

# Quebec Home and School

PUBLISHED MONTHLY BY

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Man's  
Heart . . . .*



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# QUEBEC HOME AND SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS  
4589 Wilson Ave., Montreal 28.

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April, 1951

## THE MODERN CHALLENGE TO PARENTS

HAROLD V. SHAW

Major-general G. Brock Chisholm, C.B.E., M.C. and Bar, E.D., M.D. is a Canadian and the permanent director-general of the United Nations' World Health Organization (W.H.O.). He was chosen by the representatives of sixty-three nations to head this body, a signal honour to Canada and Canadians.

Needless to say, Dr. Chisholm is doing a tremendous job as the head of the World Health Organization, which, with very little fanfare is accomplishing unprecedented and very important things. The men in this organization, representing now over fifty nations, are in almost complete agreement in the whole field of world health. Curiously enough, this state of peaceful accomplishment, is considered by the press as unnewsworthy, and as such is largely ignored. Brock Chisholm considers this news of the first magnitude because so many nations are working smoothly together.

His work takes him to all parts of the world, and his itinerary and the important decisions he must constantly make, would leave an ordinary man exhausted. He, however, takes all this in his stride, and if it is taking its toll, it is not apparent in his

genial and ruddy face.

Dr. Chisholm has spoken to many and varied audiences, and has had his startling sentences plucked from their context and reported in the press in such a way as to make him a rather controversial figure, but if his speeches are read in their entirety, no thoughtful person could deny their logic or ignore their implications.

This noted psychiatrist has given many speeches with various titles in the last decade, but they all underline the same general theme, which is, in a few words, "We world citizens, to survive, must learn to get along with each other because we have become too efficient at killing."

He contends that all our old beliefs are suspect because they have failed to stop wars. He says that our conscience is simply what was taught to us before we were six or eight years old, and that since our parents and ancestors have not been able to prevent wars, a conscience, based on what our parents teach us, is not likely to prevent wars in the future.

Dr. Chisholm suggests that with such primitive weapons as the sword, lance or

*(Continued on page 16)*

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# Annual Meeting

YOU can register now to attend the

## **ANNUAL MEETING & CONFERENCE**

of the

### **QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS**

to be held

**Friday and Saturday, May 11 - 12**

in the

**WINDSOR HOTEL, MONTREAL.**

This is the annual get-together of Home and School members from all parts of the Province. YOU are cordially invited to attend all events on the Conference program.

Features include the **President's Reception, Association Highlights, and the Conference Dinner.**

Complete details will be available from your Association Secretary, from HOME AND SCHOOL ON THE AIR, and from your newspaper,

All-inclusive Conference Fee: \$3.00 (Official Representatives: \$5.00)

**REGISTER NOW** — Send in this form to your Association Secretary, who in turn will forward it to the Federation Secretary, 4589 Wilson Avenue, Montreal 28.

..... **Detach here** .....

Name ..... Address .....

Please register me as a { Member  
Representative (indicate which)

attending the 1951 Conference from..... Association.

I attach cheque/money order for \$.....as my Conference Fee.

I have obtained my Dinner-Reception Ticket from the Association Secretary.

Signed .....

**IMPORTANT:** All registration forms must be in the hands of the Federation Secretary by **APRIL 28.**

# THE PRESIDENT'S MESSAGE

## *Your Fourth Provincial Conference*

The Home and School atmosphere was still highly charged with the inspiration released by the Third Provincial Conference when your Federation began making plans for the 1951 Conference. The recommendations of the Survey Report prepared by Dr. J. W. Abraham, has had a great influence upon determining the pattern for the 1951 Conference. Announcements of some of the plans of the 1951 Conference Committee have already appeared in the January and February issues of this magazine. This message is therefore written for you in order that you may be better able to select from the Conference that which will further most the work of your Association. This does not mean that it is only for you who are planning to attend the Conference. It is also for you who are depending upon what your Representatives will report on the Conference to your Associations.

### *Our Chairman*

Once again we have been fortunate in obtaining an outstanding leader in Home and School work for the chairmanship of our Conference Committee — Mr. L. Mowbray Clark. To this important Committee, Mr. Clark brings a wealth of Home and School experience, having served as a member of several Committees of your Federation, President for two terms of the Kensington Home and School Association and President of the West End Regional Council. The members on the Committee with Mr. Clark are all highly capable and experienced leaders from a number of widely-scattered Associations within the greater Montreal area.

