

Quebec Home and School

PUBLISHED MONTHLY BY

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



Season's
Greetings



VOL. IV, No. 3

MONTREAL, QUEBEC

DECEMBER, 1951



**The Province of Quebec
has the most complete system
of Technical Education**

TECHNICAL SCHOOLS

in Montreal, Quebec, Three Rivers, Shawinigan Falls, Sherbrooke, Hull and Rimouski.

ARTS AND CRAFTS SCHOOLS

scattered all over the Province — Central offices: 1265 St. Denis St., Montreal.

HIGHLY SPECIALIZED SCHOOLS

FURNITURE MAKING SCHOOL, SCHOOL OF GRAPHIC ARTS, AUTOMOBILE SCHOOL, MARINE SCHOOL, CENTRAL SCHOOL OF COMMERCIAL ARTS AND CRAFTS, TEXTILE SCHOOL, PAPER-MAKING SCHOOL, FEMININE TRADES SCHOOL.

Day and Evening Courses

DEPARTMENT OF SOCIAL WELFARE AND OF YOUTH

Hon. PAUL SAUVÉ
Minister

GUSTAVE POISSON
Deputy-Minister



HEAD YOUR CHRISTMAS SHOPPING LIST

with **ARTS & CRAFTS** supplies

• Leisure time is important time when put to good advantage. ARTS & CRAFTS are a definite aid in vocational guidance and technical training as well as an interesting pastime for children and adults.

LEATHER
METAL
CERAMICS
REED and RAFFIA
FELT
HAND TOOLS
LINO PRINTING
OIL COLORS
WATER COLORS

ARTISTS SUPPLIES
LEATHER CARVING
WOOD CARVING
UPHOLSTERY
FIGURINE PAINTING
MODELLING CLAYS
ART and DRAWING PAPERS
SHELLCRAFT
INSTRUCTION BOOKS

For your convenience a
One Stop Store Service,
Daily Mail Order Service.

Catalogue on request.

CANADA'S ONLY COMPLETE ARTS & CRAFTS SUPPLY CENTER

CORBEIL-HOOKE INC.

9 D'AIGUILLON STREET
QUEBEC CITY
Tel. 3-9317

1218 DRUMMOND STREET
MONTREAL, QUE.
Tel. UN. 6-7867*



QUEBEC HOME AND SCHOOL

Published Monthly by

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

President: L. MOWBRAY CLARK (Kensington)

Vice-Presidents: REUBEN RLSIN (Fairmount); DR. EVELYN GRIEVE (Willingdon)

ALEX. G. PRYDE (Farnham); MRS. FRED WILLOWS (Beauharnois);

DR. LEWIS E. SOGOLOW (Outremont)

Corresponding Secretary: FREDERICK W. PRICE (Willingdon)

Recording Secretary: MRS. WM. BULFORD (University District)

Treasurer: C. H. T. HULME, C.A. (Royal Vale)

Please address all magazine correspondence to the Editor.

Editor

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

Associate Editors

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

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

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

Subscription Manager: REV. M. W. BOOTH

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

Vol. IV, No. 3

Montreal, Quebec

December, 1951

Year End Thoughts



Mr. L. M. CLARK

Every once in a while it is a good idea to pause and take stock of ourselves. This is true for both individuals and organizations — and this season of the year is one that lends itself to stock-taking. So suppose we pause and see how we stand.

The very core of Home and School is the welfare and the training of the child. It should permeate the activities of a Home and School Association and when necessary spread to the provincial and national levels. How does each association stack up in this regard? Sometimes an association's activities place an undue emphasis on adult activities of a semi-entertainment nature. "All work and no play", of course, is not good for an association any more than it is good for an individual. Members of an association should have occasions when they can meet each other socially — but the overall program of the association should centre around the child and its welfare, in the home, the school and the community.

Adult study and hobby groups carried on by Home and School associations can work indirectly to the benefit of the child. The parent who takes up wood-working, for example, can use this acquired skill to develop a common interest with his child which may lead to a comradeship and understanding which might not otherwise be attained. Similarly the study of a language by the parents may lead to greater acceptance and appreciation of that language on the part of the children.

The principle by which Home and School seeks to gain its aims is co-operation. Co-operation between parents, school teachers and principals, School Boards and other community organizations. The Home and School purpose is not to find fault but to work with others in a common effort to improve the school facilities, the home atmosphere and all the other environmental factors under which the child lives. In the early days of Home and School some associations did considerable harm because of lack of a proper appreciation of this fact and to-day the effect of that misdirected effort is still occasionally found.

(Continued on next page)

The Home and School way is the democratic way. The wishes of the membership of the whole (teachers and parents) should come up through the general meetings to the Executive of an Association and where necessary be carried to the provincial and national level. The important thing is that the avenue of communication between the membership and the Executive of an Association be kept open. A general meeting should be a two way affair, the Executive reports and the membership discusses and

participates in the business of the Association.

As the Christmas season approaches and the end of the year comes closer let us all take a look at ourselves. With the sobering thoughts which arise from this mental stock-taking may come the gift of a better association to the ultimate benefit of our children and ourselves.

On behalf of Quebec Federation let me wish each and every one the Season's best.
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.

School Finance: Peter W. Gooch, 232 Brookfield, Ave., Mount Royal.

Traffic Safety: Douglas C. Borden, 146 Balfour Ave., Mount Royal.

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

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

Community Influences: Mrs. H. Shulman, 4705 Jeanne Mance, Montreal.

