

*Yvonne
Gardner*

Quebec

HOME *and* SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



One of the most attractive displays at Conference was the Creative Play table arranged by the Parent Education Committee. (Left to right) Mrs. Robt. Ayre, Mrs. H. R. C. Avison and Mrs. R. Calder, members of the Committee. Photo by Anne Kew.



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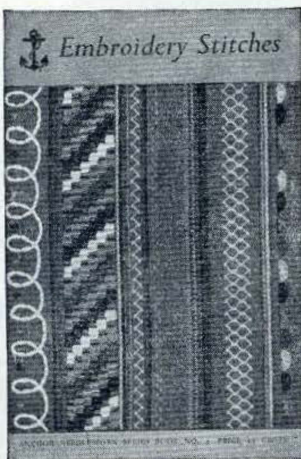
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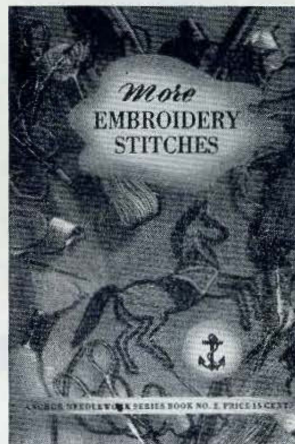
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The President's Report-1950

In bringing to you the accomplishments of the Quebec Federation since the Second Provincial Conference last May, I would like to point out that the activities of the Federation have now become so extensive and varied that it is no longer feasible for your President to attempt any detailed report. I shall, therefore, review for your consideration only the most important achievements of the Federation.

In my message in the June issue of our magazine 'Quebec Home and School', I stated that the policy of the Federation for the coming year would be one of consolidation. This course of action for the Federation was considered necessary after a two year period of very rapid growth in membership and a wide expansion in services to affiliated Associations throughout the province.

Organization

Under the highly capable direction of Mr. H. C. Jay, Vice-President, in charge of organization, the following twelve new Associations have become organized within the frame-work of the Quebec Federation.

<i>Montreal Area</i>	<i>Provincial Area</i>
Aberdeen	Arntfield
Amherst	Bedford
Crystal Springs	Birchton
Montreal North	—Island Brook
Queen's	—Cookshire
Riverview	Shawbridge
Tetrealville	Springfield

Furthermore, the two small Associations of Asbestos and Danville were re-organized under the guidance of Mr. W. H. Sautar

into the larger and stronger Association of Asbestos—Danville—Shipton.

Interest in the Home and School movement in our province is by no means lessening. In fact, it is developing on an ever-

widening front. During the past year ten widely separated school communities and three other organizations active in child welfare in our province asked for Home and School information and each received a complete organization kit from the office of our Corresponding Secretary. And here they are recorded for your appraisal.

Montreal Area: King Edward VII School; and Ville St. Pierre Home and School Association.

Provincial Area: Baie Comeau School; Dolbeau School; Hull Intermediate School; Mackayville School; Nashan No. 3 Home and School Club, Rupert; St. Hilaire School No. 2, Otterburn Park; Department of Indian Affairs, Ottawa; Red Cross Society for nurses on outpost duty; and the Shawbridge Boys' Farm and Training School.

Whenever an Association or Regional Council disbands or becomes dormant, it has a blighting influence on Home and School which extends beyond the boundaries of its own School district or geographical area. In order to safe-guard against such a contingency, the Board of Directors in May 1949 authorized its organizing Vice-President to work in collaboration with all newly formed affiliated Associations and Councils for a period of consolidation during which the Executives would submit for approval the minutes of their first three consecutive monthly meetings.



Membership

After a very careful check of all our active affiliated Associations, the most accurate picture which could be drawn of the Quebec Federation at this time of its fiscal year showed an organization of 91 affiliated Associations with an approximate membership of 11,000 families. This membership picture has omitted all those Associations which are not affiliated or have become inactive through the years which have passed since the inception of the Federation in May 1944. Perhaps this accounts for that paradoxical part of this report which records no increase in membership over last year while it mentions the affiliation of twelve newly organized Associations and the re-organization of two small Associations into one larger organization of three small adjoining school communities.

Regional Councils

Your President and the Board have for some time now been deeply interested in the formation of more Regional Councils throughout our province. Two years ago there was a great deal of enthusiasm shown by our affiliated Associations for Councils and seven of them were organized. The constitution of the Federation was amended in order to incorporate Councils into its framework, and a Vice-President was given the responsibility of organizing new Councils and co-ordinating the ones already organized.

Lately the interest of Associations in Councils has been on the wane, not only within the Montreal area, but also in the province outside the Montreal area. Perhaps the answer to this important question can be found in a better understanding of the functions of a Council by our affiliated Associations, in a closer scrutiny of the present boundaries of the geographical areas of our affiliated Councils, and in the drafting of a more practical plan for promoting Councils in that part of Quebec which lies outside the island of Montreal.

The Quebec Federation deals directly with their affiliated Associations and acts for them

in matters of common interest. There are, however, certain problems which arise that are of interest only to a particular geographical area of the province. These problems are best handled by the concerted action of the Associations within that part of Quebec. A Council has no power to legislate for its member Associations. Otherwise, groups of Associations would be operating within the Federation under different rules. A council like an Association must always allow the policies and objectives of the Federation to guide and direct its activities.

