

# Quebec Home and School

PUBLISHED MONTHLY BY  
THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

*The Saturday  
Morning  
Art Class*

SEE PAGE 13



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MONTREAL, QUEBEC

FEBRUARY, 1952





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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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Please address all magazine correspondence to the Editor.

## Editor

MRS. S. L. RICHARDSON  
34 Finchley Road  
Hampstead, Que.

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

Subscription Manager: REV. M. W. BOOTH

Authorized as second class mail, Post Office Department, Ottawa.

## Associate Editors

MRS. G. N. MOSELEY  
225 Carlyle Ave.  
Town of Mount Royal.

MRS. N. S. MCFARLAND  
3649 St. Leon Street  
Montreal 9.

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## *A Partnership and a Purpose*



Mr. L. M. CLARK

Home and School stands for parents and teachers working together but sometimes the organization becomes lopsided. Sometimes the parent part of the combination is over-emphasized and the partnership aspect tends to be lost. This happens occasionally at Home and School conferences when the great

majority of those present are parents.

Such a trend is not in the best interests of the movement. If carried to the extreme it would result in Home and School becoming a Society of Parents. Home and School needs the teachers and principals not only in the individual associations but also at Regional Council and Provincial Federation levels. Their knowledge, experience and counsel can be invaluable in handling the various projects and problems that demand our attention.

Quebec Federation will be holding its Annual Conference in May and with the partnership concept in mind the suggestion has been put forward that each association

in appointing its representatives might include a teacher or principal as one of its three official representatives. Such a practice, if followed, would not only strengthen the spirit of a working partnership within the member associations but would also result in a larger representation of the teaching profession participating in our Conference activities thereby bringing to an increased extent, the school point of view into our deliberations. These benefits are indeed worthwhile. The suggestion is passed along to associations for consideration.

One of the purposes of Home and School is to serve as a medium through which parents will become better informed regarding the school and the educational system. Some associations have formed Education Forums. These Forums are groups of parents who meet with Educational Leaders to discuss and learn more about various aspects of the education of their children. This type of activity cannot be too highly commended. It is one method by which Home and School fills that role for which it is admirably suited, i.e., acting as an information link between

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the parents and the school authorities. Principals and teachers should be encouraged continually to take advantage of this function of associations and to participate in association activities to this end, as, of course, many do. The result will be a better working partnership and a greater understanding on the part of parents of what the schools are trying to do and perhaps there will be fewer "letters to the editor" from parents appearing in local newspapers. With knowledge comes understanding and tolerance.

It is our hope that our magazine will also help to knit the membership as a whole into a unified working unit. The wider its circulation the more this will be accom-

plished. One person has suggested that Associations might consider subscribing to one or more copies to be placed in the Teachers' Room or made available to the teaching staff. Our magazine now goes directly into the home, this would bring it directly into the school. Apart from the other benefits the additional subscriptions would help to boost our total paid subscriptions which we would like to see reach at least the four thousand mark for this year. That is not a very high objective considering that our total membership throughout the province is now approximately fourteen thousand family memberships.

L. MOWBRAY CLARK, *President.*

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

*Children's Leisure Reading:* Mrs. F. Willows, (Acting) 29 Canal Road, Beauharnois.

*Health:* Dr. Chas. W. MacMillan, Faculty of Medicine, McGill University, Montreal.

*Parent Education:* Mrs. G. B. Clarke, 182 Desaulniers Blvd., St. Lambert.

*Program Planning:* Mrs. R. W. Coutts, 5662 McLynn Ave., Montreal.  
Mrs. F. Willows, 29 Canal Road, Beauharnois.

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*Vocational Education:* Henry Wright and Andrew Watson, Verdun High School, Verdun.

*Publications:* Mrs. W. M. Hick, 3823 Melrose Avenue, Montreal.

*School Education:* Miss Ruth Low, 141 Bedbrooke Ave., Montreal West.

## **Brotherhood Week**

**February 17th to 24th**

Reprinted from *The Montreal Star*.

Rather early, perhaps, though not inappropriately since the spirit of the present season is that of good will toward men, attention is already being directed toward observance early in the New Year of Brotherhood Week. The purpose, if it needs re-stating, is the furtherance of "justice, amity, understanding and co-operation among Protestants, Catholics and Jews."

The movement, which commends itself readily to men of goodwill everywhere, to broaden and deepen the feeling of unity among men of different faiths, was begun in the United States fifteen years ago, formally organized in Canada five years ago. The coming year will see its program, high-

lighted by the educational activities of Brotherhood Week, pursued in more than twenty countries. Some two hundred Canadian communities are to take part, under the sponsorship of the Canadian Council of Christians and Jews.

The movement is religious in only the broadest sense, in that it stresses the essential Brotherhood of Man under the Fatherhood of God. Its purpose is to remove prejudice, to bring men closer together on the common ground of citizenship. It has enlisted the active support of leaders in every walk of life.

What encouragement we can give to an effort designed to strengthen the fabric of our national life we are glad to offer. None of the Weeks with which the calendar has come to be filled is of more general concern or in worthier cause.



# Having Fun Together

ADELE FRANKLIN

Reprinted from the *National Parent-Teacher* Dec. 1950

In these days of rush and hurry, of spectator sports and canned entertainment, many families have lost the art of having fun together. Parents are worried and anxious. They feel critical of themselves and resentful of the blame thrown upon them. They are confused by the so-called experts. One day the overly protective "mon" is berated in a magazine article; the next, some judge is quoted in the newspaper as stating that parental neglect is responsible for all juvenile delinquency. "Don't attempt to guide your adolescents", says a radio adviser. "Leave that to their teachers or to a friend".

True it is that if parents and children have lived a separate existence they cannot begin building a closer relationship at the time of adolescence and expect to have it completely satisfying. But if from our children's earliest days we have made a real attempt to create a democratic way of living in the home, we can steer ourselves safely between overprotection and complete isolation.