WOODLAND

Mrs. W. Wilson, our new Art Convenor for the Saturday morning classes, got off to a fine start and hopes to have things well under way by November. This course proved to be so very popular last year that we anticipate an even greater interest this year. Mrs. Wilson has secured the services of Miss Harvey and Miss Allen. Mr. Sydney Knight

will be working with the Art Committee and he hopes to interest the adults in "Puppets."

Mrs. D. Gray has taken over the position of Magazine Subscription Convenor for the "Quebec Home and School."

We are to have a Book Corner this year with a ten minute book review at each monthly meeting to stimulate interest in good reading.

Welcome . . .

TO NEWLY AFFILIATED ASSOCIATIONS

<i>Association</i>	<i>President</i>	<i>Organizer</i>
HIGHLANDS (Ville la Salle)	N. T. Dawe	Dr. E. C. Powell
SUMMERLEA (Lachine)	J. N. Crawford	Dr. E. C. Powell
GRANBY	J. C. Bouskell	A. G. Pryde
VAN HORNE (Montreal)	R. M. Calder	L. M. Clarke
BEEBE	I. Corey	Miss C. Mackenzie

YOUR CHILD'S HEARING

ERNEST E. SCHARFE, M.D.

Strictly speaking, deafness is the inability to hear sound and we should distinguish between the "Hard of hearing" and the "Deaf". The term deafness is, however, so universally used that to avoid confusion I will use it in this article to mean any hearing loss, whether slight or severe.

To learn to speak, a child must be able to hear. Articulation defects may simply mean that the child does not hear the sound properly and therefore cannot learn to say it properly. Some children are mistakenly labelled as inattentive or even mentally retarded simply because they do not hear as they should. Properly conducted hearing tests should therefore be a part of the routine physical examination of school children and should be repeated at regular intervals.

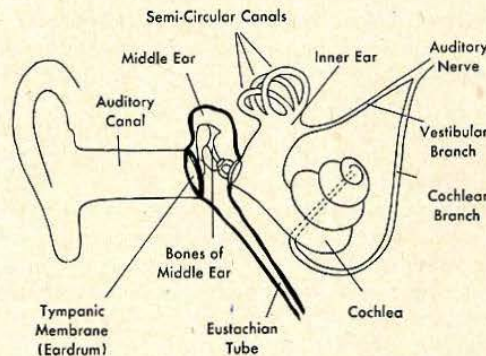
There are two main types of deafness — "Conduction" and "Perceptive". Conduction deafness is the type caused by some obstruction in the ear canal or in the middle ear which prevents the sound waves from reaching the inner ear. Perceptive deafness is due to some defect in the inner ear. To understand these better we will give you a brief outline of the anatomy illustrated with a sketch of the human ear.

As you see by the diagram the ear is divided into three parts, the first of which is the outer ear made up of the auricle or external ear and the ear canal. The external ear or auricle helps protect the ear canal, picks up sound waves, and directs them into it. This canal is over an inch in length and at its inner end is the tympanic membrane or eardrum.

Separated from the outer ear by the drum is the second part or middle ear. This space contains three small bones one of which is attached to the drum. These bones not only help conduct sound across the middle ear but they also act as a buffer or shock absorber when the ear is exposed to excessively loud noise. If you will again refer to the diagram, you will see that a tube leads out of the middle ear. This is called the Eustachian tube and connects the middle ear with the nasopharynx (the part of the pharynx up behind the soft palate). The only way air can get into or out of the middle ear is through the Eustachian tube. It is nor-

mally closed but opens during the act of swallowing and also sometimes when the nose is blown forcibly. In order to hear properly the air pressure on either side of the eardrum must be equal. It is the function of this tube to maintain the equalization of pressure and hence its importance in relation to flying.

SIMPLIFIED SKETCH OF THE HUMAN EAR



The third portion of the ear is known as the inner ear. This contains the real organ of hearing lying in close association with, and directly connected to, the organ of balance (semicircular canals). These structures are enclosed in a dense bony capsule and suspended in fluid. The same fluid surrounds both these mechanisms and so in some inner ear diseases balance is also affected.

Sound reaches the inner ear from the middle ear through two small openings, the oval and round window. (The round window is not shown on the diagram). The oval window is closed by the stapes (one of the bones of the middle ear). The round window is closed by a membrane much like the eardrum. As the inner ear is a closed space, the two windows are necessary for hearing. When the stapes moves in, the membrane of the round window can bulge out, and this makes for a much better conduction of sound waves. Any interference with the function of either of these windows will cause hearing loss.

Hearing loss in children may be divided into two classes: (1) *Congenital* (Child born with the hearing loss). This may be

(Continued on next page)

YOUR CHILD'S HEARING, con't

of the conduction type due to lack of development or incomplete development of ear canal and/or middle ear. More frequently it is of the perceptive type, due to lack of development of inner ear or nerve of hearing. In more recent years two other factors, namely, (1) German measles in the mother and (2) Rh factor disturbances, have been recognized as possible factors in congenital defects including deafness.

(2) *Acquired*. This refers to deafness which occurs at any time after birth. It may also be of the perceptive or conduction type.

Causes of Acquired Perceptive Deafness:

(a) Infections — Meningitis, scarlet fever, poliomyelitis, influenza, mumps, measles, etc.

(b) Head injuries.

(c) Drugs such as quinine, aspirin, streptomycin, etc. Deafness from drugs is not common in children.

(d) Congenital syphilis.

(e) Noise — continuous exposure to noise or sudden loud noises can damage the inner ear. This is a very frequent occurrence in warfare and in noisy industry. Children are not infrequently exposed to loud noises such as caused by large fire-crackers and if these are exploded close to the ear deafness may result.

