a square dance and military whist provided sufficient funds to attain these objectives.

"Other projects were a play put on by M.R.T., followed by a discussion period; and a showing of the film 'Human Growth' followed by a discussion led by Dr. Nickerson."

Lake of Two Mountains

"Our community needed a kindergarten and our association, through a committee under the leadership of C. E. Johnson studied the problem. The result was a kindergarten with an enrolment of more than 50 children, ranging in age from four to six years.

"We were fortunate in obtaining the services of an experienced kindergarten teacher from our own community for two days a week, and Gyro Club of Two Mountains permitted us to use the Cedarview Club house at a reasonable rental.

"The transportation problem in our area was a difficult one. It was decided that the parents of the children attending should take care of the transportation of their own children. By pooling taxis this problem has been solved quite successfully.

"Some of the equipment required has been donated, but small chairs were a problem, until someone proposed converting orange crates into chairs. Other supplies such as crayons, paper, etc., have been purchased or donated. Financing was covered by a fee of \$2.50 per month per child, a grant of \$75.00 to cover the hall rental and a further donation of more than \$100.00 was made by the Home and School Association."

Valois

"Among other things we increased our membership by 200 per cent, installed a public address system in the auditorium of our new Valois Park School at a cost of over \$300.00, dispensed about 7500 noon hour servings of hot soup and cocoa at two schools, and operated a dancing class.

"The class was conducted by a qualified teacher who was willing to take 30-40 pupils for expenses only. A section of the new school was made available on Saturday mornings at a cost of \$8.00 per morning. A fee was set at \$20.00 per child for a series of 27 lessons. A pianist was engaged for \$2.55 for each Saturday, and the instructor was given \$10.00 per Saturday.

"We closed the operation with a surplus of \$32.70."

St. Laurent

"In co-operation with the McGill Conservatory of Music our association started group piano lessons in St. Laurent. Some 25 children participated and a recital was held this past June.

"The association also sponsored two skating carnivals at which hot chocolate and doughnuts were served to 500 children. A feature was the presence of guest figure skaters.

Woodland

"As the association's financial project for the year, funds were raised to purchase a piano for the junior girls' playroom at our school.

"Another highlight of the year was a combined County Fair Barn Dance and Birthday Party. Everyone turned out in blue jeans and dirndls and danced a reel. Most important of all, everyone had the opportunity to meet fellow members at an informal function."

Riverview

**"Our term of operation, in years has been but two,
And progress is the pass-word out here at Riverview.
"Enthusiastically, our group filled out a questionnaire
Listing projects of their interest; stating why, and when and where.
"Chairmen were appointed, committees organized
Parental pride was evident as baby projects thrived.
"We have BALLET for the children, they love each precious minute
From seniors down to baby class their little hearts are in it.
"A GYM CLASS for the Mothers, and for poise and social graces
Great diligence is exercised — in all the proper places.
"If, when YOU ask a member to introduce or thank
The speaker of the evening, and always draw a blank,
"Then WE have the solution, no need for further seeking
Get busy NOW, and organize a course in PUBLIC SPEAKING.
"And too, our would-be linguists rounded out their education
And learned to 'parlez fluently—Project?—FRENCH CONVERSATION.
"Our PARENT EDUCATION group, which thirty-six attended,
(Our men sat this one out) tho' why, I fail to comprehend it.**

*N.B.—You've had a busy season and the editor regrets
That lack of space just forced him to cut your fine couplets.*

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TEA CUPS OUTMODED

Dr. Osborne Gives Formula for Home-School Relationships

A highlight of this year's Federation Conference was the annual dinner addressed by Dr. Ernest G. Osborne, Professor of Education at Teacher's College, Columbia University.

The more than 450 delegates present heard Dr. Osborne outline the relationship between parents and teachers and urged joint participation of parents, teachers, and children as one of the best ways to develop harmony.

Considering the value of social "get-togethers" Dr. Osborne said the "tea-cup" parent-teacher meeting is out-moded, though it is often practised in Canada and the States. "We should let our hair down when discussing the problem," he added, suggesting teachers be given more active positions in community affairs to promote better feeling between the school and the home.