A family does not become a unit through the will of one member but through the growth of mutual understanding and respect. It develops by means of careful planning and household management that makes it possible, even in our busy lives, to arrange time to be together. It comes about when considerable thought is given to utilizing the limited space in the house so that there will be room for Johnny's collection of rocks, for Dad's workbench, and for Mother's curio cabinet. It comes about when children feel they really belong to the family, not only because they are loved and cared for but because they too have a part in the family activities, in the planning and work of the household.

The average modern home offers very real potentialities for co-operative living, so that each individual may have opportunity to liberate the creative powers that exist in all human beings. We cannot eliminate our ready-made pleasures, and we do not belittle their value as a means of diversion and relaxation. But there is no excuse for limiting ourselves to them when on many occasions we can substitute some active recreation that we may seek and grasp and make our own.

In a recent study of the home life of 158 well-adjusted children there is only one point of similarity in the homes studied: In all but six cases the children mentioned *doing things together as a family*. They told of reading, of music, of games, of entertaining friends, of money "used for trips instead of for things", as one child put it.

Nowadays the members of a family seldom share gainful work, but every family has a job to do, the job of developing individuals who enrich themselves and each other as they live together, who are maturing wisely in the process. Yet it is a job that must be undertaken not with grim determination but with the inner conviction that the family as a unit is the basis for a sound way of living and that modern knowledge about personality growth can help us to lead richer and fuller lives.

## *Democracy on the Home Front.*

A nursery school child sat before her blocks and carefully spread her dolls out on the floor of the house she had built. "This is my school," she announces. "The children are learning to relax." Never considered one of the three R's of the ordinary school curriculum, learning to relax is seldom taught and less seldom learned. It is, however, one of the essentials for healthy living and is the keystone of a good family life. Our goal and chief objective is to enjoy ourselves and each other, and sometimes the first step is to spend a little time just talking and listening to each other.

A small boy who had never before spent time with his family put it as simply as this: "Sometimes you talk and I listen, and sometimes I talk and you listen." In the rush and hurry of modern existence the family seldom gets together except at mealtime, and even then there is apt to be a feeling of pressure to get somewhere... if only to the radio. A successful hostess at a dinner party guides the conversation so that all guests have a chance to participate and the interest of each is considered. Often family conversation needs guidance, too. Children should not monopolize the conversation, but neither should they be completely ignored throughout the meal.

*(Continued on next page)*



## HAVING FUN TOGETHER, con't

### *When Outings are Really Fun.*

Family outings are always more successful if they are planned for in this same way . . . or, as Agnes Benedict and I call it in our book, *The Happy Home*, by a "family conclave." All too often a haphazard attempt to do something together has turned a supposed pleasure excursion into a non-too-pleasant exertion. Mother laboriously packs a lunch for the family picnic and with Spartan courage sets forth on a day's outing because she thinks she is pleasing Dad and the kids. But actually Dad and the boys are aching to spend the day working in the shop and give up the idea only because they don't want to disappoint Mother! And there is nothing more devastating to any activity than a grim determination to have a good time.

Likewise an outing may become a formidable affair with some distant point as its objective. The family car has almost made the leisurely stroll a lost art, and our eyes are so well trained to focus on far places that we overlook the interesting spots near by. Our cities are full of fascinating corners waiting to be explored. If you have never wandered around the docks or railroad yards you have missed a fascinating experience. There is no need to hurry. Just stop, look, and listen. Here is cork from Spain, wool from Australia, the whole world on our doorstep. And after such an expedition there aren't many families that can resist a peek into the atlas when they get back home, "just to see where that cargo really came from." But don't make the atlas a prerequisite to the trip or a must afterward. This is a pleasure trip, not a lesson. Seeds of knowledge grow readily in the fertile soil of exploration.

### *Widening the Field of Shared Experience.*

Paradoxically enough, the most successful way for a family to have a good time is for each person to plan to enjoy himself. In the family that has developed the habit of talking things over together there can be a give-and-take that considers the desires of individuals as well as the interests of the group. It is amazing how often the members of a family are totally unaware of common interests or even of one member's special interest. "Marjorie has us all singing folk songs since she began discussing them with Grandpa. He knew some ballads none of us had ever heard. And we hadn't realized what a sweet voice Marjorie has and how much fun we could have singing harmonies together."

Everyone may not be interested in the technical side of father's job, but sharing amusing incidents at the office or even talking about the work done in office or factory brings the family closer together. It is also a help to listen to accounts of the children's activities. Too often grownups aren't interested in anything but school marks or behaviour, and the parent knows as little of the child's world as the child does about the grown-up world. As a classroom teacher I have often been amazed to find boys and girls of nine and ten who have no idea what their parents do for a living.

On the other hand, there is the Boone family. Mrs. Boone has run a boardinghouse ever since Mr. Boone died—when Billie, her youngest, was only five. She serves meals three times a day six days a week and twice on Sunday. People come to Mrs. Boone's not for the simple home-cooked meals alone but for the pleasure of feeling the cheerful, restful atmosphere of that household.

Supporting three children and herself by cooking does not leave her much leisure, but Mrs. Boone always has time for fun. Sunday includes going to church before dinner and an adventure in the afternoon. Sometimes she plans a surprise for the children; at other times they all sit down together and plan their day. It may be a trolley ride to a near-by town, just for a change of scene and the fun of pretending they are traveling to far places. Sometimes on a rainy day, Mrs. Boone produces a new book, which they all read together. Now and then they invite others to join them, and occasionally one or both of the older children go off with their own friends. But this family have such good times together that those of us temporarily away from home bask in the warm glow of their happiness and share vicariously in their fun.

Some families I know have developed a regular story hour on Sunday evenings. Friends visiting the house like to sit in that family circle and listen. Sometimes the story is one that is suited to the younger members of the household but ageless in charm appeal. Sometimes the story is on an adult level, and the younger children play quietly in the same room, hearing and absorbing whatever has meaning for them.