Acquired Conduction Deafness:

This is the more common type in children and it is in this type that treatment is most effective. So that there will be no misunderstanding we will explain again that conduction deafness is the type due to some impediment or obstruction which prevents sound reaching the inner ear. It is the type of deafness we find in cases with "wax in the ear canal" and also associated with the so-called "running ear". There are unfortunately, however, many other conditions which will cause it. Strange as it may seem it is sometimes overlooked especially if it involves one ear only. This brings up a point which is not commonly known, i.e., if the sound source is directly in front of the patient he can hear almost as well with one ear as with two. The chief handicaps of unilateral (one ear only) deafness are (1) the inability to tell the direction from which a sound is coming and (2) the necessity of turning the good ear toward the sound source. Children usually face the sound source in school, namely the teacher, and so deafness of one ear may go unnoticed unless a hearing test is a part of their routine physical examination. This, of course, can also apply to slight

or moderate hearing defects in both ears. We will explain more fully later how these hearing defects may develop unnoticed by the parents.

The most common symptom of ear infection in children is earache. It is a very disturbing symptom to both patient and parent, and should always be treated seriously. Unfortunately the severity of an earache is not a good indication of the seriousness of the situation. An excruciating pain with swollen external ear which is very tender to touch is frequently caused by skin infection in the ear canal. This may go on to form a "furuncle" or "boil" and although it is very disturbing to all concerned it will have very little or no immediate or permanent effect on hearing unless the child already has a perforated ear drum. On the other hand a slight earache which may only last a few hours may be the first symptom of a catarrhal infection in the middle ear which if untreated may lead to a permanent defect. The lesson to be learned from this is that any child who complains of earache should have his ears examined and hearing tested.

All earache is not due to trouble in the ear itself. Tonsillitis, carious teeth, malocclusion of teeth, etc., may give so-called referred pain to the ear. Anyone who has had a tonsillectomy will remember having had pain in the ears. Children following tonsillectomy frequently complain more of earache than of sore throat. Unless it is accompanied by deafness it is not a cause for worry.

Causes of Acquired Conduction Deafness:

Wax in the ear canal is very common. Unless it completely fills the ear canal it does not cause deafness and usually does no harm, except when you try to take it out. Deafness from wax usually comes on suddenly following swimming or taking a shower. It is best removed by syringing but in most cases this should be done by a physician. Foreign bodies of other types in ear canal should not be underestimated and in children are usually best removed with the child under a general anaesthetic. An ear should not be syringed if the patient has a perforated eardrum.

The question of discharging ears is too large a subject to discuss fully here. Such discharge may simply be due to infection in the skin of the ear canal but in most cases it is due to infection in the middle ear and should be treated with great respect. As long as there is discharge coming from an ear

(Continued on page 18)

I Live Here and Love it

J. STUART RICHARDSON

My passport describes my national status in this fashion — "Canadian citizen under section 9-1-B of Canadian Citizenship Act." I am indebted to whoever put section 9-1-B in that act.

The possession of that passport does many things to me. It confers great benefits and it gives me the right to participate in a national life which is colourful and stimulating. It also gives me the right to work — and to pay taxes. Another thing it gives me is a sense of duty. My sense of duty should be a little keener than one who has a right to all that is here by right of birth. I have no right to anything here by right of birth. All that I acquired when I came here to live was built up by the labours of others. This I must remember always, so that I may never be tempted to take what I find here for granted.

In the quarter of a century that I have lived here something has grown up between

this country and me. Exactly what it is I find hard to express. I'm glad that I have it because it is in large measure a compensation for the things I lack. It is largely an emotional reaction but the material results are measurable, or perhaps immeasurable would be a better word.

When I first came here to live I was wide-eyed at all I saw — at the beauty and the richness and the promise. The original impression has not entirely left me. I find that a combination of circumstances can cause me to live again those first moments of youthful rapture.

The first time I saw the snow fly here it was an experience close to the spiritual. It was like a story in a fairy tale really coming true. I never tried to explain this feeling to any of the natives and I find myself a little hesitant about putting it down here. Any native over forty has his own opinion

(Continued on next page)



"Hello...Coke!"



GREENBERG'S DEPARTMENTAL STORES LTD.

THE THRIFTY SHOPPER BUYS AT
GREENBERG'S

"AS GOOD AS THE BEST FOR LESS THAN THE REST"

8 STORES TO SERVE YOU . . . ALMOST EVERYTHING FOR THE WHOLE FAMILY

• MONTREAL

• VERDUN

• QUEBEC

• KINGSTON

AFTER SCHOOL
AFTER WORK

Milk

MILK FOR HEALTH

FOR A
"PICK-UP"

I LIVE HERE AND LOVE IT, con't.

about snow and it is not generally complimentary.

The first sight of sun shining from a clear blue sky on a winter landscape made my heart sing. I have known a similar sensation from other causes. The first time I went through the Rockies I couldn't see the outlines too clearly and it wasn't altogether due to the mist on the distant peaks. The first time I saw a Saskatchewan wheat field with its freight of golden grain I knew it was a sight I would never forget. The wheat-field reaching to the horizon was a striking symbol of the bounty of the earth.

This country really has something to offer. I'm glad I live here. For ten years I roamed the world looking for a place to settle down. I never saw anything else like this. That's why I'm here.

"O Canada, our home, our native land." I love the song with its promise of treasuring and guarding something of superlative beauty, but it wasn't really written for us who came from overseas. We sing the words with the hope of forgiveness for the phrase "our native land". It can never be "our native land". All we can do is to get as close to it as we can. Some of us come pretty close.