"Too often it is the principal or school board

member who represents the school," he said. We need to have teachers and parents working together on local committees, so that they will be better prepared to solve the home-school problem."

Parents, he said, should sit in on curriculum-revision meetings.

"Parents and school authorities have to stop the shadow-boxing," Dr. Osborne said. Each group claims it needs the other and yet, instead of working together, they go their separate ways.

Parents remember their teachers not too favorably and are liable to brand their children's instructors similarly, he said. "When the word 'teacher' comes up in conversation, people have a stereotype in mind. This is extremely harmful to harmonious home-school relations."

The dinner climaxed the two-day Federation session.

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I am a member of..... Home and School Association.

Symphony Concerts for Young People

The month of October will see the opening of the fourth season of Young People's Symphony Concerts for English-speaking students of Montreal. This annual series of eight Saturday morning concerts, conducted by Dr. Wilfrid Pelletier, is sponsored by Les Concerts Symphoniques, with the sole desire of providing young people of Montreal with the opportunity to learn about, and develop a lasting interest in good music.

More and more, all our educationists are realizing that music is a healthy outlet for young people, and that it meets a need in each individual student which no other school subject can fill so desirably.

The programmes are designed especially for young ears, with a view to acquainting them with the instruments of the orchestra and their various sounds and colours, also with many different composers and the characteristics of their music, good tunes and rhythms and some descriptive and humorous music. Much effort is made to add sufficient variety to please each age group and musical taste at every concert. Students participate by way of answering musical questions, and again this year a musical poster contest will be exhibited at the Montreal Museum of Fine Arts and judged by Dr. Arthur Lismer. Also, for the first time, a musical essay contest will be held for those who enjoy writing. Prizes will be awarded at the final concert.

In early October auditions for talented young musicians will be held by Dr. Pelletier, and the winners will have the dreamed-of opportunity of performing with full orchestra for an audience of over a thousand.

In a recent article concerning the education of young Prince Charles it was stated that—"Next year he will probably go down to Central Hall, Westminster, with a thousand or two other children for the educational concerts which are held there on Saturday mornings." Our young Montrealers are being afforded the same opportunity by Les Concerts Symphoniques to find out that good music can be fascinating and thoroughly entertaining.

October, 1952

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Excessive Viewing Time

Completed surveys indicate that our children will average a minimum of 15 hours per week and a maximum of 30 hours per week viewing TV. This means an *average* of from 2 to 4 hours per day, every day in the week. The higher averages are likely to apply in areas where TV is a novelty and also where parents are unconcerned as to the effect on their children, taking no positive steps to help the child adjust to this new and fascinating experience. Superimpose these additional time requirements upon the child's present daily schedule and it becomes evident that the child's activities must be altered or affected by TV. Present active play may diminish. The family's present mealtimes and bedtimes may be altered. The time spent in reading will probably be reduced and homework is likely to suffer. Secondary effects may be felt because of over stimulation, lack of fresh air, or lack of sleep. Community recreation in sports, scouts, guides, etc., may well feel the effect. When the initial fascination of TV in a new area wears off, the average viewing time may reduce slightly but the experience in Garden City, New York, where the parents would appear to have the situation reasonably in hand, would suggest that an ultimate average minimum of 2 hours per day may be expected.

The five and six year olds are likely to be the most avid viewers. On the other hand even the twelve and thirteen year olds average 25 hours per week in Toronto, while the figures in the Encyclopedia Britannica relative to adult habits are not encouraging as to the possibility of discrimination increasing with advancing age.

Programme Content

Present programmes in the United States have been criticized as emotionally overstimulating and excessively violent with an inadequate presentation of experiences which would give true meaning to the world of nature, of people and of ideas from which the child could greatly benefit. Such complaints relate principally to the hours when the child is most likely to watch TV—but if bedtime is deferred the criticism will be even more valid. A recent California survey showed that the average child in a TV home saw death inflicted more than forty times a week while Life magazine reported in April 1952 that every week approximately 110 persons are murdered on television programmes—a normal quota. It was also

Receives President's Award

A highlight of the Federation annual dinner in May was the presentation to Dr. E. C. Powell of the President's Award, in recognition of the president's outstanding contribution to Home and School work. The presentation is made after the president's retirement. In the above photo Dr. Powell is shown receiving the award from Mrs. W. K. Colin Campbell, president of the National Federation of Home and School.