### *The Holiday Habit.*

For families who have not been in the habit of doing things together an excellent starting point is a birthday or festive holiday. Instead of Mother's making all the plans

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# CARE OF THE TEETH THROUGH DIET

*Cameron T. Walsh, B.Sc., D.D.S., M.S.*

The formation of cavities in teeth is the most prevalent disease of children. As a matter of fact, tooth cavities have become so common, that the average parent has come to the conclusion that tooth decay unavoidably occurs frequently with the preschool and school child. The same perplexed mothers reason that all during the childbearing period, they closely followed the advice of expert physicians in regard to their own diet, rest, and exercise. Mother again will emphasize that after her child was born, a good pediatrician saw to it that the child had all the things that were essential nutritionally, such as fresh milk, fruit juice, an abundance of green leafy vegetables, whole-grain cereals, whole-wheat bread, and even cod-liver oil, or other fortified vitamin substances. When dental examinations reveal numerous cavities in the teeth of these same children, it is only reasonable that mothers become very discouraged and annoyed.

Tests have proven that people susceptible to tooth decay have a certain type of bacteria in their mouths. Scientific research has further shown how these specific bacteria live on sugars and fine starches. The end result

of a complicated chemical phenomena is the formation of acid, potent enough to slowly attack the enamel of the teeth, dissolving the minerals out of the tooth enamel, and starting cavities.

This does not complete the picture of tooth decay, however. Our saliva is usually neither acid or alkaline, but stays at just about the neutral point between these two conditions. One might now ask the question why this neutral saliva does not wash away this concentrated bacterial acid which forms. The reason is that everyone has films forming on sheltered places on the teeth, places difficult to keep clean, such as pits and fissures, and the tight contacts between the sides of the adjacent teeth. The specific bacteria involved can live on the sugar its host eats, under such sheltered conditions, and can result in acid formation with very little interruption from our neutral saliva. When this acid formation becomes concentrated enough, the result is a gradual breakdown of the tooth enamel, which as one can imagine, gains momentum as it proceeds.

Now bacteria, like ourselves, will starve to death without their food. From this we

*(Continued on next page)*

Announcing . . .

## *Fifth Annual Conference* of the **QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS** to be held **FRIDAY and SATURDAY, MAY 9-10** in the **WINDSOR HOTEL, MONTREAL**

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Details of the program will appear in the March number of **QUEBEC HOME AND SCHOOL.**



## CARE OF THE TEETH, con't

may reason that these specific bacteria may be starved by reducing the consumption of sugars, and fine starches. It is perfectly true that some people eat abundant amounts of sugar, and yet show very little or no tooth decay. Such unusual individuals have mouths free of these specific bacteria which require sugar as their food. As yet we have not been able to determine why these selected individuals are free of such oral bacteria.

The Eskimos have been used continually as an example of a primitive people with unusually fine teeth, in spite of what we consider a poor diet consisting almost entirely of fat and protein, animal or fish. However with changing times, and their partaking of the white man's diet, of refined carbohydrates such as granulated sugar and white flour, their teeth have taken a change for the worse, with marked tooth decay prevailing. Examinations of several thousands of children and adults in India and other famine areas have brought about the conclusion that there is no relationship between malnutrition and tooth decay. The average sugar consumption of such undernourished individuals, showed an average of about one pound per year, as compared to over one hundred pounds per year in this country. This figure marks the true difference in the variable amounts of tooth decay. Before the wrong conclusion is derived from the writer's remarks on malnutrition, it might be emphasized that the dentist should not only be interested in the mouth health of the individual, but in the entire patient. If the entire child patient does not grow, his jaw formation might be impeded, for an example. Therefore one should recommend a well-balanced diet, well-fortified in milk, eggs, butter, meat, vegetables, whole-grain cereals, whole-grain bread, and cod-liver oil.

There is a mistaken notion that children need concentrated sugars for energy, although balance diet studies have shown this notion to be false. Children, like automobiles, do not require "ethyl" carbohydrates for quick starting, but can get along with "regular" carbohydrates quite well.

We must concede the point that every parent has an overwhelming task in their attempt to influence their children's desires for the right food, and mouth cleanliness, which includes careful toothbrushing habits. Children have a desire to eat continually. Therefore the parents must anticipate their food wants, and always be prepared with an ample variety of non-sugar foods on hand,

such as milk, fresh fruits, cheese or peanut butter sandwiches, popcorn (without syrup coating), and nuts. However one can hardly substitute such attractive and wholesome foods, if one has candy and soft drinks, and chewing gum (a teaspoonful of sugar in every stick) around the house.

A few simple conclusions and suggestions in regard to tooth decay and its control by diet is as follows;

1. Tooth decay is a disease caused by specific bacteria.
2. These specific bacteria thrive on refined carbohydrates, and can be cut down or eliminated through an avoidance of these sweet foods already referred to, such as candy, pastry, and chewing gum, etc.
3. Encouragement of toothbrushing and thorough rinsing of the mouth immediately after eating, helps to maintain a healthier oral condition.

## HAVING FUN, con't from page 6

herself, let her bring the subject up at dinner some evening. Let her find out what ideas the children have for the menu. Perhaps they would like to make some decorations for the room or table. They might have some ideas for things to do. Do not be surprised, Mother, if at first they sit back and expect you to plan. If you've always done it yourself they may be slow to respond, but when they do—and I have never known them to fail—you will be surprised at the increased enjoyment both before and after the party.

Experiences that are shared make family living the most satisfying thing on earth. Whether the house is large and elaborate or small and simple, it will have the indefinable quality so beautifully portrayed in that incomparable book *Cry, the Beloved Country* and expressed in a song based on the book:

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# EDUCATING TEEN-AGERS FOR FAMILY LIVING

By DR. S. R. LAYCOCK

Bob and Helen Wilson were spending their "family evening" at home. When they got married they'd decided that they'd save one night each week for staying home, enjoying each other's company and talking over together their family problems. They'd been married fourteen years and they'd pretty well stuck to their decision. Sometimes they listened to a symphony or a radio program together. At other times they did family planning. They talked about their money problems and discussed the family budget. When the children came they often talked about ways of understanding and guiding the youngsters. As a result there were usually no hasty decisions or actions when tempers were frayed or nerves on edge. As the children grew older and didn't go to bed so early they became part of the "family evening" and there was usually some form of family fun together. Gradually the children were introduced to family problems such as the best use of the family income, the planning of family trips and vacations, etc.