All who have citizenship in this country have a duty and a responsibility. We can express that duty in a variety of ways and according to the gifts that we possess. On scores of occasions I have found myself on a public platform helping to sell this country to those who can truly sing — "our native land". I'm sure that no lovelier task than this can come to any of the others. It's very good for me, of course. It reminds me of what I have. Every now and again I am able to remind someone else of what they have. Then they come to me at the end

"EXPORT"
CANADA'S FINEST
CIGARETTE

Listen!!

**THIS SATURDAY AND
EVERY SATURDAY AT 1.10**

to

**"HOME AND SCHOOL
ON THE AIR"**

DIAL 600 C F C F MONTREAL

of the meeting and say — “You know, I’ve lived here all my life but I never quite saw it that way before.”

It’s all in the way you look at things.

Some people who live here don’t like the climate. The winter’s too long, the summer’s too short and why don’t we give the place back to the Indians. I like the climate. I’ll always remember my first experience of spring here for it was different from anything I had ever known before. Where I came from, spring started about January, and slowly made its way along through snowdrops and crocuses to April, when one day there came a round, fuzzy, yellow ball in the sky and that was the sun — or so the people said. It was a long drawn out process. Here, spring comes with a suddenness that borders on the dramatic. One day, when you’re still bewailing the long winter, you look up and sure enough a bud is coming out on a bough. From that time until everything is lush and growing and green is an amazingly short space of time. After that comes summer and in this land of lakes and streams and rivers we can hike and swim and sail and swim — in the sunshine. And what sunshine! And after the summer comes the harvest and what a harvest! After the harvest comes thanksgiving — and with thanksgiving comes the changing of the leaves — a colour change on so vast a scale that I doubt it is equalled in any land beneath the sun. After that we move gently forward to Christmas and this, above all the places on earth, is the place to be when Christmas comes. This is the place where the Christmas trees grow. This is the place where you can really hear sleigh bells tinkling in the snow. After Christmas come the early months of the year when the air is cold and the snow lies thick and crisp upon the ground. Up to the mountains in their thousands go our young people, and so do I — to watch. They struggle up the hills — or ride up more comfortably by ski-tow and then ride down on the wings of the morning. I feel glad that in them there is so much life. Glad that in their lives there is so much freedom.

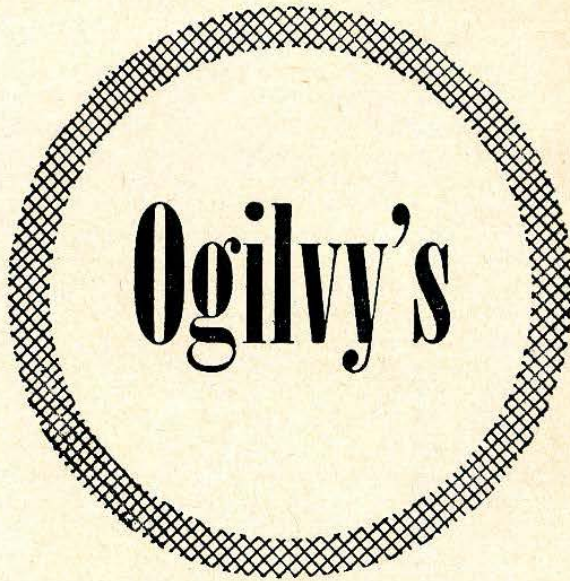
I like living here. Life is full of charm, and challenge. Something new and interesting will happen tomorrow. I’m glad I live here. I came because I wanted to come and I stayed because I wanted to stay.

I live here and love it.

Quebec Home and School

[9]

December, 1951



PROGRAM AD #5 -1951

Is Your Child Different from Other Children?

by DR. S. R. LAYCOCK

Chairman, School Education Committee

The Canadian Home and School and Parent-Teacher Federation

You may be able to make the best apple pie or to knit the best afghan in your town but you may not be able to play a good game of bridge or make a speech. Your neighbor may be just the opposite. She's a poor cook but she can make a wonderful speech. As you know well, all people are different from one another. That's what makes life interesting. We all have strong and weak points. If we're sensible we accept them and make the most of them.

What about your children? They're probably as different as can be from one another and from your neighbor's children. You expect that. They, too, have strong points and weak ones. If you're a sensible parent you'll accept your child as he is and help him to make the best of *himself*. That's the job of *all* parents. If your child hasn't either musical ability or interest you'll have to give up your idea of making him a concert pianist. And fathers who have sons who aren't built for athletics or who have no interest in them had best give up trying to make them into great rugby or hockey players.

The Exceptional Child

Perhaps you have a child who is unusual in some one way which means he has to have special help from you and from schools and teachers. These unusual children are called "Exceptional" by educators. That means that they are sufficiently unusual in some one way that they require special help in their development and schooling. These are children who are deaf or hard of hearing, blind or with poor vision, mentally slow, mentally gifted, crippled, speech handicapped, or who are emotionally or socially mal-adjusted. The United States Office of Education estimates that these children who need special facilities for their education make up about 12 per cent of all children.

Accepting Your Child

The most vital thing for *all* children, exceptional or otherwise, is for their parents to accept them as they are and give them love and security. Nothing — and I mean nothing — so damages the personality development of *any* child as to have his parents reject him, resent him, be ashamed of him or fail to give him love and a sense of belonging.

So, don't forget that if you have an ex-

ceptional child self-pity and resentment and embarrassments are out. Accept your child as he is, love him, feel proud of him and help him to develop his strong points. If you really do this you won't try to hide his weakness or to try to make yourself or others believe that the weakness is a blessing. It's not. It's not an advantage to have a crippled arm or to be hard of hearing or to have a speech defect. On the other hand, history is full of instances where such people have, by developing their strong points, lived happy and useful lives. Indeed many such have made a major contribution to the world.