reported that in 1947 there were no crime programmes on television but that the total has now risen to a peak of 29 programmes per week which give visual demonstration of the actual commission of violence and murder by stabbing, throat-cutting, gagging and choking, shooting and by such unusual methods as locking the victim in the refrigerator. This trend has been explained by commercial television officials who indicate that crime programmes are "sure fire" with the public, cost little to produce and consequently that commercial sponsors like them. The normal child is adventurous, fortunately, and can absorb a degree of traditional violence (e.g. Westerns) without necessarily harmful effect, but this will vary greatly with the individual child.

Effect on Health

For maximum viewing comfort the viewer should be close enough to enjoy the image performance but far enough away so that the line formation is not noticed—roughly 8 to 10 times the diameter of the small or moderate sized screen and certainly not closer to it than five feet. The room should not be completely darkened and the contrast between the lighting in the room and the screen itself should not be strong. Moderate indirect light from other sources is desirable. There seems to be no formulated opinion by eye specialists that TV creates definite eye strain. However, since approximately 80% of pro-

grammes are expected to be televised moving pictures the eye strain effect should be the same as that experienced in viewing movies regularly every day for approximately two hours.

The principal health effect is more likely to be indirect, TV viewing being a passive form of entertainment and necessarily interfering with more active play—unless, of course, TV is intelligently used to stimulate interest in other and more active pastimes.

For minimum eye strain the TV set must be kept constantly in maximum tuning adjustment. This will require capable and readily available TV service.

If programmes are emotionally over stimulating, entirely artificial in approach or excessively violent, the mental health of individual children may be adversely affected, particularly if combined with excessive viewing time. Such effects would be observed through disinterest in other normal childhood activities, in school work and even in a withdrawal from actuality. Programmes for

children should be controlled by those having an understanding of the child's needs. The child is an *individual* who is basically active, curious, critical, happy, trusting, imitative, imaginative, perceptive and emotional. Unless our ultimate TV children's programmes respect these characteristics in an intelligent way we will not be achieving the best TV for our children. If crime comics are considered to have an adverse effect justifying Federal laws of prohibition, will not visual crimes on TV equally merit the serious attention of parents and legislators?

Effect on Reading

Most surveys (even in the United Kingdom) report that less time is devoted to reading, a most important factor in general education. On the other hand, where the parent, the teacher and the librarian cooperate to place TV in its proper place in the learning experience, the child may actually gain wider reading experience because of the interest created by TV which intro-

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duces the child to new personalities, public events and topics to which he might not otherwise be exposed. Vocabularies may be enlarged by programmes of the right type. However, the indication is that the child's interest in reading is directly related to the type of programme viewed, some librarians reporting that television had stimulated interest in "Western" and adventure stories of the type seen on TV.

Effect on School

We may anticipate that the first effects of TV in Canada will be adverse through neglect of homework, over stimulation and perhaps loss of sleep. If the parent and the teacher are prepared to take the trouble to incorporate TV as a proper and controlled part of the child's life, then more recent surveys would suggest that positive advantages may accrue in school and education generally through greater interest in current events, discussions, science classes, drama and music. Moreover, such guidance and co-operative interest between teacher, parent and child is likely to reduce initial excessive viewing time through an increased selectivity of programmes by the child.

The B.B.C. in the United Kingdom is currently conducting a pilot experiment by introducing large screen receiving equipment into certain schools together with special school TV programmes related to travel, science, current affairs and industry, etc. It is admitted that radio broadcasting as a part of the school curriculum has never approached its full potential. Many teachers feel that the young child in particular does not react well to the voice of an unseen speaker. TV may overcome this difficulty by linking the voice to the visual image. On the other hand, experience with sound films teaches us that points of knowledge acquired by pictorial presentation slip easily from the memory unless presentation is repeated, explained and related. Effort exerted by the mind, as in reading, is an important part of learning and certainly TV can never replace the personal influence of a good teacher.