Your President is convinced that the time has now arrived for dividing the province into geographical areas which correspond to the educational districts of the Department of Protestant Education. In each of these Districts an active Home and School Association could then be selected by your Board of Directors and asked to initiate the organizing of a Council from the Associations within its territorial boundaries. Each of these Councils would then be in the best possible position for promoting Home and School in those schools within its district which are without Associations. The following of such procedure by your Federation would undoubtedly open the road for a more rapid advancement of the Home and School movement in that part of Quebec which lies outside the Montreal area.

Liaison

In promoting the objectives and purposes of Home and School, the Federation maintains liaison and co-operation with other provincial educational bodies and the Montreal Protestant Central School Board. These connections have proved of the greatest value to your Federation throughout the past year, not only in obtaining information on educational events which were of a perplexing nature to Home and School members, but also in negotiating arrangements for the use of schools by affiliated Associations.

(Continued on page 11)

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Quebec HOME and SCHOOL

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THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS
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E. G. BANNING (Greenfield Park); R. RESIN (Fairmount);

Mrs. E. M. LITTLE (Quebec)

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May, 1950

CONFERENCE DIARY

by Margaret Varey

Photography by Anne Kew

Well Diary, this is the first chance I've had, to even think of you for several days, but to-day I have a great urge to put down my thoughts and impressions of our Third Conference.

I think it must be a good omen that we've had such good weather for each of our conferences, with the Sunday following, one of bright sunshine and warmth — just the kind of day to sit in the sun and relax, with a feeling of well-being and contentment at being a part, however small, of a job well done.

The scene of the Conference was changed this year and I think everyone was pleased with the change. The Windsor is such a handy place to reach for out-of-town visitors and home folks alike and it seems to me that to the women delegates, especially, there is a

sense of holiday spirit in spending the better part of two days in the warm, luxurious atmosphere of an hotel.

One of the first people I saw as I came up to the registration desk, was a delegate with whom I'd gone to school but hadn't seen for many years. That was only the beginning, for during the rest of the two days I continued to meet old friends and to make new ones, and I know that this was so with many others.

Two facts stood out very clearly I think this year, firstly the way in which our out-of-town delegates are taking a more and more active part in Conference itself. For instance, four of these delegates, Mr. Lennon from Quebec City, Mrs. Elliot from Shawbridge, Mrs. Heatherington from Cookshire and Mrs. Rochester from Noran-

da, spoke over the air at the Home and School Broadcast on Saturday. This must have been quite a thrill for their families back home and for the rest of their association members. Again, during the time for Association Highlights many of the representatives from far and near proved to be very able speakers with great enthusiasm for the work their Home and School group was doing.

Then, too, we noticed with particular interest how many of our brand-new Associations had delegates present and how interest-

associations for the purpose of instructing their delegates and this is so important, for the results of Conference must be the opinions of the *Large* majority of the general membership.

The reports given Friday and Saturday were fascinating. The amount of research and study which had gone into these reports made me realize once more — how much so many of us, in spite of all we do, really owe to so few. These reports were delivered with a feeling of personal warmth, and a happy sense of humour which helped to



The ladies on the Registration Committee (above) are all connected with West Hill Association and are well known for their community work. They certainly did a very efficient job at Conference. Seated, left to right, Mrs. Norman Seath, Mrs. Homer S. Marion, Mrs. Armstrong, Mrs. E. N. Snow and Mrs. Roy Wagar. Standing, Mrs. I. K. Lowry, Mrs. A. M. Wait, Mrs. E. A. McKee (Chairman), Mrs. S. A. McSween.

ed they were and how eager to miss nothing that might give them ideas for making their own associations an important part of this great movement. I believe that Stanstead even had an observer present with a view to organizing an association in that district.

You know, if anyone had ever told me that I would enjoy the moving and consideration of eleven resolutions all in a row, I would have been very doubtful... but such was the case on Friday afternoon. Obviously, these resolutions had been most carefully studied and discussed by many

season the factual material which was in itself, so interesting.

In my home association we like to think that we are an up and coming group of people, but we still have a lot we can learn from our fellow associations. This, I realized to be only too true as I listened to the Associations Highlights. One association bought a Grand piano last year for the new Auditorium, several ran very successful Hobby Shows, one provides moving pictures every Saturday afternoon for their children, still another sponsored a Dental Clinic and one

started the first Blue Cross group to be connected with a school, in the Province of Quebec. But... what amazed me was the report of one school where there is a cafeteria and in which volunteer mothers helped serve 620 turkey dinners during the last three days of school before Christmas and in another school, where the mothers served 4121 cups of hot soup in less than four months. Even if that is only 50 cups a day it still looks like a lot of extra dishwashing for the 2 mothers on duty each day.

Friday evening was a lot of fun and I hope we can have more such get-togethers.

there you have the very essence of a happy evening.

All the displays were most interesting but three of them appealed to me especially, the Creative Play table, the Block Printing and the samples of very fine inlaid wood working which must have been an inspiration to many of the men who saw it. The Block printing had been done by students of Verdun High School and it would be, I am certain, a very satisfactory group project.