All parents have to accept their child as he is and go on from there. You should do so too. If you *really* love your child instead of being interested in your own pride, or prestige, you'll want to do what is best for *him*.

Pity and Overprotection Are Out

Whatever your child's weak points you can handicap him by pitying him too much or by coddling him and doing for him what he can do for himself. Too much pity means you haven't really accepted him and you can add to his difficulties by making *him* feel inferior or by making him into a self-pitier. Overprotecting *any* child is bad for him. It shuts him off from doing the things he can do for himself, thereby gaining self-confidence and self-respect. On the other hand, as with all children, you must keep your standards reasonable and not expect too much. When he is mature enough give your exceptional child responsibilities around the home that are within his abilities. And be sure to praise him for his achievements — even if they're not perfect.

Your Exceptional Child is First of All a Child

Parents must remember that their exceptional child is first of all a child. Except for his particular characteristics of deafness or mental retardation or what not, he is like other children. He has the same needs as they have — for affection, belonging, independence, achievement, recognition and self-esteem. You'll have to plan — as all parents have to do — to help him to find satisfaction for these needs.

He Needs Education Too

Schools and educational facilities are planned for average children. Not that these

children are alike. They're not. However, they're sufficiently alike in some things that general plans can be made for school buildings, for school equipment, and methods of teaching which will meet their needs in reasonable fashion. We forget that schools for crippled children, for the deaf, the blind, the mentally retarded, are *schools*. They have exactly the same objectives as any school has — to help boys and girls to achieve, as far as possible, the goals of self-realization, happy human relationships, economic efficiency, and civic responsibility. When children differ too greatly from the average child we may have to have a different kind of school building, different equipment and different methods of teaching. The goals in the child's development are the same as for any children. The *means* are different.

Get Advice Early

If you have an exceptional child he'll need help in the pre-school period. All authorities are agreed on that. Get expert advice from a clinic, your provincial schools for exceptional children, or from your provincial department of education. Don't wait until the child is of school age. Your physician, clergyman or school principal should be able to tell you where you can get help. On the other hand do not continue to waste your energy and money by years of searching for a "cure". Get expert advice and then cooperate in carrying it out.

Give Your Child a Rich Experience

Some parents do less for their exceptional child than they would for an average child. Actually they should do more. Give him as rich an experience as possible beginning in the pre-school period. Talk to him a lot (even if he's deaf), read to him, and tell him stories. If possible take him to the park, to the circus, on a motor trip, for a trip on the train, on a picnic. Be guided in this by expert advice.

The Community's Responsibility

All our schools are provided by the whole community for the community's children. In a democracy we believe that all citizens, whether they have children of their own or not, must provide education for *all* the children of the community. And *all* includes the exceptional children. In a democracy we believe, too, that all children should have the best possible chance to develop to the limits of their capacity. This means that we must provide as adequate facilities for exceptional children to enable them to develop

(Concluded on page 14)

There's No
GUESSWORK
in Painting

when you buy

SHERWIN-
WILLIAMS
PAINTS

FOR BEST RESULTS
USE
WINSOR & NEWTON'S
Fine Quality
Oil Colours, Water Colours
and
Brushes
HUGHES-OWENS
MONTREAL

DOROTHY Rossetti
BALLET
AND THEATRICAL SUPPLIES
2067, UNIVERSITY STREET,
MONTREAL, P.Q. CANADA.



Children at Home



Readers 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 with experience in helping parents solve the difficulties which may arise in normal child development. Letters should be addressed to Mrs. J. F. Ware, 15 Heath Rd., Montreal 29.

Question: "What I would like to know is if I should go on trying to help my son with his homework when it always ends up with a battle between us . . . I think he should do it himself and he says nearly all the kids get help at home . . ."

Answer: It doesn't seem as if a shared activity could be of lasting value if it frequently results unhappily as described in this letter. Parents have little enough opportunity to do things with their school age children so the time ought not to be given to something that brings about quarrels and frustrations.

But why does he ask for help? Is his work too hard? Or does he beg your assistance, maybe, to take your attention away from other interests or other people in the family? What is the most helpful attitude a parent may take towards his children's homework?

If you find that your child truly does not understand the work that is expected of him, possibly you should pay a visit to the teacher to discover the reason. Being dragged along with a class that learns faster than he does is not good for any child. If the teacher knows you are genuinely interested, she may suggest that you work with him on some basic principles where he is weak rather than on the daily assignments.

A. LESLIE PERRY

ARCHITECT

MONTREAL

If you feel that he wants, mostly, to have you beside him you might be able to find some other way to provide this companionship either before or after the homework is done. This isn't always easy. The hours from five to eight are generally hectic ones for mothers: getting dinner over, putting the small ones to bed, having a few important words with father. It takes real organizing skill during these hours to meet the needs of each member of the family and "put first things first".

Some parents have strong opinions as to whether homework is a good thing or a bad thing. Educators themselves are not entirely in agreement as to its value. Nevertheless, if you have a child who is given homework it is up to you to help him get it done, and preferably *not* by working with him over the textbooks.

Ideally, homework is an occasion for developing a child's self-reliance and resourcefulness. It should give him the chance to acquire knowledge for himself from books or observation and to solve problems on his own without a teacher at his shoulder giving out hints.

You can help your child best with his homework by providing a suitable, comfortable place to do it, and seeing that other demands are not permitted to interfere with the appointed time. This involves, often, persuading him to limit his after-school interests, to make a sound selection from the numerous activities that are available in many communities — Y.M.C.A., Scouts, music, paper routes, radio, and so on. After that, you need to impress on him the fact that going to school is *his* job and doing homework is part of that school program.