Reasons for Excessive Viewing

Excessive viewing seems to be the major complaint. Studies suggest that the child who is an excessive TV viewer frequently lives in a home, a school, or a community where no one recognizes how he feels or the difficulties which he faces in learning how to live. He will explore television as a possible activity that may help him. If TV programmes are about people who are achieving big

(Continued on page 23)

At 9:30 a.m. E.S.T., Saturday, October 4th, Howdy Doody will be introduced to Canadian children from coast to coast. This high-spirited radio program, tremendously popular with children in the United States for the last five years, will be carried on a nationwide basis by the Dominion Network of the C.B.C. The Ogilvie Flour Mills Co. Limited, which arranged for Howdy Doody to be brought into Canada, will present the first half hour of the show.

When it was decided to sponsor a children's program, Ogilvie Flour Mills Co. determined that the show selected must not only have high appeal for children but also meet with the approval of parents and teachers. After extensive research and considerable expenses, it was decided that Howdy Doody—a sparkling variety show for children—was the perfect answer. In addition to being highly imaginative, it is the only program of its kind . . . providing entertainment of an educational nature . . . being broadcast on a nationwide network in Canada.

Though Howdy Doody and some of his friends are only puppets, they soon become as real to the small fry as the kid next door. How to describe the appeal of Princess Summerfall-Winterspring . . . Flubadub . . . Clarabell and his all-clown orchestra . . . for children from four to twelve? The show's many characters are played by live actors . . . it has a vital quality that stems from the expert radio knowledge of the Howdy Doody master of ceremonies, Bob Smith . . . Buffalo Bob to the Howdy Doody audience! With no recorded music, no violence, no bloodshed . . . just warm understanding of children's tastes and lots of fun-loving vitality . . . Howdy Doody is a truly different radio program—the kind that parents and teachers long have hoped for.

Don't laugh at the man who has fallen when there are slippery places ahead.

—BANTU PROVERB.

It is not easy to find happiness in ourselves, and it is not possible to find it elsewhere.

—AGNES REPPLIER.

The world is full of willing people: some willing to work, the rest willing to let them.

—FROST.

I am not afraid of tomorrow, for I have seen yesterday, and I love today.

—WILLIAM ALLEN WHITE.

TELEVISION, con't.

things, real or imaginary, the child may identify himself as somewhat like these images and live through their experiences with them. He thus achieves satisfaction and feels that he is accomplishing something himself. If this is his only means of achieving satisfaction he may clutch desperately at it and spend excessive time at the TV set. On the other hand, if his home and school supply him with stimulating creative activities he will accept TV as only one of the many interesting outlets for his attention. Briefly, the skill of parents can avoid the problems of excessive TV viewing.

What Parents and Teachers May do to Help the Child

- (1) Study the individual child and try to understand his particular needs.
- (2) Give the child an opportunity to develop many satisfying skills and activities (e.g. reading, games, group play, etc.) among which TV viewing may be expected to ultimately take its proper place.
- (3) Watch the programmes which the child is seeing.
- (4) Discuss these programmes, their merits and limitations with the child, with other parents and with the teacher and try to relate good books to the child's favourite TV programmes.
- (5) Help the child to develop critical judgment in viewing TV, in listening to radio and in reading books.
- (6) Do not allow TV to interfere with normal daily healthy programmes for the child.
- (7) Be prepared to assist your Home and School Association by taking an active part in the work of a TV committee, such as has been recommended by the national Home and School Federations of both Canada and the United States and whose responsibilities might be as follows:—

- (a) To evaluate and recommend desirable types of programmes.
- (b) To exert any required effort to secure better TV coverage for your particular area.
- (c) To support efforts to secure special programmes and TV channels of real educational worth.
- (d) To work with telecasters, advertising agencies and sponsors for the improvement of their programmes.
- (e) To co-operate, if possible, in the production of special telecasts, such as the Montreal radio programme "Home and School on the Air".
- (f) To eliminate truly objectionable programmes, particularly during the late afternoon and early evening hours.

Individual Assistance to Parents

If your Association feels that individual parents would welcome some help regarding television, you might consider procuring for each family in your Association a copy of the booklet "Television—How to Use it Wisely with Children" by Josette Frank, which is a publication of the Child Study Association of America at 132 East 74th Street, New York 21.