Saturday afternoon we had with us Dr. Percival, President of the National Federation, Mr. Almond of the Association of Pro-



The Friday evening Reception was fun... even Elmer the Elephant enjoyed it. In the centre are Mrs. F. E. Brydon and Mr. E. W. Crowe who were jointly responsible for its success. Talking to them is Mr. L. M. Clark another member of the Conference Committee.

It was a party in the best sense of the word and what seemed to me to be a test of this, was the attitude of the hotel waiters. Our good-will and friendliness among ourselves seemed to reflect in them as they passed among the guests with large trays of cookies and coffee. After the film "Family Circles" was finished, the Chairman of the evening drew attention to the various displays around the sides of the room and said that the success of the evening would depend entirely on each and every one of us. I am certain that he had no fear of the outcome for if you put congenial people with much in common, into pleasant surroundings with a chance for good talk over a cup of coffee,

testant School Boards, and Mr. Dunsmore of the Provincial Teachers Association, all of whom brought us greetings from their Associations.

Miss Dora Baker, who was with us last year and of whom many of us have such pleasant memories, sent a warm message of "best wishes for a successful Conference and for even greater achievements in the year ahead..."

What is there about a banquet that makes it a gala occasion? Is it the bright lights, the tables with their snow white covers, the flowers and candles... well whatever the cause, that feeling prevailed Saturday even-

ing. There was no need for a "warming-up" as the warm, friendly feeling was already there from the time the first guests took their places at the tables.

I watched with interest while some of our well known members made up table parties from those who were alone or in twos or threes. At our table there was one vacant place which we tried to fill but to each of our invitations we received the same answer... "Thank you so much but I have been asked to join So-and-so's party." Seems to me that that is the way it should be.

Allan Mills who is so well known for his singing of old ballads was the guest artist

these last few years but for the spirit in which they approached each new task.

The donor of the Buzzell Award was Mr. Leslie Buzzell who himself has done so much toward furthering Home and School work in Quebec.

The speaker of the evening was Dr. G. G. D. Kilpatrick, Chairman of the Protestant Committee, whose speech was absolutely inspiring. His keen Celtic wit completely captivated his audience but on the more serious side he gave us many ideas well worth remembering. He brought out forcefully the need of greater emphasis on character education, likening much of our pre-



The block printing display, arranged by Miss G. Paige Pineo (centre) Art Teacher at Verdun High School was very colourful. Interested representatives are (left to right) Mr. J. Loranger, Royal Vale, Mrs. J. M. Styan, Magog, and Mrs. E. S. Heatherington, Cookshire.

and delighted the assembly with his songs. He had every one singing and whistling with him and if time had permitted the applause would have brought him back again and again.

After the toast to the King, Dr. Powell announced that two awards were to be made, the Buzzell Award to Mr. E. A. Jarand for distinguished service to the Federation in the past and the President's Award to Mr. J. A. B. McLeish, Past President, of the Federation.

These awards were truly deserved, not only for the work they have done side by side

sent-day civilization to "an ample body with a meagre soul." He really made us feel the need of much greater stress on training for character in the homes and schools.

A vote of thanks was expressed to Dr. Kilpatrick by Mr. McLeish and the Third Annual Conference drew to a close.

Year by year our Conference is growing in numbers and in interest, but still the feeling prevails among those of us who had the privilege of being here, that we must come again next year with at least one new recruit from the ranks of our general membership.

SUMMARY OF BUSINESS SESSIONS OF THE THIRD ANNUAL CONFERENCE

At the opening business of the Provincial Conference held in the Windsor Hotel, on Friday afternoon, April 28th, reports were presented by the President, the Treasurer and various committees.

Dr. Powell, in his Presidential report said that interest in the work of the Home and School is growing rapidly throughout the Province and the policy of the Federation for the coming year should be to further this growth and to consolidate the work being done.

Mr. C. H. T. Hulme, the Treasurer presented the Annual Statement and reported an estimated balance of \$1,000 as a result of this year's work. He recommended that the Federation year end be changed to March 31st instead of the present May 31st, so that a completed report could be presented at Annual Conference.

Committee reports were presented by—

(1) Resolutions Committee — *W. A. E. Pepler* and the following resolutions were passed by vote of the delegates —

No. 1 — That the Quebec Federation endorse the aims of the Montreal Girl's Association, which has recently been formed to set up recreational centres for young girls in less privileged areas of Montreal where such facilities do not already exist.

No. 2 — That the Quebec Federation urge the Canadian Federation of Home and School to continue to press vigorously for Federal assistance to finance education in the Provinces, without infringing on provincial autonomy in education.

No. 3 — That the Quebec Federation set up a School Education Committee to complement our present Parent Education Committee, and to promote study groups on School Education under the leadership of qualified educators.

No. 4 — That the Quebec Federation continue its efforts towards securing direct representation on the Protestant Committee of the Quebec Council of Education.

No. 5 — That the Quebec Federation actively promote the extension of the Elmer Safety Pennant Campaign in other districts of Montreal and throughout the Province, through our affiliated Associations as a further means of helping pupils and parents to become more traffic safety conscious.

No. 6 — That the Quebec Federation appoint a committee to study the report of the "brigadier system" and that the Federation circulate the report among affiliated associations together with their recommendations.