Tonight the twins, Mary and Jim, who had just turned thirteen, were out to their annual school party so Bob and Helen were alone. They decided that they'd talk about how to help the twins face the teens. It seemed that all their friends who had children in the teens were bemoaning their trials and tribulations with their adolescent youngsters.

Bob and Helen asked themselves just what problems Mary and Jim were apt to face now that they were in their teens. They'd read in the White House Conference Report that boys and girls in their teens were trying to establish a "sense of identity". The adolescent boy was aware of himself in a new way and began to think of his role as man, lover, husband, father and worker. Likewise the adolescent girl began to think of herself as woman, wife, mother and worker.

Bob and Helen knew, too, that the time had come when they'd have "to shift gears". Mary and Jim would be like other adolescents. They'd want, above all things, to be treated as adults or at least as near-adults; certainly not as "kids". They'd be particularly anxious to belong to their "crowd". They'd want to have a life of their own and to have some privacy in their own

affairs. Bob and Helen decided they'd try to respect these new needs of the twins. They knew that increasingly they'd have to be wise and trusted friends to Mary and Jim rather than their protectors and supervisors, as they had been in the youngsters' childhood. However, they'd been preparing for this many years. Giving the children a share in family decisions and having plenty of family recreation during their growing up period would make the transition much easier.

Bob and Helen were happy, too, that they'd tried to give the twins a wholesome attitude to sex and adequate sex information. In their pre-school period Mary and Jim had asked where babies came from and were specially interested in the fact that they had developed together inside their mother's body and had grown from two tiny eggs too small to be seen at all. They were interested in how they'd been born and in the fact that they were the result of their father's and mother's great love for each other. In the last three or four years, at a time when they were interested in collecting all kinds of facts, Jim and Mary had learned the facts of reproduction. More recently, they'd been helped to understand the physical and emotional development that would come to them in their teen years. They were helped to look forward to these changes as part of becoming a man and a woman.

Mary, of course, had recently drawn away from Jim in development. She was nearly two years ahead of him, it seemed. Jim was still "a kid" while Mary was maturing into womanhood. The youngsters knew there might be a difference for a few years but that Jim would catch up to Mary again. This helped them a bit to be patient with one another while they looked at things so differently. Helen never felt so happy in her life as when Mary dashed in after a health class at school and said enthusiastically "Mom, you're good." She'd found out that everything her mother had told her about reproduction, menstruation, and the other problems of developing womanhood checked exactly with what her health teacher had said. And she felt a bit superior to the other girls because *she* had known all this for a long time.

(Continued on next page)





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**EDUCATING TEEN-AGERS, con't**

Helen and Bob realized that their next problem would be one of dating. They felt that it was better to discuss this with the twins before a real problem arose. Next week during "family evening" they planned to chat informally with Mary and Jim about such problems as the age for beginning dating, how to ask for a date, how to accept a date, how often to date, blind-dates, pick-up dates, what to say and do on a date. Perhaps in a later conference they'd discuss, too, what not to do on a date and the hour the teen-agers should be in at night. And of course, they realized that the "family evening" would become more and more of a conference and not the mere issuing of orders. Recently Helen had looked at three books in the library which had been recommended to her by the Guidance Counsellor of the High School. They were, "Facts of Life and Love for Teen-Agers", by Evelyn Millis Duval, "Family Living" by the same author and "Personal Adjustment, Marriage and Family Living", by Landis and Landis. She and Bob felt that they should study these books in order to help the twins in the period of adolescent development which Mary had already entered and Jim would soon enter.

Helen and Bob decided, too, that in the next few years they'd need to give their children help in how to choose a mate. They felt that it was unfair to children to let Hollywood do this job. The movie version was that love was like lightning—no one knew where or when it might strike and that nothing could be done about it. The victim merely accepted it as heaven-sent, got married, and lived happily ever afterwards—or got a divorce. Most young people never had a chance to know that love which lasted differed from infatuation, which didn't. They didn't know that love is, in the last analysis, based on comradeship and that comradeship depended on a reasonable community of interests. Helen had read the booklet "Psychological Factors in Marriage", which she'd gotten from the University of Saskatchewan Bookstore. It had stressed that, in the choice of a mate, common religious, social and economic backgrounds were very important. In addition, common attitudes to money, to the having and rearing of children, and to social life were important. So were other common interests like interests in sports, literature, music, community service, and church work. Helen and Bob knew that young people should know about these things ahead of time—that is, before infatua-

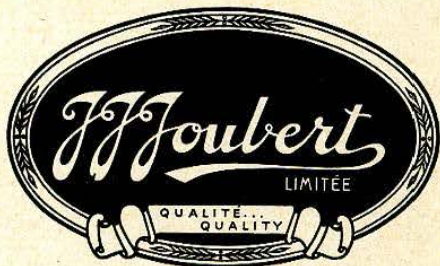


tion struck, if they were likely to be influenced by such factors. In addition, they hoped to help the twins to learn how to distinguish between the real interests of their friends and their temporary interests which would fade out after the marriage ceremony. Helen had also seen in the booklet she had read the results of a research which showed that certain background factors made a prospective mate a good marriage risk. She couldn't remember all of them but some were: a happy childhood; superior happiness of parents; attachment to both parents without being too emotionally dependent on them; getting on well with father and mother; a discipline in the home which was neither too strict nor too lax; and parental frankness about sex.