### *Tentative Agenda*

On another page of this magazine you  
Quebec Home and School

will find a tentative agenda. It is there for your guidance in order that you may make your plans early for participation in the different activities of the Conference. On studying this agenda you will observe that the entire Conference is to be held in



EDWARD C. POWELL.

Montreal in the same, centrally located place as last year's Conference — the Windsor Hotel.

### *Association*

#### *Highlights*

This was a phase of the Conference which was deeply appreciated by all. Unfortunately all the Associations represented were not able to present their Highlights within the one hour period set aside for them on the program. Nevertheless, many of the Association Highlights which were not given did appear in a condensed form in the post Conference issue of our magazine. Associations which were not called upon last year will be given priority in presenting their Highlights at the 1951 Conference.

The Executive of each Association should brief one of its representatives, if possible — its president, with what it considers to be its most outstanding achievement for the year. This means an account of *one* achievement — not the whole history of the activities of the Association for the year. Your representative will have two or three minutes of Conference time. Since the Highlight of your Association's activities for the year will contain useful information for other Associations, it should be written out and a copy left with our Secretary whether or not it is given at the Conference.

### *The Reception*

One of the outstanding features of last year's Conference was the President's Reception. It provided our delegates with an opportunity for meeting members of Asso-

ciations from many different parts of the province in the friendly atmosphere of an informal Home and School social hour.

The success of the Reception last year was due in a large measure to Mr. E. W. Crowe, past President of Montreal West Home and School Association. You will be glad to know that Mr. Crowe has again placed his wide experience and competence at the disposal of the Conference Committee in organizing this year's Reception. On another page of this magazine you will find an outline of the plans which Mr. Crowe has for our 1951 Reception. Its program is designed to help you personally in perfecting your share of Home and School work so that your Association may become more effective in your community.

#### *Resolutions*

A copy of all resolutions for consideration at the Conference will be sent out from the office of the Secretary of the Federation to all of our Association Presidents and Representatives on or before April 1st. All Association Executives and Regional Councils are strongly urged to study these resolutions and authorize their Representatives to present their views on each of them at the Con-



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Minister

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Deputy-Minister

April, 1951

ference. In this way we shall be able to make collective decisions of the highest quality on all important questions for furthering the welfare of our boys and girls.

#### *The Dinner*

The Conference will reach its climax in the dinner on Saturday evening. Our guest speaker will be Dr. Douglas J. Wilson, of the editorial staff of the Montreal Star. Dr. Wilson, a former professor at the University of Western Ontario and McGill University, is well known as a lecturer and writer. His reputation for bringing an original angle to his addresses is certainly exemplified in the fascinating title which he has selected for his subject: "The Educational Cat that Couldn't Climb Down". When Dr. Wilson speaks to this title, you may be sure that we shall be given a real opportunity of looking at many of our present educational views in a new and different light.

#### *Magazine and Radio*

The May issue of this magazine will contain summaries of reports of the year's work of the Standing and Special Committees of your Federation. Representatives and delegates are asked to study the recommendations of the reports so that they may be fully ready at the Conference to adopt, amend or reject them.

On May 5 and 12, 'Home and School on the Air' will carry programs which will feature the Conference. You will hear on the fifth of May the Director of Broadcasts interviewing the Chairmen and certain key members of the Conference Committee. On the Saturday of the Conference, recordings will be heard of special features of the Conference along with short interviews of the Director with a number of delegates selected from Associations which are widely scattered throughout the province.

#### *Our Job of Leadership*

This Conference is planned for one purpose: to enrich the work of the Home and School movement in our province. It is therefore of utmost importance to each Association to be represented. Most of the presidents should be planning to attend. Indeed, members of the Executives of Associations should make every possible effort to be present either as representatives or delegates. Your experience in Home and School leadership and your plans for future Home and School accomplishments are

*(Continued on page 18)*

Quebec Home and School

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

**Fourth Annual Conference**

Windsor Hotel, Montreal, P.Q.

**PROGRAMME (tentative)**

**Friday Afternoon, May 11**

1.00 — *Registration.*

2.00 — O Canada.

Invocation.

Welcome Address by the President.

Adoption of Minutes of Last Federation Council Meeting.

President's Report.

Treasurer's Report.

Report of Resolutions Committee.

Resolutions.

Report of Committees:

Outremont Schools.

School Finance.

Traffic Safety.

**Friday Evening**

8.00 — *The President's Reception.*

Welcome to Delegates: Dr. Edward C. Powell.

Playlet and Exhibits.

Refreshments.