No. 7 — That the Quebec Federation set up a committee to study the possibility of giving instruction to High School students in safe and proper driving, notwithstanding the fact that most boys and girls have completed High School before reaching an age at which they are legally permitted to drive.

No. 8 — That the Quebec Federation institute a survey of common disciplinary measures in use in our primary and high schools... these measures to be studied in the light of modern child psychology tenets, and the objective of the survey being to determine the most modern conception of

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disciplinary systems and their effectiveness and further, that adoption of effective modern systems be urged where they are not at present in force.

No. 9 — That the Quebec Federation initiate whatever action is deemed most effective to safeguard the rights of the children of this province to education on terms not inferior to those enjoyed in other provinces in Canada.

No. 10 — That the Quebec Federation appoint a committee to study the matter of promoting and organizing Regional Councils in the Province of Quebec.

Reports of Special Committees were presented by:—

Mr. F. Raymond Hannen, K.C.—Crime Comics, *Rev. DeCourcy H. Rayner*—Outremont Schools. *Mr. Edgar Eve*—Admission of Children to Movie Theatres for Special Performances.

Reports of the Standing Committees were given by:—

Mr. D. V. Jackson—Teacher Shortage, *Mr. H. C. Nourse*—Radio Education, *Mr. J. A. B. McLeish*—Special Child Needs, *Mr. C. L. Brownlee*—Community Standards, *Mr. P. W. Gooch*—School Finance, *Mr. H. E. Grant*—Vocational and Higher Education, *Mrs. C. E. Woolgar*—Parent Education, *Mrs. R. W. Coultts* and *Mrs. F. Willois*—Program Planning.

Saturday afternoon session opened with greetings from—*Dr. W. P. Percival*, Pre-

sident, Canadian Federation Home and School, from *Mr. M. A. Dunsmore*, President, Provincial Association of Protestant Teachers and from *Mr. A. R. Almond*, President, Provincial Association of Protestant School Boards.

Mr. Hulme presented the report of the Finance Committee and the Federation Budget for 1950-51 which was approved by the meeting. Also approved was the motion "that the annual fee payable to the Federation by each member association be fixed at fifteen cents per member (on a family basis) for the year 1950-51.

A report of the Conference Committee was presented by *Dr. J. W. Abraham*.

Dr. Powell stated that due to the ever increasing responsibilities of the President of the Federation, there was a real need for a fifth Vice-President. Since the appointment of this officer would necessitate a change in the constitution, the Board recommended that the appointment be made for one year only, and a motion to this effect was carried.

Following this motion the report of the Nominating Committee was presented by *Mr. W. A. Baxter* and was unanimously approved by the delegates, with *Dr. E. C. Powell* being re-elected as President.

The Registration Committee reported that 190 official delegates, representing 69 Associations were registered, and 160 non-voting delegates.

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President's Report

(Continued from page 4)

Education Week

Your Federation was one of eleven provincial bodies who joined with the P.A.P.T. this year in sponsoring Education Week in our province. Since its inauguration in 1935, this annual observance has been solely promoted by provincial Teachers' Associations throughout Canada. Your President and the Board welcome this co-operative sponsorship with the setting up of the Quebec Provincial Committee of representatives from different provincial bodies. In their opinion, this Committee with its many varied systems of channelling information to different groups of people provides for the short period of one week the most effective means of focussing the attention of the general public on the achievements and the needs of education in Quebec.

Committees

In order to secure the maximum efficiency in the work of the Federation on worthwhile provincial educational matters, Chairmen of Standing and Special Committees were allotted their specific responsibilities shortly after the Second Spring Conference. Furthermore, the work of last year's Committees was not forgotten after it had been appraised by the delegates at the Conference. Throughout the past year, whenever space was available and when the best use could be made of them by our general Home and School membership, these reports have appeared in our magazine. All their recommendations have been acted upon by your Board of Directors. Indeed, the reports which contained research material of national value were channelled into the Canadian Federation for placement in the national bodies where they could do the greatest good. Executives of Associations are urged to take the utmost advantage of the material in these reports by seeing that their appropriate Committees have them for study before they formulate their yearly plans.

Public Relations

In order to promote an interest in and develop an understanding of Home and School and the activities of the Quebec Federation in our province, your President delegated one Vice-President with the full

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responsibilities of Public Relations. Through this important office under the able and efficient direction of Mr. T. W. Gilmour, the Board of Directors operates the monthly magazine 'Quebec Home and School', the weekly radio broadcasts 'Home and School on the Air', and the Annual Spring Conference.

Quebec Home and School. — With the May issue of the magazine, the Quebec Federation will have published and supplied its affiliated Associations without any charge with 5500 copies of six 16-page and four 24-page issues of the magazine this year.

For the past year the Directors have not been satisfied with the plan of our present contract with the publishers. Much thought and effort have been expended in the search for a publishing arrangement which will make our magazine the most useful to the general membership of our Associations. Our present plans call for eight monthly issues of 7000 copies from October to May with each issue of the magazine reaching the Association Secretary before the first of the month it is dated. In this way the magazine will be available for the programs of all Associations regardless of the time of the month on which their general meetings are held.