Your share of that job is to keep him well, clean, and happy; and to watch over his progress. Given this type of backing; the place and time to study with loving, interested parents standing by, your child will learn much more than names, dates, and fractions when he does his homework; he will be learning also self-discipline and responsibility.

HULL

The Hull Intermediate Home and School Association held its first monthly meeting for 1951-52 on the evening of Monday, October 1st. The occasion marked the first anniversary of the association, and a most appropriate program had been arranged.

A welcome was extended to the executives of the Aylmer and Gatineau Home and School Associations and to Mrs. L. W. Rentner, of Ottawa, guests of the evening, who had greatly assisted the Hull Association to organize a year ago.

The guest speaker, introduced by the president, Mr. H. Y. Chen, was the School Inspector for the counties of Gatineau and Pontiac, Mr. William Munroe. Mr. Munroe presented an extremely interesting sketch on Protestant Education in the Province of Quebec. "The system in the province is unique on the continent, and we have reason to be proud of it", he said. "Our system is dual and separate; the two boards are co-existent, equal and neither interferes with the other. Our standards are high, and our students compare favourably with those from other provinces." He stressed the need for a co-operative effort on the part of parents, teachers, School Board and Department of Education to maintain the present high standard.

Mr. Kenneth Hall, the new principal of the school was introduced to the members. Mr. Hall spoke briefly on his plans for the year, one being to establish a classical record library.

A festive air was added to the ensuing social hour by the beautifully decorated birthday cake, bearing a single candle, to commemorate the first successful year of the association.

The Canadian Home and School

"The Canadian Home and School" is the official magazine of The Canadian Home and School and Parent-Teacher Federation and well worth the attention of all members.

The subscription rates are as follows:
Single subscription—50 cents per year.

Bundle lots of 10 to one address—40 cents per year.

It is published every second month from September to June.

Write for yours today!

Address: Mrs. Norman A. Powell,
408 Herkimer St.,
Hamilton, Ontario.

JOHN McFETRICK

R. H. SCARLETT

McFETRICK - SCARLETT CO.

STOCK BROKERS

Members

The Toronto Stock Exchange — Montreal Curb Market

Montreal Address: 132 St. James St. W.
Telephone: PLateau 8525

Toronto Address: 24 King St. W.
Telephone: ELgin 1281

SUPPORT THE HOME AND SCHOOL

WOODHOUSE & CO. LTD.

105 St. Catherine St. West

Telephones BY. 2431-32

Postal Address Box 18, Ville St. Laurent, P.Q.

A. E. WATTS LIMITED

Manufacturers of Domestic & Industrial Fuel Oil Burners & Boilers

10040 Montee St. Laurent

Ville St. Laurent, P.Q., Montreal

IS YOUR CHILD DIFFERENT?

(Continued from page 11)

fully as we do for the average child. That does not mean the *same* opportunities for all children. It means *equally good* opportunities with respect to the abilities and disabilities of all children. Has your community and province provided opportunities equally adequate for the exceptional children as for the ordinary child? If not, what should you as a citizen do about it? If you're a member of a Home and School Association your provincial federation has sample programs on "Educating Children Who are Different." Write for them. Use them in your Association.

Don't forget that it's the duty of *all* citizens (you included) to provide for the *adequate* education of *all* children (including the exceptional).

Ed. Note: Dr. Laycock's program outlines are designed to assist associations in planning programs with or without special speakers. Outlines include suggested questions to promote or direct discussion as well as sources of reading material on the subject. Here are the titles of the outlines, available from the Program Planning Committee. "Educating Children Who are Different"; "The School's Part in Education for Family Life"; "Individual Teacher-Parent Conferences"; "Recreation in Schools"; "Citizenship Training in our Schools"; and from "A Child Bill of Rights in the Schools", item No. 8, which reads . . . "Every child has the right to a school policy regarding discipline which will regard this aspect of the school's job as one of guiding the pupil's growth towards self-control and self-direction". "A Child's Bill of Rights in the School" as prepared by the School Education Committee of the Canadian Home and School and Parent-Teacher Federation appears on another page in this issue.

HANDBOOK

The new Handbook of the Canadian Home and School and Parent-Teacher Federation is now available from your Publications Chairman, Mrs. W. M. Hick, 3823 Melrose Ave., Montreal (Price: 50 cents).

A copy of this Handbook should be secured immediately for each officer of your association as it carries information on every department together with valuable suggestions for promoting the Objects and Policies of Home and School.

POINTE CLAIRE

Approximately 400 people attended the opening meeting of the Pointe Claire Home and School Association, which was held in the Cedar Park School Gymnasium on October 10th. An unusually interesting program was presented, commencing with a flag ceremony put on by the Boy Scouts and the singing of the National Anthem. Following the opening of the meeting with a prayer by the Reverend Dr. V. C. Rose, the President, Mr. F. M. Gray addressed the meeting briefly. The President, in the course of his remarks, reported that the Association dance held in September had been a great success, both socially and financially, and that the surplus of the proceeds has been used to purchase a public address system for the Cedar Park School. He also drew attention to the fact that a Child Study Group was being arranged under the Chairmanship of Mrs. T. W. McDonald.

The meeting was then addressed by Mr. L. H. Place, Chairman of the School Commission. Mr. Place explained the current status of the Commission's negotiations with the Protestant School Board of Greater Montreal, and also reviewed the progress of the previous lengthy negotiations. Mr. Place was optimistic about the eventual solution of the problem, but stated that at this time the assessment roll of our community was not acceptable to the Montreal Board. He explained that this particularly applied to the municipality of Beaconsfield, where the basis of assessment is much lower than in Pointe Claire, and that revision of the assessment would be necessary before negotiations could be successfully renewed.