**Saturday Morning, May 12**

9.30 — *Reports of Standing Committees:*

Children's Reading. 6

~~Citizenship.~~

Community Influences. 1

Health. 5

Radio Education. 2

School Education. 1

Special Child Needs. 3

Vocational Education. 4

**Saturday Afternoon**

1.10 — "Home and School on the Air", Station CFCF.

2.00 — *Greetings:*

Canadian Home and School and Parent-Teacher Federation.

Provincial Association of Protestant Teachers.

Provincial Association of Protestant School Boards.

*Association Highlights:*

"Our Outstanding Achievement of the Year"

as told by Association Presidents.

*Reports of Standing Committees:*

Parent Education.

Program Planning.

*Report of Finance Committee:*

Federation Budget for 1951-52.

Setting of Membership Fee.

*Report of Conference Committee.*

*Report of Nominating Committee.*

*Election of Officers and Directors.*

**Saturday Evening**

7.30 — *Conference Dinner:*

Chairman: Dr. Edward C. Powell.

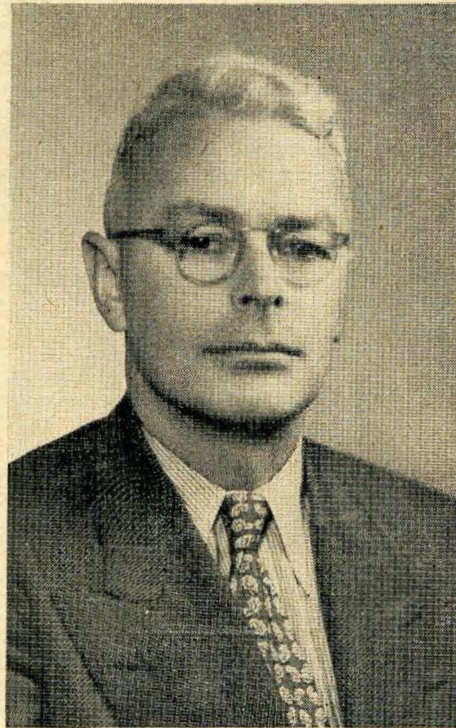
Guest of Honour: Dr. Douglas J. Wilson.

Presentation: The Buzzell Award.

God Save The King.

# May We Introduce

It doesn't seem possible that spring can be so close, does it? But it must be, because here we are preparing for Spring Conference. Would you like to meet some of the people you will see at the conference? We thought you might, so we managed to get pictures of a few of them for you and we'll tell you about them as we go along. Of course, it isn't possible to print pictures of all those we would like to (budget, you know!) but we have done the best we could under the circumstances. First, may we introduce our Chairman of the Conference Committee, Mr. L. Mowbray Clark. Mr. Clark is a member and Past-President of the Kensington Association. He was President of the West-end Regional Council for two years and represented that body on the Board of Directors of the Quebec Federation. He was also, at one time, Chairman of the Federation's Community Standards Committee. As you can see, he is a very busy man and a hard worker in the interests of Home and School. He will, in his present capacity, be responsible for the smooth running of the Conference. You will probably catch only a glimpse of him on May 11th and 12th as he will be the busiest man around.



MR. L. MOWBRAY CLARK



MR. E. W. CROWE

*Photo by Rice.*

Another hard worker, is Mr. Ernest Crowe. You may remember him from last year's conference. Mr. Crowe is the immediate Past President of the Montreal West High Association and representative at the West-end Regional Council. He is again in charge of arrangements for the President's Reception. Remember how much we all enjoyed it last year? Here is what he has to say about his plans for this year . . . . .

"The President's Reception on the evening of Friday, May 11th, will provide new ideas, new friendships and fresh inspiration for all who attend. The evening will get under way at 8.00 p.m. sharp, in the Prince of Wales Salon in the Windsor Hotel, with an outstanding American Theatre Wing one-



act play which will provide entertainment of particular interest to Home and School members. The play will be presented by the players of the Montreal Repertoire Theatre, under the sponsorship of the Junior League, and will be followed by a short informal discussion in which the audience will wish to take part.

During the balance of the evening, you will have an opportunity of meeting the Officers and members of Committees of Federation as well as members of other Home and School Associations and discussing with them your special opportunities and problems. The exchanging of past experience and suggestions will be of mutual assistance in planning your Association's program and activities for 1951-1952. Members of Committees will be on hand to discuss with you positive ways of planning your programs, with the education, interest and welfare of the child as the focal point of Home and School effort.

Coffee will be served at 9.30 p.m. You will want to be at the President's Reception!"