The Editor and the Board are convinced, however, that the greatest value of the magazine will never be attained until a copy is mailed directly to each family member. Only then will the work of Home and School in our province be made known to every family member. This can not happen overnight. It will take time.

Home and School on the Air. — With the broadcast on April 29th, 'Home and School on the Air' reached its one hundred and twenty-eighth consecutive presentation. You, who have followed these weekly broadcasts over Radio Station CFCF, will have noticed that a great change has taken place in program policy during the past two years.

Under the expert direction of our Director of Broadcasts, Mr. William Petty, the programs which in their initial stages were beamed directly and exclusively at Home and School members have now become so varied in nature that they appeal to the most casual listener. They range from straight interview programs to the more complicated documentary-dramatic types and musical presentations. Leaders in other organizations, clubs, agencies or federations active in the wel-

fare of children and young people have been brought in and used on these programs. Is it any wonder that 'Home and School on the Air' to-day has a high rating for listeners?

This year a new feature has been injected into these radio programs by planning them four months in advance. This has enabled the radio committee to publish quarterly a schedule of broadcasts which have been made available to all Home and School Associations.

Third Provincial Conference. — Several changes from the pattern of the past two Conferences have been introduced in this one.

These innovations were the result of the findings of a Survey Conference Committee under the chairmanship of Mr. E. A. Jarand which was set up immediately after the last Conference, and the implementation of their recommendations by our present Conference Committee under the chairmanship of Dr. Johnston W. Abraham.

Finance

Your Federation's financial structure was revised with the unanimous approval of last year's Conference. The unequal affiliation fee

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THE Windsor
ON DOMINION SQUARE



Pictured following the banquet are (left to right) Mr. L. M. Buzzell, who presented the Buzzell Award to Mr. E. A. Jarand, and Mrs. E. M. Little of Quebec who presented the President's Award to past-president, Mr. J. A. McLeish.

computed on ten percent of a membership fee which varied in our Associations from twenty-five cents to one dollar per member was replaced by the uniform fee of fifteen cents per member. Only ten cents of the fifteen cent fee go to operate the Quebec Federation — the remaining five cents being passed on to the Canadian Federation. This means that when you join an Association which is affiliated with the Quebec Federation, you at the same time become a member of the Canadian Federation of Home and School.

It is not my responsibility to say anything about finance, but it is my duty to inform you that our present financial base is only able to support a semi-permanent set-up for our Federation office with a paid part-time Secretary. You will agree that this has worked to the advantage of all. It has made possible for the office of Corresponding Secretary to meet dead-lines with all information releases. In turn this has given all

Presidents and Corresponding Secretaries of Associations ample time to bring before the members of their Executives these Federation releases for study and for action.

Appreciation

This year will see the inauguration of the Buzzell Award for outstanding service to the Quebec Federation of Home and School Associations and to the cause of furthering the aims of Home and School. The donor of this Award is Mr. Leslie N. Buzzell who has been a zealous supporter of the Home and School movement since the days of the Quebec Council which came into existence in 1940 when there were only a few Associations in the province.

The Board of Directors and your President were very happy to learn that the Buzzell Award Committee were unanimous in their selection of Mr. E. A. Jarand as the first recipient of this Award.

(Concluded on page 22)

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ROSEMOUNT HIGH SCHOOL



The new Rosemount High School, now under construction, is located on Beaubien Street between 16th and 18th Avenues in Rosemount and bounded by St. Zotique Street on the north.

The general "Y" design of the building is a noteworthy application of architecture to site conditions. The base of the "Y" is devoted to the auditorium together with dressing rooms, music rooms, etc. One wing is devoted to shops, domestic science, commercial rooms, and laboratories. The other wing is composed of classrooms with an extension at the extreme and forming the gymnasium and locker rooms. This plan allows flexibility for the use of the building with the various sections segregated. The offices and administration section is towards the centre of the "Y". The building is of fire resistant construction with a brick exterior. The heating is by forced hot water system.

In detail, the accommodation consists of nineteen classrooms and one room each for the following purposes:— drafting, wood-working, electrical shop, auto mechanics, metal shops, and graphic arts. Other special rooms are:— music room, typing, commercial studies, book-keeping, and a home economics section consisting of food laboratory, a sewing room, and a model apartment. There are also rooms for science, biology, arts and crafts, physics laboratory with lecture room, chemistry laboratory with lecture room, library and book-repair shop. There are also administration offices, teachers' suite, and a medical suite. There is a boys' and girls' gymnasium with locker rooms attached, a cafeteria, and an auditorium.

The architects are Barrott-Marshall-Montgomery-and-Merritt with A. Leslie Perry as Associate-Architect. The contractor is J. L. E. Price and Company. Earl Glance was the engineer for the architects.

There is ample playground and recreation space with one regulation rugby and three soccer fields, and soft ball diamonds. The pupil capacity of the School is 1150.

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What is Puberty ?

DR. H. ROY BRILLINGER

Reprinted from Canadian Home and School.

Almost every teacher, clergyman, family doctor and psychiatrist has been consulted by the anxious and bewildered parents of a child who is just entering the 'teens. "What has come over this child of ours," they ask, "and what can we do about it?" Then follows a story of a lively, boisterous but relatively easily managed child, whose happy nature brightened the home, who seems to have changed almost overnight into a moody, complaining, rebelling, argumentative, self-willed know-it-all. Many parents think their child must be ill and seek medical advice. Other parents blame themselves and wonder what they have done wrong. Others, again, try to blame relatives or the child's companions. Of course, there are many parents who exhibit resentment against the child and seek advice regarding how best to punish him or her.