The guest speaker for the evening was Dr. J. A. Paton, Executive Director of the Provincial Association of Protestant Teachers. The subject of his talk was "The Purpose and Functions of the Home and School Organization." Dr. Paton gave a very interesting and lively talk, and recommended, amongst other things, that the parents and teachers should get in closer touch so that both sides fully understood each other's problems. The Home and School Association, Dr. Paton said, should take upon itself the job of assisting in providing children with instructions in handicraft, art, etc., which could not be given in school. He further stated that the Association should have a long-term goal in order to keep the interest up. This speech was warmly received by the audience.

Following the meeting proper, the parents had the opportunity of visiting the classrooms, meeting the teachers and inspecting the children's work.



Parents' Page

DOG TALES (*pun intended*)

A mother told us that when she and her family left town for the summer, they brought with them their puppy which was much loved by the neighbouring youngsters. The family had hardly returned home on Labor Day, when the children came around to see the puppy. Teddy hadn't expected that the dog would grow so much in such a short time. "Gosh," he said, "wot you been feedin' him, elephant meat?"

Company was coming and mother was rushing around cleaning and cooking. Six year old Sandra decided she wanted to cook then, too. "Oh, not today, Sandra," said her mother, "I'm so busy, I'm just beside myself." Sandra gave her mother a puzzled look, but stopped bothering her, and started playing with the puppy. The dog got so excited he started jumping rapidly from side to side. Suddenly there was a peal of laughter from Sandra. "Now I know what you mean, mummy," she said, "when you say you are beside yourself. See, the puppy is, too."

WHODUNIT

Jane had been listening to a mystery story on the radio. She came to her father with one hand covering her left eye. "What's the matter with your eye, Jane?," he asked, concerned. "Sh, Pop," she grinned, "No questions. That's my private eye."

SLIGHT SLUR

You may have heard the popular song about the Mississippi River. One of our correspondents says she heard a neighbour's child singing at the top of his lungs, "Mr. and Mrs. Sippi make me feel at home!"

AND HOW!

The father of a two year old boy said rather wryly that it was his considered opinion that children came into the world better equipped to cope with parents, than parents were, to cope with children.

The Man of the House says that there is no character builder for adults better than just trying to be a good parent.

Several of the Home and School Associations who have sponsored Skate (and Ski-Boot) Exchanges have rendered a much appreciated service to the parents of their communities, the C. of L. being what it is. To be successful, the Exchange needs the services of a few mothers willing to donate a little time. The Exchange that came to our particular attention was held on several afternoons from three to four o'clock in the school basement, at the beginning of the winter season. The committee of mothers who ran it was headed by a member of the Home and School Executive, and the necessary advertising carried out through Home and School channels, as well as through the columns of the local newspaper. If you are interested, start the ball rolling at your next meeting, and watch the enthusiasm with which the project will get under way.

Have you ever been impressed by what can be started and accomplished by one enthusiastic (or one indignant) parent? One parent has probably never moved a mountain, but one parent has often been the force in starting a larger group on their way to achieving the seemingly impossible.

de BELLE & WHITE
ARCHITECTS

2425 GRAND BLVD.

MONTREAL

A CHILD'S BILL OF RIGHTS IN THE SCHOOL

Prepared by

The School Education Committee

The Canadian Home and School and Parent-Teacher Federation

The right of every child to:—

1. A school which has a definite policy for the child's physical, social, emotional and intellectual development and which plans to give him guidance in this development in harmony with his own abilities and needs.

2. School work so suited to the child's learning ability and level of mental development that he can succeed after *reasonable* effort. (This applies to all children, gifted, average, slow-learning.)

3. A teacher who:

- (a) Possesses superior intelligence.
- (b) Is a well-adjusted and mentally healthy person (not dithery, nervous, tense, fussy, bossy, or emotionally unstable).
- (c) Has a good background of general education (in advance of graduation from senior high school.)
- (d) Has had definite training in child development and as a result understands children's needs and their growth characteristics at each stage of development.
- (e) Has a real affection for children, respects them and is glad to be with them.
- (f) Is able to enter imaginatively into pupils' feelings so that he handles classroom situations with consideration and tact.
- (g) Has training in modern teaching techniques and the use of such teaching aids as libraries, films, radios, phonographs, etc.
- (h) Has had such training in educational psychology that he is acquainted with recent findings as to how children learn and how their abilities differ from one another.
- (i) Is a good citizen who participates actively in his community.

4. A school building whose planning, floor space, heating, lighting and ventilation are in harmony with the best in modern knowledge so that the child's all-round development — physical, social, emotional, and intellectual, may best be promoted and which will so serve community needs as to promote community interest in the school and its program.

5. Adequate school equipment for helping the child to learn, e.g., books, maps,

charts, films, projectors, radios, gramophones and science equipment, shop equipment, household science equipment.

6. School facilities which will adequately provide for the less formal aspects of the child's development at school. These include (a) School grounds which are large enough to provide adequate play space in harmony with such modern standards as three to five acres for elementary schools with an additional acre for each hundred pupils. (b) An auditorium-gymnasium for use in assembly programs, inside games, dramatics and musical activities. (c) Playrooms for use in inclement weather. (d) A library for general reading as well as for school work.

7. A school curriculum which is flexible enough to meet the needs, interests and abilities of all children but which will enable the school to realize its objectives for its pupils of (a) Self-Realization (b) Happy Human Relationships, (c) Economic Efficiency and (d) Civic Responsibility.