And now, more about the Conference Committee. Mr. Jarand (Grande Fresniere) and Mr. Fraser (Royal Vale) are in charge of house arrangements. It is up to them to see that the proper rooms are available at the proper times, that all those small but important details, such as loud speakers and tables for exhibits, are there when needed. Mrs. Ungar (Outremont) is planning the entertainment for the banquet. Remember how we all sang with Alan Mills last year? We don't know yet what is planned for this year, but it is sure to be good. Mrs. Colman (West Hill), with Mrs. H. S. Marion (West Hill) as chairman, is in charge of registration. What a headache that can be! So do send your registration forms in early and help to lessen their work. When the forms all come in at the last minute, it is almost impossible to keep things in order. Mr. Fred Price, as you know, is the Corresponding Secretary for the Quebec Federation and apparently keeps all the details of the Federation at his fingertips, or so it seems to us. A very helpful person to know. Dr. Powell, fortunately, was able to procure for



The Conference Committee, seated from left to right: Mr. A. D. Fraser, Mrs. R. Ungar, Mr. L. M. Clark, Mrs. A. R. Colman, Mr. F. Price. Standing: Mr. E. W. Crowe, Dr. E. C. Powell and Mr. E. A. Jarand.

## May we introduce



"Home and School on the Air" Committee, left to right: Mr. Wm. Petty, Mrs. Wm. Bulford, Mr. Douglas Kneen, Mrs. P. G. Weil and Miss Winnifred Wright.

us, as guest speaker, Dr. Douglas J. Wilson, whose picture is on the opposite page.

Other members of the Committee, not present when the picture was taken, are Mrs. M. Aaronovitch (Outremont,) who will look after the publications display; Mr. Wm. Petty, Home and School on the Air; Mrs. S. L. Richardson, Quebec Home and School; Mr. A. R. Hasley, who will report on the Conference for the Magazine and Mr. T. W. Gilmour, in charge of newspaper publicity.

Now we come to some people who have a strenuous job the year round, the members of the "Home and School on the Air" Committee. We have all heard their voices many times and enjoyed the programs they have prepared for us. Let's learn a little about their work. Mr. Wm. Petty, a teacher and free-lance writer, and the Chairman of the Committee says . . .

"To write an authoritative and interesting fifteen minute radio script requires from five to ten hours of discussion and preparation. A little rapid arithmetic will tell you how much time has been spent on the production of HOME AND SCHOOL ON THE AIR, as it has been broadcast weekly for close to three years. The programs are outlined from four to five months in advance of being put on the air, but this schedule is not rigid and changes are made from time to time. The Quebec Federation's Committee is made up of seven people who work under the guidance of the Director. Each committee member has complete freedom in the choice of subjects to be handled and also in the method of presentation.

When the Director does make suggestions, it is with regard to the limitations of the radio medium. Consequently, the producers may express their personality in the treatment of the programs that they choose to do. This makes for a wide variety in the quality of the broadcasts and perhaps an occasional halting performance. But the 'rating' sheets and the listeners' comments indicate that the English speaking people of the Province of Quebec have given the program the nod of approval. In order to ensure that the broadcast will have a certain necessary continuity from week to week, the Director usually handles the opening and closing portions of the show. To those people who may wonder why the program isn't, each Saturday, devoted strictly to Home and School topics, the Director has to say, "How would you like to listen to a fifteen minute program sponsored, shall we say, by the Consolidated Farmers of Lower Canada, which dealt only with institutional news of the C.F.L.C.?" By authoritatively covering education in your community and throughout the world, HOME AND SCHOOL ON THE AIR has built up a large audience to whom 'Home and School' has become a household phrase. That is the service being rendered by HOME AND SCHOOL ON THE AIR to the 'Home and School' movement."

Other committee members, not appearing in the picture, are Mr. J. A. B. McLeish, (Rosedale), Mrs. J. Rodriguez, (Pointe Claire), and Mr. E. A. Jarand, (Grande Fresniere).



DR. DOUGLAS J. WILSON

Dr. Wilson graduated from the University of Toronto in 1927, having won the Governor General's Medal for General Proficiency. While studying for his M.A. and Ph.D. degrees in Psychology, he was on the staff of that University. Later, he was Associate Professor of Psychology at the University of Western Ontario.

In 1946 he joined the staff of "The Montreal Star" and has edited, since then, the Saturday feature page *Design for Living* which deals with education, mental health, religion and related topics. He is a Fellow of the American Psychological Association, and a Member of the Canadian and the Quebec Psychological Associations. Last year he was on the executive of the Town of Mount Royal Home and School Association. He is also a member of the Montreal Central Y.M.C.A. Board of Management and the National Council of the Y.M.C.A. He is married and has one son in his second year at McGill and two attending the Town of Mount Royal High School.