Helen and Bob talked, too, about how, when the twins got past the middle teens, they wanted them to have help in preparing for marriage. They wanted them to know that marriage only *begins* with the wedding ceremony and that marriage has to be built over many years. Indeed, if a marriage is to last it must be worked at patiently until

it is dissolved by death. They should know that adjusting to other persons in life always presents some difficulties and that this adjustment is more difficult in marriage because of the intimate association of husband and wife. In addition, there are a large number of subjects on which joint decisions must be made. Helen and Bob remembered their own difficulties and they wanted their children to enter marriage better prepared than they had been. They knew that considerateness, kindness and respect for the personality of the mate must continue for life if the marriage was to be happy. They felt that young people should know that when, at marriage, they accepted their mate for better or worse they did just that. Trying to make the mate over or reform him or her was usually a profitless business and likely to destroy the happiness of both husband and wife. Helen and Bob felt that not only training for young people before marriage in how to make their marriage a success was important, but also help for young couples after marriage. They them-

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## Children at Home



Readers of the Bulletin are invited to write to this column for information relating to their children's adjustment to family life. Replies will be provided by a panel of accredited Leaders of Child Study groups. Letters should be addressed to Mrs. J. F. Ware, 15 Heath Rd., Montreal 29, Que.

**Question:** "My little girl is terribly shy with visitors to the house. She is eight and has two sisters, one older and one younger . . . and they aren't shy. Do you think Anne will outgrow this shyness?"

**Answer:** It would help to know what form Anne's shyness takes. Does she stand still refusing to speak, or does she run away and hide? How long has the shyness been noticeable, all of her eight years or only recently? Is she shy with children or just with grown-ups?

It is true that children often appear to "grow out of" certain undesirable phases of personality development. But that is no reason for parents to fail to give all the help they can when they recognize the situation.

One of the most useless ways to try to help such a child as Anne is to give the command, "Now don't be shy!" Because shyness is a feeling and she cannot turn a feeling off and on like a tap. You might better sympathize with her, by explaining that you yourself and all adults know what it is to feel shy in strange situations, but we try, in spite of our feelings, to act in a way that is friendly and appropriate.

The problem is to build up Anne's confidence in herself on meeting people of different ages. We can promote such self-confidence, in general, by making each child in the family realize that he is a person of

importance in his own right, and shares equally the respect and affection of his parents.

Anne, being a middle child, might possibly feel some lack in this regard. Maybe she has seen her older sister having special treats because of her status as the eldest and maybe she has seen the younger one given special attentions because of being the baby. Maybe she has heard her parents making comparisons between the sisters as to how early they walked or talked or did well at school that made her feel inadequate. There are plenty of adults who have grown up feeling that being a middle child is a definite drawback.

Parents need to search out in each child whatever qualities and accomplishments they can honestly admire and then, remember to show their approval. Knowing that his parents admire and enjoy him as an individual is the surest way of helping a child to believe in himself.

At the same time as you are working to build up in the shy child a proper feeling of self esteem, you may help him to meet difficult situations when they arise. For instance, if callers are expected, you can tell him something about these people that might be interesting to him; so that his curiosity will be aroused to meet a person who went to school with you, or one who has travelled in strange places, or one who has a collection of old match boxes.

Then, when the occasion takes place, you might find ways in which he can help to entertain the visitors, taking their coats, passing the cookies. You will thus give him a feeling of being necessary and important. Otherwise, it is best to let him act as he feels, staring dumbly or hiding behind your skirts, without apologies, or scolding, or coaxing, or orders to shake hands and say "How-do-you-do". If we put too much emphasis on these routine politenesses we just add to a shy child's feelings of being unable to cope with the situation on his own terms.

*(Continued on page 19)*

**A. LESLIE PERRY**

ARCHITECT

MONTREAL



*"Children are born creators and remain so until their native art impulses are killed by the imposition of adult standards concerned with skills and literal fact."*

## THE SATURDAY MORNING ART CLASS

ROSE LERNER, *Convenor Iona Art Class.*

Perhaps it would have been more pertinent to head this article *Painting Is Important*. Considering the fact that it is the only subject included in every grade in our schools from kindergarden to college, draws sharply to our attention how vital the need for expression is considered for the child. For too many years we have thought of painting as a "subject". For too long now we have thought of art as a "talent".

In our schools something very important has happened within the last two years. Just as there have been experiments and improvements in new ways of teaching—so art education has sprung forward. A new method, revolutionary in the sense that, where before emphasis was placed on the copying form of instruction, now emphasis is put on the creative, free design sense inherent in the child.

Along with the education of children, there must also be a re-education of the adult to the understanding of art. The other night, during a parent-teacher evening, one father, after viewing the colored "doodles" and the grey and black cut-outs on the classroom wall, jokingly remarked, "I know I didn't have a drink before I came here, but when I look at those . . ." and his voice trailed off. Yet, any "realistic painting" that he might admire, would have just what he saw in those abstract designs on the wall—good colour relationships, line, texture and design.

In Montreal to-day, there are about four hundred pupils, ranging in age from five to twelve years, who take advantage of the extra art classes provided through the Home and School associations. These classes are run on a non-profit basis and are subsidized to the extent of fifty dollars each by the Montreal Protestant School Board. Students from Iona, Willingdon, Herbert Symonds, Kensington, Fairmount, Royal Vale, Woodland and Barclay Schools are able to develop further the art of self-expression.

The purpose of the Saturday Morning Art Class at Iona is to teach the children that "creation is a joyful adventure" for all. Each week they arrive at 9.30 with an air of excitement and anticipation. Eagerly they gather around the art teacher, Mr. Alfred Pinsky, who shows them reproductions of famous artists. He talks about texture, and the "feel" of different objects. It might be colour relationships through examples of contrasting illustrations. It might be mood, through gay or somber pictures. It might be a discussion on interiors or exteriors, still-life or people. In this manner, whether the children realize it or not, the Art Museum is brought to them. Parents would do well if they would follow up this idea, by cutting out the many reproductions that our magazines offer and tacking them on their walls, so that good art becomes a natural background in their home.

The living experiences he has, the objects he sees, the people he knows—these are the vital concerns of the child. The good art teacher knows this. He has a profound understanding of children and so he always relates the subject matter to their experiences. This week the pupils had fun interpreting the people whom they thought were important in the community. Some painted firereels and firemen, others did policemen, nurses, milkmen or postmen. Still others preferred to paint members of their family. Another time, the children did a farmscene. This was a group project. Some painted the fields and sky directly on the large brown craft paper. Others painted and cut out the barns, the animals, the trees, the farmers and his helpers. These were all pasted on. The result was a delightful one! The sense of co-operation was a joyful one!