If to his parents the 'teen-ager is a puzzle, he is even more so to himself. He does not know what has happened to change his feelings. He does not know whether he is to blame or whether his parents' feelings towards him have changed. They seem to him to have become less loving and more fault finding all of a sudden. He is apt to be full of resentment against his parents and those whom his parents consult about him.

What a vicious circle this may become—with parents misunderstanding the child and showing it, and the child misunderstanding the parents and showing it, and each reacting against the other with increasing intensity!

Why should these things happen? Indeed, why should they happen in many homes where the parents are anxious to do the best they can for their children? In this article an attempt will be made to answer these questions, for it is believed that if parents

knew the reasons for their child's changed behaviour, they would take a different attitude towards it. If they did so, many of their disciplinary problems would vanish, and they would help their children over a difficult period of their life.

Stages of development

That children pass through different stages of development is well known by all parents. Much has been written about the periods of—infancy—pre-school years—the school-age—adolescence. It is taken for granted that the child will show some behaviour changes in adolescence. Most parents think of that period as beginning sometime during the late 'teens. Their surprise at finding behaviour difficulties occurring in the early 'teens is due to the fact that they have heard little of the period of puberty. This period has been left out of the list of stages of development mentioned above just as it is left out of the thinking of many parents. It is a study of this period that will provide parents with the answers they need.

What is puberty?

Puberty is that period between the first appearance of the secondary sex characteristics and the attainment of sexual maturity, when the individual becomes able to reproduce his kind. This is the period between childhood and adolescence. It is characterized by marked physical changes, which from their very nature, necessitate changes in the child's mental attitude and behaviour.

The age range for the onset of this period is from ten to sixteen years, with an average age of onset of thirteen years in boys, according to Dimock (1). This stage may last from a few months to two years, with an average duration of one year. In girls, puberty begins earlier than in boys.

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The appearance of the first pigmented hair in the pubic region (lower abdomen) or axillary region (arm-pit) marks the onset of puberty. The development of a kink, or curl, in this hair heralds the end of puberty and the beginning of adolescence. Soon after the appearance of this sign the girl will begin her menstrual cycles, and the boy will have his first nocturnal emission of semen (the so-called "wet dream"). These signify that the individual has become capable of reproduction.

Physical changes in puberty

That parents may realize the physical changes taking place in the child during puberty they are enumerated as follows:—

1. A speeding up of physical growth in height and weight.
2. An increase in physical strength.
3. An increase in motor ability, or, the ability to direct one's muscles and make them work together or co-ordinate.
4. The appearance of the secondary sex characteristics.
5. The appearance of the functional evidence of sexual maturity.

If these changes always followed a regular pattern parents would learn more easily what to expect. The fact is, however, that the changes vary in their order of appearance and in their rate of development in different children. No two of them follow quite the same pattern. Certain general statements can be made about them, however, that will give parents some understanding of their children's behaviour at this stage. The two sexes will be considered together, as in many respects their changes in growth, weight, strength and motor ability are similar, except that they appear earlier in the girl.

Their accelerated growth in height will frequently be noticed first. It usually begins just prior to the appearance of the change in colour of the pubic hair, and continues on into adolescence.

It is common to find the increase in weight lagging behind that of height, so that the individual may appear gawky and angular or bony for a short time. Usually, however, they soon fill out as weight and height increases tend to progress more uniformly during the later 'teens.

The increase in physical strength is also tardy in reaching its peak of acceleration. Hence the child at this stage may not be nearly as strong as he or she looks. If parents fail to understand this they may accuse the child falsely of being lazy, or may worry needlessly about the child's health.

The more-or-less pronounced awkwardness of the child in early puberty is explained by the fact that his increase in motor ability lags behind his increase in height, weight and strength. It is for this reason that he



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comes down stairs like a ton of bricks while learning to adjust to his longer legs and bigger feet.

The secondary sex characteristics consist of changes in growth of hair, quality of voice, and body configuration. These are so well known to parents that they need not be enumerated.

It should be noted that all these changes are controlled by certain glands in the body called "endocrine glands" or glands of internal secretion. These produce endocrine substances or hormones and secrete them into the blood. These hormones influence the growth, development, energy and many other aspects of life, both physical and mental. Parents will realize from the following list of the more important of these glands something of the complexity of the mechanism of development:—

The Pituitary Gland—at the base of the brain—is the dominant member of the group.

The Thyroid Gland—in the neck—sometimes enlarges temporarily during puberty. This does not mean, necessarily, that the child is developing a goiter.

The Sex Glands—the male testes and female ovaries.

The Adrenal Glands—situated near the kidneys—are intimately concerned with such emotions as anger and fear.

While these glands are all nicely balanced in their action in the normal individual, it is not unusual for some of them to be more or less slightly out of harmony with the others. Such a condition could produce physical abnormalities of size, body form, hair growth, and skin condition. It could also produce functional abnormalities such as delays or abnormal sexual activity, as well as emotional and mental abnormalities.