Related Effects and Economic Factors

In the United States TV has been held responsible for a reduction in movie attendance. The 1950 motion picture industry revenue was lower for the fourth consecutive year and over 1500 regular movie houses have ceased operation in the past year. Attendance has fallen at sporting and similar events which are televised. To offset such losses certain new trends have developed or are being suggested. "Television theatres" are proposed which will project on to the regular theatre screen television programmes which will not be available except in such theatre, or chain of theatres, and for which the customer must go to the theatre and

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purchase his ticket. This method has already been used for certain special events such as boxing matches and could develop into another form of "theatre" for exclusive attractions.

Promoters of spectator sporting events, in order to cut losses due to reduced attendance have been forced to increase the cost of television privileges or to limit or eliminate such privileges.

Another method of having the viewer pay direct costs, still in the course of complete development, is to have a device attached to the home TV set which will enable the home viewer to select and pay a "home box office" price for a particular programme.

The tremendous costs of TV station construction and operation and TV programme production are the cause of many probable economic effects of TV. Several TV shows now on the air in the United States cost over \$100,000 per hour. Moreover, it has been estimated that if the present 110 TV stations in the United States were increased to 1000 stations and if advertising costs per dollar of goods sold remained at the 1948 level of 2.1¢, \$80 billion worth of sales would be required to support the costs of such an increase in television services. This has led some to conclude that in the United States advertising alone cannot provide all the costs of potential TV services and that some means, such as the examples mentioned above, will have to be found if TV is fully to cover the nation.

Of the 2051 TV stations ultimately proposed in the United States, 242 allocations have been set aside for non-commercial educational services. The question remains as to how such "educational" channels may be given effective use by universities and similar organizations. A one-camera TV station will cost a minimum of \$100,000 to build apart from operating staff and other maintenance and apart from production costs. One interesting possibility is that educational courses could be made available on TV by universities and schools through one or more of the above devices in much the same manner as correspondence courses are conducted, charging an appropriate fee.

We may conclude that TV production costs will be very high, particularly on any system of full national coverage. Such costs must be met either from the portion of our purchase-dollar which covers advertising, the amount of our special TV licence fee, by our proportionate share of any special government grant which ultimately may be necessary to cover TV operation losses, or,

YOU'RE INVITED

The 88th annual convention of the Provincial Association of Protestant Teachers is being held October 9 and 10 at Montreal High School. There are two general sessions of interest to Home and School Members and the P.A.P.T. have made it known that our members would be warmly welcomed at these sessions.

On October 9 at 11.30 a.m. Dr. S. R. Laycock, Dean of Education at the University of Saskatchewan will speak on the subject; "Educating for Today's World". The following day at the same hour, Dr. Charlotte Whitton, Mayor of Ottawa, will speak on; "Education — A Serious Undertaking".

In addition to attending these lectures, Home and School members are free to attend any of the sectional meetings, and to view the fine educational exhibit in the Boys' Gymnasium.

finally, by some form of special box office price for particular programmes. The type of programme demanded by the public necessarily influences the cost, but from an educational view-point the best programme is not necessarily or even probably the most costly.

Whether Canadian television will be for better or for worse must depend to a considerable extent on the approach of each parent or teacher to the problems and opportunities of TV in our Canadian homes and schools.

Intuition: the strange instinct that tells a woman she is right, whether she is or not.

—AMBROSE BIERCE.

A moralist is a person who is in earnest about other people's morals.

—F. MARION CRAWFORD.

INQUIRING REPORTER

The Place: Quebec Federation Conference

The Question: "How can the Home and School Magazine best serve your association?"

Mrs. R. H. Stevenson, past president Shawinigan Falls Home and School Association.



"I think a column or regular feature on outside activities would be good. Perhaps various towns could be taken in turn. If small town programs were reported they would be of interest to other small towns."

H. J. Cronshaw, president, Sorel Home and School Association.

"Our Association was formed in November 1951 so it is one of the newest. I know I would like to see reports on our own meetings; how the school and the Association are progressing. I think too that people would like to see a column on local activities"



Mrs. E. S. Heatherington, representing Birchtown, Island Pond, and Cookshire Home and School Association.