The child here has a happy environment and the freedom to use it. The freedom in sprawling on gym floor; the freedom of a large brush on a large piece of paper; the

*(Continued on page 16)*

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# WHAT EDUCATION MEANS TO ME

MARGARET JONES

*(Last year the Three Rivers Home and School Association, as part of their program for Education Week held an Essay and Poster Competition on Education. The following is the winning essay written by Margaret Jones, age 14.)*

One day last week our English teacher told us that the Home and School Association wished us to write an essay on "What Education Means to Me". What is education? I went to the American College Dictionary, advertised as the most complete up-to-date desk dictionary in print today, and it says that education is an act or process of education; the imparting or acquisition of knowledge, training or study. The dictionary definition says a lot more, but my teacher and the Home and School Association do not want to know the meaning of the word "education". They want to know what education means to me.

In retrospect, I go a long way back to my kindergarten days when, with my hand firmly clasped in my mother's, I took my first step out into the big wide world in search of education. That first day, I was terribly bewildered, home-sick, and shy but my teacher was so understanding and kind! She loved us all and I left school that day thinking what fun getting an education was. In kindergarten rhythm band, printing, colouring and making presents for mother and father meant education to me.

As I advanced into Grades one, two, three and four my education in the three R's . . . "Readin', and 'ritin', and 'rithmetic'" began in earnest but, unlike the little red school house, it was not "taught to the tune of the Hick'ry stick". During those years I learned to read. What a debt I owe my teachers! No longer did I have to coax and beg my parents to read to me. What a joy to be able to read in my spare moments in the school library and at home! I could live in a world of travel and fancy everyday. That's what education meant to me.

Then followed in happy succession Grades five, six and seven. Every day I seemed to

learn something new . . . things centuries old but new to me . . . the explorations and adventures of courageous men and women like Florence Nightingale, Jacques Cartier, Champlain, John Wesley, Martin Luther and others too numerous to mention. I learned arithmetic, that makes us think. I also learned French which will help me speak to my French friends and understand them better. Then, at the end of Grade seven, I graduated into high school. All this meant education to me.

Now, that I am in high school, what does education mean to me? From the Latin I have learned that education comes from *educatus* (trained) and *educio* (to lead out). The field of education is widening to take in Latin, from which we learn the roots of many of our English words; mathematics, with its squares, integers, and propositions; English, with analysis, essay writing and literature. My knowledge of the world in which we live is being increased by the study of history and geography. All this means education to me.

At present, as I look back to the past and forward to the future, I try to think of what education has meant and what it will continue to mean to me. It means more than algebra, history, Latin and English. It means also basketball, badminton, track and other games that keep my body healthy and, therefore, help keep my mind healthy, too. It means courtesy to my school-mates, teachers and friends. Education does not stop at the school, but continues in the home, church and city. It means neatness in my personal appearance, cleanliness in body and soul. The church is essential to me. I have been brought up in it. I think it is very important to go to Church and Sunday-school and have faith in God. All this means education to me.

The Boy Scout and the Girl Guide organizations are important too. They were formed to help boys and girls grow up to be good men and women. I belong to the Girl Guides.

*(Continued on page 18)*

*Let's Take a Look at Education!*

*Education Week . . . March 2nd to 8th*





# Parents' Page

## *You and Me*

Aunt Mame had come over for the day to help with the moving. In the middle of the afternoon, four year old Mona who had been busily trying to help, asked her, "Are you pretty tired, Aunt Mame? I am." "Yes, I'm getting tired too, pet," replied Aunt Mame. Mona smiled happily. "Then lets stop for a while," she said, "and lets you and me have a couple of tea!"

## *Sleepy Time Gal*

About a half hour after Trudy had been put to bed, her mother went upstairs. "I'm not asleep yet, mummy," Trudy said, "but I haven't been not happy. I've just been lying here night dreaming!"

## *Holidays!*

With Christmas just past, it may seem rather previous to talk about Easter. But have YOU talked about the Easter holidays? Has YOUR Association discussed the proposed change, or the alternative one or a week's winter holiday? Have you considered the reasons for the proposed change? Remember each and every family is going to be affected by such a change. If you want it, and don't raise your voice about it, and don't get it eventually, you won't even have one little kick coming. Same thing goes for those who want to retain the traditional rainy Easter week. It is up to each one of you.

## *Musical Criticism* (Junior Grade)

Ian, full of Grade three importance, walked home pridefully with his mother after the primary grades' Carol Singing. "We're pretty good singers, aren't we, mum?" he said. "We sing out loud and clear. We pronounce our words well so the people will understand what we're singing." Then he added dolefully, "'Cept Grade One. I don't think the teachers should give them songs to sing about Jesus, until they get their new teeth.' Cause all their s's sound funny."

An out-of-town mother sent us the following delightful story:

"To please both the English and French speaking population, the local Operatic Society recently closed a performance of The Mikado by singing "O Canada", followed by "God Save the King". It was the first time our seven year old and music loving son attended a theatrical performance or concert of any kind, and he was simply thrilled to recognize so many familiar tunes. A few days later we were discussing his music lessons at school. "Do you sing 'God Save the King'?" I asked. The answer was "No". "Do you sing 'O Canada'?" I questioned further. "Oh, no, mother, we don't sing anything from 'The Mikado'", was his startling reply.

**Another song by Barbara**, who has just turned eight.

Sally's Fairy Land,  
Fairys glittering all about,  
In and out, in and out,  
Threw the snow,  
Singing a pretty song.  
Look at the goblins over there.  
Each one has a pretty pere.  
Look at the cute little girl.  
She has such a little curle.  
This is such a nice place.

de BELLE & WHITE

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# *As A Matter of Fact . . .*

EDITH LANDO, *World Understanding Chairman.*

*Reprinted from the British Columbia Parent-Teacher.*

October 24 was proclaimed "United Nations Day". Actually, every day is United Nations Day. Our press releases make us increasingly aware of this.