Usually, however, a glandular imbalance will produce a combination of physical, functional and mental abnormalities. This is illustrated by the case of a fourteen-year-old girl who, in place of menstrual periods, was suffering monthly episodes of dizziness, weakness, irritability and a change of personality both at school and at home. Her parents feared she was developing a mental illness. Glandular medication restored her endocrine balance and corrected her abnormal reactions.

The mental or emotional aspects of puberty

The period of puberty is characterized by many changes in the attitude and personality of the child. Some of these changes are the natural result of the child's reaction to new height, strength, and changing appearance, as well as to his new feelings and urges. The changing attitudes of those in his environment toward him will also affect his reactions. In fact changes of personality in all stages of life are due to the effect upon the individual by both of these forces—those from within the individual and those from his environment. Both of

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these influences are important, but the force we can do most about is that which comes from the environment. How much effect this will have upon the child during puberty will depend upon how much he has been sensitized to, or made shamefully conscious of, the criticism of others, during his earlier years.

Some of these physical-social influences that play a part in personality development during puberty will be considered briefly. First, there is the child's reaction to underdevelopment, or being below his friends in height, weight or strength. Studies have shown that this condition tends to increase the child's tendency to self-criticism and discomfort because of his feeling of being different from others in the sense of being inferior. This condition also often tends to increase the child's tendencies to criticize others and to act superior to others or in a dominating and show-off manner. This latter is called a compensatory reaction and is the natural effort of the child to overcome his inferiority feelings and so maintain a place of importance in his social group. A more abnormal reaction would be a withdrawal from society into seclusiveness, introversion, and possibly, mental illness.

The child who is over-developed is better off since he can often find a place in an older group of his own size. This often serves to build up a sense of self-importance that makes up for any feelings of difference he may experience.

A second, frequently disturbing, factor is the individual's reaction to his disproportioned or angular appearance during early puberty. Here again, it is the attitude of others that causes the damage. The thoughtless or teasing remarks of mothers, fathers, sisters, brothers, teachers or friends may sensitize (make shamefully conscious), the child in this stage to the oddities of his growth and may cause life-long scars in the child's emotional constitution. Thousands of young people are handicapped in this manner, and some of them are permanently crippled emotionally as far as normal social adjustment is concerned.

A third hampering influence on children in puberty is the unfortunate tendency of some adults to label them as lazy on very

slight provocation. There are many children unfairly criticized for laziness during puberty because their parents or teachers fail to recognize the lack of balance between their increased growth and strength, as mentioned before. Such unfairness is deeply resented by the children and may do much toward breaking the close bond of mutual understanding that should exist between them and their parents.

A fourth hazard to normal personality development in puberty is "the awkward age." In this period when hands and feet are clumsy and things are easily dropped and the gait is heavy, criticism and reprimand as well as teasing and ridicule are commonplace experiences. Indeed, there are young people whose homes have been made almost unbearable by nagging parents during this stage. The child is as unhappy over his awkwardness as his parents. He can do little about it and feels unfairly used when criticized so harshly at times. It is no wonder that he tends to grow resentful and rebellious. Again, this reaction is better than withdrawal and seclusive and brooding tendencies.

The fifth of these physical-social factors influencing behaviour is that due to endocrine unbalance and the reaction of the child's environment to the effect this has on his personality. The more-or-less slowed-up, sluggish, slow-thinking individual with a lack of thyroid secretion may rightly resent being called "lazy" or "dumb" when he is trying his best. Likewise the child with the over-active thyroid, who is restless, over-active, talkative, quick-thinking, jumpy and peculiarly fearful as a result, may develop unhealthy mental habits if he is punished for his disturbing behaviour. These are two extreme pictures and while there are few of such marked cases, there are many cases of personality abnormalities at whose basis are more-or-less mild states of endocrine gland disturbances plus the failure of society to make allowances for the same.

Adolescence acne, or pimples, is another physical condition that is apt to bring reactions from the child's environment which will influence unfavourably his personality development. Girls usually are more affected by this condition. The personality of the sensitive child may be sadly warped by worry over this condition if he is overly

(Continued on page 21)

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What is Puberty ?

(Continued from page 19)

sensitized to it. It should be recognized as a transitory condition and should not be over-treated. Teasing should be avoided by the family, who should support the child with every encouragement.

Finally there is the reaction of the child's environment to the appearance of his secondary sex characteristics and the influence this may have on his personality. Young people cannot help being sensitive to these physical changes. Some will be proud of them, others show shame and withdrawal reactions. The growing beard may be a matter for pride but the breaking voice cannot help but cause embarrassment. The girl also has her moments of pride and mortification according to the manner in which her new developments are received by those for whom she cares.

Many more of these physical-social influences could be enumerated were there time and space available. Enough has probably been written, however, to open parents' eyes to a group of facts they may not have realized before. If so, they will look for other similar explanations of their children's changed behaviour.

Conclusion

In concluding this article on puberty this fact should be emphasized. The tendency to dominate, fight and rebel, that may begin to make its appearance in puberty has a physical basis. Every parent should realize that this behaviour is not due to perversity or meanness only but is caused by the child's physical urges plus unwise handling by those in his environment. It is due to the failure of parents and teachers to make allowances for the physical changes of puberty, that boys and girls feel themselves unjustly treated and so become critical of their elders, insolent and argumentative. There is a time in the development of young people when parents must make allowances for insolence, wilfulness and rebellion.