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An advertisement for "EXPORT" cigarettes. It features a black and white illustration of a woman's face and upper torso. She is wearing a dark, ornate hat with a large, curved brim and a decorative element on top. She has a slight smile and is looking directly at the viewer. Below the illustration, the word "EXPORT" is written in large, bold, white letters on a black background. Underneath that, in smaller white letters, it says "CANADA'S FINEST CIGARETTE".

## LINKS WITH LIFE!

Tuesdays, Dominion Network 8:00-8:15 p.m.  
EDT — rebroadcast 11:30-11:45 p.m. EDT  
to Western Canada.

Beginning Tuesday evening, May 15th, 1951, Dr. S. R. Laycock will talk for ten weekly occasions on the kind of relationships which make for happy living.

Dr. Laycock has had plenty of experience in dealing with human beings and their problems. He is also a radio broadcaster of no mean experience, and has conducted the CBC "School For Parents" for the past ten years.

Most of the talks in the series LINKS WITH LIFE will deal with dual relationships — child to parent, husband to wife, brother to sister — in an attempt to assess the various ways in which the relations of one human being with another affect the whole personality.

### Here are dates and titles:

May 15—"A Boy and His Dad"—What is father's role in bringing up a boy? Can father provide emotional security for his son, and a pattern for the boy to identify himself? What does father's love and attention mean to the growing boy?

May 22—"A Girl and Her Dad"—Does a father help to provide his daughter with emotional security? If he encourages her to identify with her mother, does he then influence her essential femininity? Will his pattern of masculinity affect her choice of a husband?

May 29—"A Boy and His Mother"—Can a boy become tied too closely emotionally to his mother? What is mother's part in the emotional development of her son?

June 5—"A Girl and Her Mother"—How can mother encourage the essential femininity of her daughter? Can she provide a pattern for identification? Can she be counsellor and friend?

June 12—"A Lifetime Partnership"—In this talk Dr. Laycock will discuss the importance of the husband-wife relationship, and the difficulties which the couple may encounter in making the marriage a success.

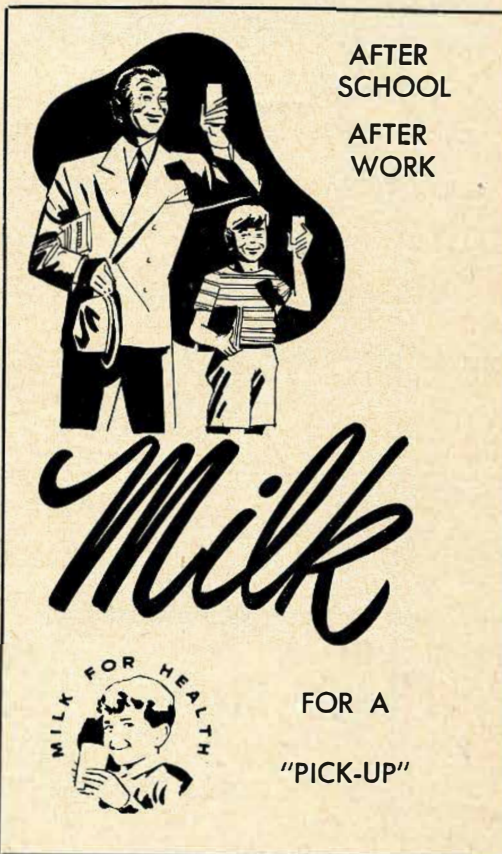
June 19—"A Boy and His Sister"—When is a quarrel normal behaviour? How can parents help the children to appreciate each other?

June 26—"Boy Meets Girl"—Problems of dating, choosing a mate and engagements will be discussed on this broadcast.

July 3—"Grandparents are Human"—How do grandparents contribute to the emotional development of the grandchildren? Have they a point of view on family problems and if so, what is it likely to be? How are children likely to regard their grandparents?

July 10—"Teachers are Human"—Are parents afraid of the teacher? How should they treat teachers and develop a partnership with them?

July 17—"Who is My Neighbour?"—Does he live next door? Is he in a faraway land? "Thou shalt love thy neighbour as thyself!" Does this imply that an individual must be mature and well-adjusted if he is to carry out the Biblical injunction?