Because the news must be of an extreme or sensational nature before it makes our front page headlines we sometimes forget the total principles and aims of the United Nations, which embody so much more than peace talks and arbitrations. They are based on the knowledge that victory must be won over poverty, ignorance and disease, which in the final analysis, are largely responsible for the frustrations and discontent which lead to wars.

And so we have as part of the United Nations Organization such departments as Unesco, the Food and Agricultural Organization, the World Health Organization, the International Labour Organization, all of which work on a long range basis. Unesco, which you all know by now, I'm sure, means United Nations Educational, Scientific and Cultural Organization, devotes itself to the advancement of education, science and culture among all the peoples of the world. Schools and educational programs have been set up in the most remote corners, where ignorance and illiteracy have prevailed in the past.

I would like to draw your attention to one specific project which Unesco has recently undertaken. Pamphlets have been prepared, as part of a "Towards World Understanding" series, to be used as an aid to teaching about the aims of the United Nations in secondary schools and adult education classes. There are suggestions for teachers and studies on collective security. These are available for distribution free of charge.

An extract from one of these pamphlets:

"...to promote collective security the development of certain national and individual attitudes will be helpful. At the national level what is important to realize is that different ideologies, together with the institutions they imply, must learn to exist side by side in the world; for the one ideology to try to wipe out the other is undesirable and impracticable. In concrete terms this means that the governments of the countries concerned should cease abusing social systems and ideologies with which they are not in sympathy. It also means the removal of suspicions by promoting freer intercourse between the countries.

"At the individual level, the relevant attitude to be cultivated consists of two elements: (1) the attitude of 'live and let live', a sense of tolerance and charity, a recognition that a diversity of cultures, by their very diversity contributes to the increase of human happiness; and (2) non violence, that is, the recognition that the warlike attitude is not something inherent in man, but, instead, that man is by nature social and can live in neighbourly friendliness and love. These attitudes in the individual which education can do much to cultivate, indeed go to the root of the problem of collective security."

If enough people in enough places all over the world see things in this way, we will be well on our way to a more stable civilization. This is what Unesco is doing, in part.

## THE SATURDAY MORNING ART CLASS

*(Continued from page 13)*

freedom in expressing with his own colours the way he feels about the subject he is painting. The teacher has a complete understanding of art, yet he is careful not to impose his aesthetic sense upon the child's individuality. He encourages and develops the child's own sense of design and creation. He knows that the five-year-old can only produce art in relation to his visual, emotional and physical age. And that each age brings a more mature understanding into its form of expression. Yet always, there is the process of stimulating, encouraging and developing what is already within the student.

It is gratifying to realize that the children in this community and the other school areas can have this type of art class. There is no doubt that this constant contact with art will tend to increase the child's growing sensitive awareness towards his everyday life. Not only will it influence his taste as he grows up, but also open his eyes to really *SEE* richly and fully everything around him.

To quote Ralph Pearson from his book, "*The New Art Education*" . . . "Creative art can transform the environment of man. It can refurbish his mind and the home. It can change dull routine to emotional excitement. It opens the door, through participation, to the art of the ages. It touches all things of use which make up environment. It can mean that personal and elusive thing—joy of living."



# AN EXPERIMENT IN EDUCATION

DON ALLEN

*Broadcasting Associate, Home and School On the Air*

Summer was long over—but far from forgotten.

Vivid recollections of the British people with their “overwhelming spirit of endurance and forbearance” and of the sparkling personalities of fifty young Canadian girls remained fresh in the mind of Dr. Muriel V. Roscoe, Warden of the Royal Victoria College, women’s residence of McGill University, during an interview at the College recently.

Dr. Roscoe had been in charge of the group of fifty girls, 16 to 17 years of age, from all across Canada—from Newfoundland to the Yukon—who toured England, Scotland and Wales for six weeks this summer as the guests of Garfield Weston, Canadian-born industrialist.

“It was one of the most interesting experiments in education that I have ever witnessed”, Dr. Roscoe said. “During the tour the main emphasis was placed on meeting the people, seeing their factories and their homes, and thus learning what Britain and the British are really like.”

Industrial areas were visited and at textile plants, bakeries and potteries they saw working conditions and talked and lunched with British working girls of their own age. Homes and churches were visited throughout Britain.

## **Buckingham Palace Reception**

On arrival in Britain the group was received at Buckingham Palace by her Majesty, Queen Elizabeth. “Very charming and gracious,” were Dr. Roscoe’s words describing the Queen. “She talked with most of the girls and said that such exchange tours were just what the Commonwealth needed.”

The fifty were also guests at the Houses of Parliament where they met Britain’s political leaders. They attended the theatre at London and Stratford and at both events were greeted backstage. At the opening of the International Ballet, the girls formed a part of the guard of honour for the Duchess of Kent.

Time had also been allowed for “things on the lighter side; fun, dancing, swimming and games.”

What would have most influenced the opinions of the group, Dr. Roscoe emphasized, was “the everyday contact with the British people and their traditions” which

the girls, as Canadians, faced for the first time. She said that their chief impressions, therefore, had not been of the “big glorious things that tourists remember” but rather “the little things” concerning the people they had met.

## **Coventry Vividly Recalled**

“Coventry was something that no one would ever forget”, Dr. Roscoe said, adding that one of their most moving experiences was the day spent there. “We think of it as an example of the spirit of the British people.” The group was met by the mayor and entertained at a civic reception. At the dinner the girls were introduced to citizens of every rank. Canadian flags had been obtained for the ceremonies.

Dr. Roscoe described the ruins of Coventry Cathedral as unforgettable. At the choir a crude cross of pieces of the charred wood had been erected. Nails from the wreckage, melted into a small shining cross, remained “as a symbol of hope for the future”. Only the walls were standing—grass grew up among the ruins. There, at the Chapel of Unity, which, local citizens said, “belongs to you as much as it does to us—to anyone in the world who believes”, the group paused in prayer. Dr. Roscoe recalled them—French and English—Catholic and Protestant—from all parts of Canada . . . at those symbolic ruins, united in prayer.

## **Typified British Courage**

“The people of Coventry are looking ahead”, Dr. Roscoe recalled. “You can’t live in the past”, said their mayor, “You survive all things and come through to something better.”