It has been said that "a soft answer turneth away wrath." It is a wise parent who recognizes the need of the child in puberty for a kindly word of understanding and praise. If the child feels that his

parents understand him, he will worry less about his disturbing feelings and will come through puberty with less danger of marked inferiority feelings, vague unrest and dissatisfaction, and disturbing rebellion. If the child is confident of his parents' unfailing love, he will accept correction much more readily even in this upsetting life period.

Finally, fellow parents, do not make the mistake of thinking that the author is advocating that the child in puberty should be given his own way and should never be crossed. Discipline must be continued, as rules and restrictions are needed very definitely by the child at that period of his life. He will rebel against them but he needs them and actually feels more secure because of them. It was a 'teen-age girl who told the author that she wished her parents would make her come in at a definite time and would restrict her activities at times as her girl-friend's parents did, for then she would be sure that they loved her.

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1. Rediscovering the Adolescent—H. S. Dimock.

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President's Report

(Continued from page 13)

The Federation wishes to record its obligation to Mr. Reubin Resin for the professional services which he has given without charge in negotiating with the Quebec Government for its incorporation.

In the important offices of Corresponding Secretary and Treasurer, the Federation and its President were indeed fortunate to have had highly competent persons with professional backgrounds of education and accountancy.

I know, too, that you would like me to thank our energetic Chairman and their committee members, and the officers and members of the Board of Directors for the cheerful and industrious manner in which they have carried an ever-increasing load of duties during the past year. Their loyal cooperation and support in the constant effort to achieve efficiency in furthering the Federation's work of consolidation is gratefully acknowledged.

Furthermore, I want especially to express my deep appreciation of the valuable assistance of the Executive Vice-President, Mr. A. R. Colman. Through his untiring efforts, unfailing enthusiasm and dependable counsel the heavy responsibility of your President in guiding and directing the work of the Quebec Federation has been greatly lessened.

The year 1950 has indeed been one of sustained effort by your Federation and your President feels that we have completed a very satisfactory and encouraging year's work in the educational field of Quebec.

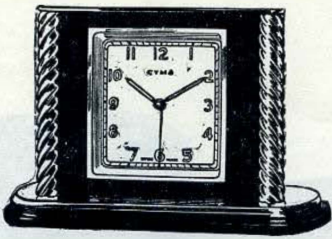
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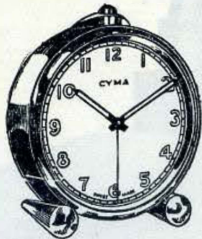
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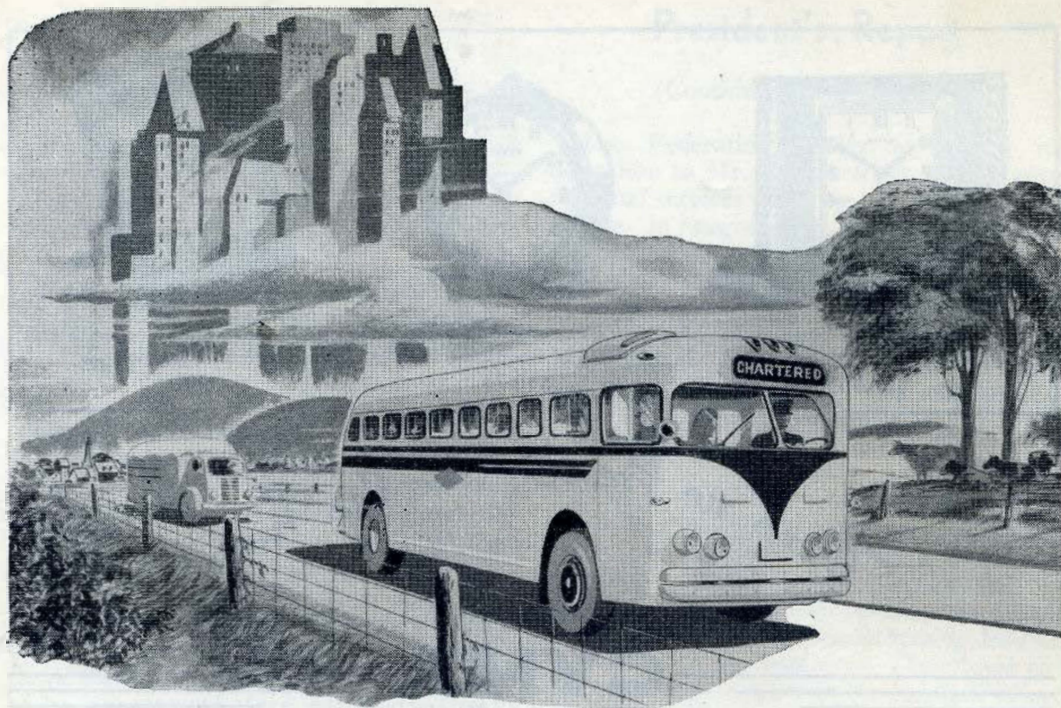
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