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# Parents' Page

## Association of Ideas

A grade one teacher told the children that the word "derrière" (back) would be a more acceptable one than those they were currently using to designate the sitting section of their anatomy. A few days later the mother of one of the children called in her little girl who had been sitting on the stone steps leading up to the house. "It's far too cold this time of year for you to be sitting there," she said. "I was just thinking about that, Mummy," said the little lady as she got up, "I've got a frigidderrière!"

## Stymied

Freddie, a four year old, had two imaginary friends, Fryda and Chooga. Chooga was good, but Fryda was a little tyke. One day when Freddie was convalescing, his mother set the bed tray in front of him, and gave him his blocks and little cars to play with, while she went to the basement to do the washing. No sooner had she reached the basement than she heard the sound of blocks being thrown rather vigorously. She hurried up the two flights of stairs to Freddie's room. "Oh, Freddie," she started to say. "It wasn't me, Mummy," he said blandly, "Fryda did it." Still breathless from her climb upstairs, she sat down and explained to him why blocks should not be thrown. Then she gathered them up, and started helping Freddie to build a garage with them. Then, optimistically, she went back to the basement. Suddenly she heard the sound of blocks bouncing off the walls and furniture. Back in Freddie's room, she was greeted with the explanation, "You know, Mummy, I told Fryda what you said, but he is such a rascal, he wouldn't even

listen to me. He just went ahead and threw blocks!"

## Logic

During war rationing, a five year old boy was rather disgruntled about not having as much butter as he wished. His father explained the reasoning for rationing and explained that the family only had a certain amount of butter for use, each day. The child accepted the explanation gracefully. He reached for the jam and spread it thickly on his toast. Suddenly the thoughtful look on his face was replaced by a delighted grin. "Anyway, Dad," he said, "We'll be getting more from now on, because this time of year, the days are getting shorter."

## Question. Please Answer

Would you like us to run a column on nutrition? So many of us have specific food questions to which we would like answers, but hardly know where to get them. If you like, we could have a nutrition expert answer them for us. For instance, a mother whose children are fond of applesauce wonders if there is any food value in it, apart from the sugar. Is there more food value if the sauce is made from whole apples rather than from peeled ones? — Let us know, won't you, if you would like to have such questions answered in your magazine?

## Attention, Treasurers!

The standard cash book for use of all Home and School Associations is now available from the Federation Secretary, 4589 Wilson Ave., Montreal 28. Price 75 cents. Copies will also be on sale at the Annual Conference.

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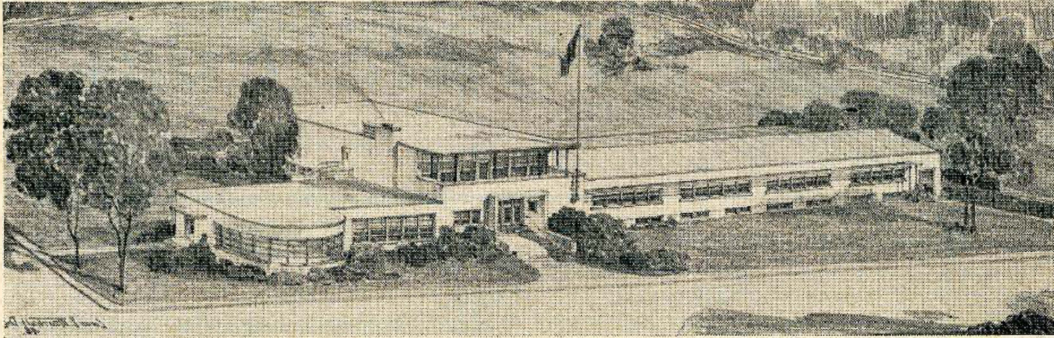
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MONTREAL

# VALOIS SCHOOL



The tremendous amount of planning and forethought that went into the construction of Valois School has made it one of the most modern school buildings in the North American Continent.

One of the primary considerations in the design was that the building could be used as a community centre as well as a school and this fact had considerable bearing on the overall plan.

The drawing shown above is the Architect's original conception of the school, and with few modifications, it represents the finished building. There are 8 class rooms, an auditorium-gymnasium, library, kindergarten, kitchens, etc., and ample playroom space, complete with showers, changing rooms, team rooms, lockers, etc., has been provided with separate accommodation for boys and girls.

Every consideration was made for the comfort and health of the students.

For instance, to obviate any possibility of kindergarten children being hurt by the vigorous play of the older and bigger children, the kindergarten is a completely separate unit, with its own entrances, playroom facilities, toilets, etc. The entire unit has radiant heating installed and asphalt tiled floors so that the children can sit on the floors for work or play without fear of draughts and consequent colds, etc.