"Most questions on the Parents' Page are from city schools. If you could get more rural questions it would be a good thing. The Association of course must accept the responsibility for sending them in"

whole year's program can be built around it and the maximum benefits obtained by making a full study of all phases of it. We have all heard, from time to time, Associations criticized for touching lightly on a variety of subjects and not digging below the surface and doing an intensive job in a particular field.

Quebec Federation too is looking down the road of the year. When the final milestone is passed may we, working as a partnership, have added a solid contribution to Home and School in Quebec.

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A. LESLIE PERRY

ARCHITECT
MONTREAL

THE YEAR BEFORE US, con't.

then the program should be stuck to and carried out fully. Perhaps one particular need is outstanding to the point that the

AT THE PRESIDENT'S RECEPTION



Possibly one of the most popular features of Federation's annual conference is the President's Reception which brings delegates together in a friendly, informal atmosphere. More than 300 persons attended the reception this year and heard the Willingdon Education Forum—with Miss Ruth Low and Miss Joan Skinner of the Department of Education as guests—give an interesting demonstration on the subject "Learning to Read".

Prior to the demonstration guests were welcomed by president L. Mowbray Clark. Dr. W. P. Percival also spoke briefly, highlighting some of the advances made in Protestant education in the past two decades.

"Twenty years ago", he said, "there was not a good science demonstration room outside of Montreal. Today all but 14 of our Quebec high schools have demonstration rooms or labs and these 14 are equipped with demonstration tables."

Dr. Percival also noted the progress made in the teaching of reading and declared that the same progress had been made in other subjects such as English and French.

He also urged Federation members to take an interest in the election of members of school boards, of the Protestant Committee, and of the legislature. The character and activities of such people were important to Home and School, he said.

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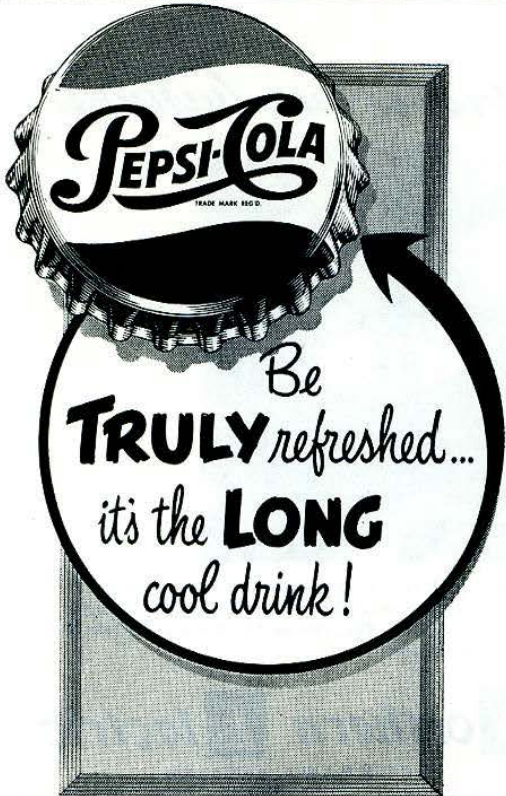
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Quebec Home and School



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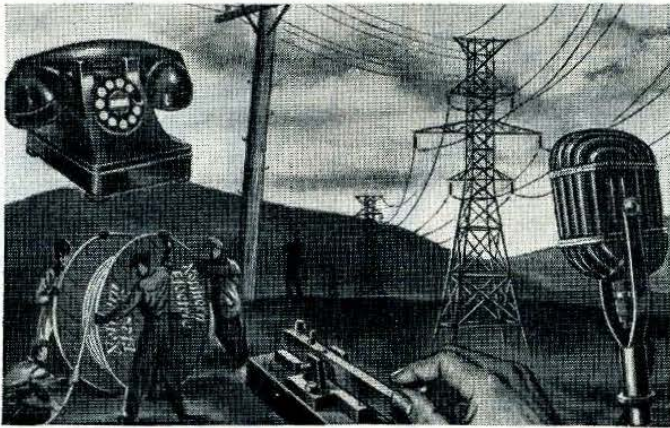
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