Dr. Roscoe commented that her own strongest impressions of Britain were of the teeming millions in the industrial areas—overpopulated regions where problems of emigration remain unsolved; of the apparent “lack of initiative and lack of concern over self-advancement in business—brought about, perhaps, by heavy taxation; and, above all, of the absolutely magnificent spirit of the British people—the only means by which they could carry on the way they do in the face of economic conditions.”

## **The Girls Reactions**

“I have never seen a group change so much in six weeks and never expect to again,” said Dr. Roscoe, commenting on the

*(Continued on next page)*



## AN EXPERIMENT, con't

effect of the tour on the fifty Canadian girls. Although the fifty had had vastly differing religious and cultural backgrounds and had come from homes in all parts of the nation, they had returned to Canada "a well-integrated group". "All are going on with some further preparation for life," she said. "Not one of those girls hasn't thought of making a much bigger investment in the community. Their eyes were opened to bigger ranges of opportunity. Those are fifty girls who will certainly make a much richer investment in Canada's future."

Reprinted from "The McGill Daily"

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## WHAT EDUCATION MEANS TO ME

(Continued from page 14)

The Guide training . . . its rules, hikes, nature study, camping and learning to obey . . . means education to me.

I hope, when I graduate from high school, to go to college. I am sure the education of home and school, church and college will help me to live a happy and useful life. Every day I learn something new. When I was in Kindergarten I thought, "How easy it is to get an education!" Now I find that the more I learn the more there is to learn. Education means books to me. I like books. They are my friends. They introduce me to new animals and birds, countries and people. They fill my mind with thoughts.

One summer I visited Detroit and the Edison Museum. The visit was an education in itself. We can read of the covered wagon and the oxcart, the customs and the habits of people who lived a long time ago. There, at the museum, I saw the history of the United States. The books cannot make real to you the crude oxcart, the clumsy covered wagon, or the changes through years of the bicycle and the Ford car. In the Edison Museum, I saw their development from the very earliest to the latest model. I saw also the replica of an old village . . . the slave hut, the blacksmith's forge, the home where Stephen Foster was born and the actual chair Abraham Lincoln sat in the night he was assassinated. All this I saw, and much more, in my travels. This, too, means education to me.

We are never fully educated. We continue our education all our lives.

*"Let knowledge grow from more to more,  
But more of reverence in us dwell."*

## EDUCATING TEEN-AGERS

(Continued from page 11)

selves had been greatly helped by belonging to a Couples Club at their church and having lectures and discussions on adjustments in marriage.

Helen and Bob felt, too, that they'd like the twins to have some training in the rearing of children. It seemed so ridiculous that young people took agricultural courses in how to raise pigs and chickens and yet were given no help in rearing children. So far as they were concerned they weren't satisfied with the smart articles appearing in the magazines attacking child psychology. Nor did they believe that parents who had raised two or three or even a dozen children were specialists in child-rearing. Surely here, as in the fields of agriculture and medicine, the results of research and of the clinical experience of experts could be of very great value.

Helen and Bob felt that they could best help their own children if they got together with other parents in the community and discussed common problems. Since the twins were still in public school they decided to ask their Home and School Association to call a special meeting of the parents of Grade 7 and 8 children with a view to forming a special study group. If the parents could come to an agreement about such problems as the hour teen-agers should come in at night, and the number of nights out per week, they felt the teen-agers would be greatly helped. After all, adolescents want to do what their crowd does and they hate to be different from others of their own age.

Helen and Bob hoped that their high school would enlarge the course it had started in family living. They'd like Mary and Jim to study something about the history of the family and its functions and problems in present-day society. They'd like, too, to have the high school give its students some help in the problems of adjusting to the opposite sex. After all, this was part of the problem of human relations in general as well as of life-adjustment. It should be a part of the school's guidance program. Helping teen-agers with problems of dating and giving them the results of the best available knowledge of choosing a mate and of rearing children seemed to be fully as important as learning algebra or physics or chemistry.

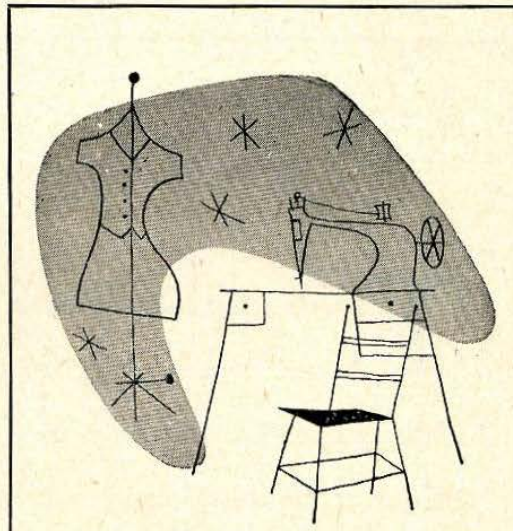
Helen and Bob felt, too, they should encourage the Couples Club of their church to co-operate with other like-minded churches in providing courses in marriage for



young adults—both those who are contemplating marriage and for young married couples who wanted help in making the most of their marriage and in guiding their children's best development.

Bob and Helen were on the right track. They took time to study their children's needs and problems. They were preparing the youngsters for adolescence and adult life years before they reached these periods of their development. And they had a plan for giving their adolescent youngsters training in and for family living. Mary and Jim will probably be good risks for marriage.

(The above article, in pamphlet form, as well as two others entitled, "Educating the Six-to-Twelve-Year Olds for Family Living" and "What About Education for Family Living" are available from the Saskatchewan Bookstore, University of Saskatchewan, Saskatoon.)



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## CHILDREN AT HOME

(Continued from page 12)

After the situation has passed, you might help the shy child by praising him for whatever he did that was agreeable and friendly, glossing over his errors and omissions with the consolation that he will learn these other skills in the course of time.

Excessive shyness can be a serious personality weakness in the culture in which we live. Parents should help their children in every possible way to overcome it. The three important things to remember are: build up the child's self esteem, make him interested in people, and don't put too much emphasis on Emily Post techniques.

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