In the remainder of the school an ingenious heating system has been installed. Each room has its own thermostatically controlled heating and air conditioning system. Pre-heated air is blown through central vents and as the air comes into the individual rooms it can be left at the same heat or increased by the pressing of a but-

ton. All the classrooms are equipped with locker space, work benches, water coolers, etc., so that each room becomes a separate unit. The lockers at the back of the rooms have a space below the doors, so that the air being blown in, is circulated around the room, and is taken out through this space. Thus the children's clothes are aired and dried while hanging in the lockers.

Any room in the school can be heated individually without regard for the remainder of the building. In this way, if certain rooms are used at night for community or other activities, only those rooms need be heated. While it is a little early to judge the full effect of this, it is anticipated that the fuel bill should be reduced considerably.

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The lighting of the classrooms was given special attention. The system of "saw tooth bilateral lighting" was used which means that with a special "V" shape construction for the ceilings and the use of glass blocks in the windows, natural light is deflected up to the ceiling and reflected down again into the students' working area. Even on the dullest days, it is hardly necessary to use artificial lighting.

The kitchens are a well designed feature, planned to serve three purposes. They are situated next to the children's lunch room, for the purpose of serving the children's meals and are also easily accessible for serving meals to large groups for community activities. In addition, they are specially equipped for instruction in the culinary arts.

All corridor floors are terrazzo and classroom floors, other than the kindergarten, are covered with linoleum.

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The plans allowed for enlargement and a further 8 classrooms are contemplated. Allowance was also made for extending the gymnasium. These alterations can be made without disturbing the school curriculum in any way.

The Valois community has made tremendous strides since the war. A very alert Citizens' Association have instituted many improvements of which they are justly proud. The addition of this particularly fine school is fully in keeping with this progressive attitude.

The Architects for the school were Barott, Marshall, Montgomery & Merrett.

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*(Continued from page 3)*

bow and arrow, mankind could safely indulge himself in killing. In a later era he could even survive the depredations of high explosives, but that in this world of the atom bomb and bacteriological weapons, humanity must live in peace or cease to exist. Einstein has estimated that another war would wipe out two-thirds of the earth's population.

Brock Chisholm believes that humanity is at a crossroads, and that if we persist in our past behaviour patterns, civilization, as we know it, will be consumed in great and terrible wars. However, if we are willing to use our intellect instead of our conscience and the teachings of the past, that have failed repeatedly, there is still time to salvage humanity.

He says that prejudices, taboos and local conceptions of right and wrong as taught to our children, are at the root of most of the world's ills. He believes that if a great many children could reach the age of six or eight without believing that because they are black or white, Protestant or Catholic, Japanese or Canadian, Grit or Tory, they are superior to others, there is still hope for all. That if a child had the unflinching love

of his parents in the formative years, and was allowed to grow up minus poisonous prejudices and rigid local moralities, he could possess a genuine faith in others and a broad tolerance that would make him a strong advocate for peace.

A statement that persists in Dr. Chisholm's speeches is to the effect that right or wrong are subject to geography and time. For example, suppose a Canadian infant was taken from his mother at birth and raised by headhunting parents in the African jungles, his father would doubtless teach him, that to be manly and do the right thing he must remove someone's head. Upon reaching maturity therefore, his conscience would demand that he do this. In Africa it would be good, in Canada bad.

Almost all religions have the teaching that the Christian religion most admirably expresses in the precept "Love one another". Dr. Chisholm says this is possible only in one who has a healthy respect for oneself

"The first thing we must do", says Brock Chisholm, "is to achieve a generation of mature human beings, and alter the basis of child training. We must substitute intelligent and rational thinking for faith in the 'certainties' of the old people. We must stop imposing our local prejudices and faiths on our children. Instead we must give them all sides of every question, so that, in their own good time, they may have the ability to size things up and make their own decisions."

Dr. Chisholm believes that if somehow within the next twenty-five or thirty years, we can produce enough mature people to break the suicidal chain of behaviour that has persisted through recorded history, there is hope for man's survival.

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## PARENTS WANT TO KNOW

MISS RUTH M. LOW,

*Assistant Supervisor of English, Quebec Dept. of Education.*

Molly, almost ready for grade two, was being questioned about school. What was she learning?

"Gazintas!" was her prompt, though mystifying reply.

Her mother, completely in the dark, asked for an explanation.

"Oh", sighed her daughter, not without exasperation. "Don't you know? Two gazinta four, twice!"

Many more children, like Molly, are being asked about school. Not all, however, succeed in giving as direct an answer, mispronounced though it be. Levels of achievement can rarely be given in so clear and simple a manner.

Mother and Dad wonder about Johnny who can't read, though surrounded by people who enjoy it. Likewise, Bill's parents are having strange misgivings because he, too, reads little, and has no idea of how to spell, yet the family read, speak, and write intelligently.

Of course it would be folly to suppose that a 600 word column can answer all the questioning parents. This is a many-sided problem inasmuch as it is related to every aspect of the child's background and development. Indeed, so intricate is the relationship of physical, social, and emotional growth to learning that the question is really not, "Why do 15 or 20 people out of 100 have reading problems?" Rather it is, "By what miracle do 80 out of 100 learn the highly skilled art of interpreting the hieroglyphics of the printed page?"

Experts in the teaching of reading realize something of the difficulty of the step we ask children to take in this great adventure of learning to read. They all stress the need for a rich preparation; Russell, Persons, Gray, Cunningham, Cole, Centre, and a host of others all draw attention to the need for this "Reading Readiness Program" as they

call it. Stories, jingles, games, songs, trips, picture study, friendly conversation, hand-work and a host of other happy activities widen the child's knowledge and quicken his capacity to think. He is given ample opportunity to see, to do, and to say before he is expected to read, to interpret the printed thoughts of others. The home can do much in this field of widening horizons and encouraging thought and expression.

Dr. Spock and Dr. Gezell remind us that even this preparatory work may not be successful with some children. If development has been slow and is not sufficient to produce sharp, discriminating hearing, seeing, and speaking, the child will still be unprepared for this learning. After all, the letters m and n look and sound much alike, while g and q, a and o, d and b, can be most confusing, to say nothing about the double consonants. It takes much practise for some children to distinguish the one from the other.

Such immaturity is often present at the school beginning age. Lack of muscular coordination may produce further complications on this early level. Lucky is such a child if he has wise parents who encourage rather than discourage, help rather than humiliate. Mark you, this does not mean to pamper or baby the child; no, but it does mean to accentuate the positive in everything the youngster does.

Too many reading problems of children of all ages stem from or create emotional stresses. As Roma Gans of Columbia has said, "If normal, happy, pig-tailed Judy doesn't master the complicated translation of clusters of letters to their correct words . . . we feel our whole family tree is tottering in a destructive wind. We often feel that we must explain Judy's difficulty to friends and neighbours; we joke about the

*Continued on next page*

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*(Continued from page 6)*

essential to the Conference if it is to accomplish its purpose. Surely no organization in our province has a better reason for getting together than your Federation because its Conference considers the health, happiness and welfare of children and youth in more than 100 school communities throughout Quebec.

It takes money to travel, stay in Montreal and pay the Conference fee. This is especially true if you come from Associations which are far from Montreal. For this reason and to assure representation, Home and School Associations should use their funds to pay their Representatives' expenses in full or in part — at least their Conference Fee. This may necessitate raising funds by some special way in Associations which are beyond easy reach of Montreal.

Of course every Home and School member is welcome to attend any of the business sessions of the Conference. You may drop in on any of them. The Conference Committee, however, would like you to sign the Visitors' Book which will be located near the entrance to the Prince of Wales Salon.

The stage will soon be set for the 1951 Conference. You may be assured that our energetic and efficient Conference Committee will do an excellent job here. The performance, however, belongs to our leaders in Home and School work throughout the province. Its success will depend upon their attendance and participation in your provincial Conference.

EDWARD C. POWELL,  
President.

*(Continued from page 17)*

beautiful but dumb member of the family." How easy is it to swallow such humiliation? If, on the other hand, we wish to avoid troubles later surely it would be wise to give such a youngster a sense of success in some other field. This has often preserved happy relationships, the desire to learn, and a sense of well-being and spontaneity.

Where tense, over-anxious parents or teachers agonize over the failure of a child, the difficulties accrue. The problem snowballs. In place of the trouble being solved, it becomes more complicated, more hopeless to correct. Conversely, children of all ages enjoy cheerful adults who deal calmly and reasonably with them. This produces ease and naturalness; it tends to enliven hope and the accompanying urge to try again.

Another point of interest to parents is related to what has been called common pressure periods, those spots in the eleven years of school life when extra courses and new learning bewilder more than the usual number of students. These are found in grades one, five, eight and eleven. The emphasis on more independent thought and action produces hurdles almost impossible for some to clear on the first attempt. These may be outstanding milestones in the life of your child when wise understanding and patience may produce happy adjustments. We almost all pay lip service to the belief that every youngster is different; let's follow this up with action *now*.

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