8. A school policy regarding discipline which will regard this aspect of the school's job as one of guiding the pupils' growth toward self-control and self-direction.

9. A school policy of looking upon difficulties whether in reading and other school skills or in behavior, from a diagnostic point of view with remedial measures wisely applied.

10. Parents and teachers who make every effort to understand one another and to cooperate for the best all-round development of the child.

11. A school which is integrated with the life of the community in that it

- (a) co-operates closely with all community agencies in promoting the growth and development of children.
- (b) Takes its pupils out into the community in order to study community problems of health, welfare, safety and recreation and to make recommendation to the proper authorities regarding these matters.
- (c) Makes use of community resources in persons and organizations in promoting the development of the child in school.

12. A high school education suited to his needs and abilities.

CHILDREN'S RADIO GUIDE

COMPILED BY H. C. NOURSE

SUNDAY

1.00- 1.15	Folk Songs for Young Folk by Alan Mills	CBM, CBO, CJNT, CKTS, CKNB
1.15- 1.30	Just Mary (for younger listeners)	CBM, CBO, CJNT, CKTS
1.30- 1.45	The Way of the Spirit (Bible Dramatizations)	CBM, CBO, CJNT, CKTS, CKNB
2.15- 3.00	The Voice of Youth (originating in High Schools)	CFCF
5.00- 5.30	Cuckoo Clock House (episodes from books)	CFCF
6.30- 7.00	Our Miss Brooks	CFCF

MONDAY TO FRIDAY

10.15-10.30	Kindergarten of the Air	CBM, CBO, CJNT, CKTS, CKVD, CKRN, CHOV, CKNB
5.30- 5.45	Stories for Children—Intermediate age groups	CMB, CBO, CBH, CJNT, CKTS, CKNB
5.45- 6.00	Don Messer and His Islanders or The Western Five	CMB, CBO, CBH, CJNT, CKTS, CKNB
5.45- 5.55	Uncle Troy (Children's records)	CFCF

MONDAY

	Grades	
9.45-10.00	Junior Story Period	1- 3 CBM, CBO, CJNT, CKTS,
	Primary Music	1- 3 CKVD, CKRN, CHOV, CKNB
	Junior Music	4- 6 " " " "
10.00-10.15	Fun with Books	7- 8 " " " "
	Adventures in Speech	1- 3 " " " "
9.45-10.15	Gentlemen Adventurers	7- 8 " " " "

TUESDAY

9.45-10.00	Guidance	7-10 " " " "
	French	11 " " " "
	Senior Social Studies	10 " " " "
10.00-10.15	Agricultural Science	7-10 " " " "
	Adventures in Research	9-10 " " " "
9.45-10.15	Senior English	9-13 " " " "
	Classics	10-13 " " " "

WEDNESDAY

9.45-10.00	Social Studies	5 " " " "
	Ontario Sings	5- 8 " " " "
10.00-10.15	Conservation	4- 6 " " " "
	Our Canadian Bookshelf	7-10 " " " "
9.45-10.15	Social Studies	8 " " " "
	Music for Young Folk	7-10 " " " "

THURSDAY

9.45-10.05	British School Broadcasts	Various " " " "
10.05-10.15	Current Events	6- 8 " " " "

FRIDAY

9.45-10.15	National School Broadcasts	" " " "
	(Voices of the Wild, Oct. 5-Nov. 2)	4- 6 " " " "
	(Adventures of Nanna-Bijou, Nov. 9-Dec. 7)	7- 9 " " " "
	(They Made History, Dec. 14-Feb. 1)	7- 9 " " " "
	(Christmastide Choral Music, Dec. 21)	7- 9 " " " "
	(Julius Caesar, Feb. 8-Mar. 7)	High Schools " " " "
9.45-10.00	(Life in Canada Today, Mar. 14-Apr. 25)	Int. and Senior " " " "
10.00-10.15	(Things We Are Proud Of, Mar. 14-Apr. 25) ..	4- 6 " " " "

SATURDAY

9.00-10.30	No School Today (for younger children)	CFCF
10.30-11.00	The House of Pooh Corners (Stories from A. A. Milne)	CBM, CBO, CJNT, CKTS, CKNB
11.00-11.30	Calling All Children (Musical Recordings)	CBM, CBO, CJNT, CKTS, CKNB
11.30-12.00	Children's Theatre	CFCF
12.15-12.30	Sports College	CBM, CBO, CJNT, CKTS, CKNB
12.30-12.45	CBC Stamp Club (for stamp collectors)	CBM, CBO, CJNT, CKTS, CKNB
1.10- 1.25	<i>Home and School on the Air</i>	CFCF
3.30- 4.30	Folk Song Time by Edith Folke	CBM, CBO, CJNT, CKTS, CKNB

YOUR CHILD'S HEARING

(Continued from page 6)

canal that child should be under the care of a competent physician. Infection in the middle ear may be the forerunner of mastoid infection (infection in the bone behind the ear). This type of infection, thanks to antibiotics (sulfa, penicillin, etc.,) is now not nearly as common as in the past but it still occurs. The best dictum to follow is that any running ear is a potential case of mastoiditis.

Before leaving the subject of infection in the middle ear, we might mention a few important points:—(1) All mastoid pain does not mean mastoiditis and you can have a mastoid infection without severe pain. (2) A perforation in the eardrum does not necessarily entail permanent hearing loss. Scarring in the middle ear will, however, lead to permanent hearing loss and the way to avoid this is to clear up the infection as quickly as possible. This may entail making an opening in the ear drum to allow pus to escape or enlarging an opening (perforation) already there. If the infection clears up quickly these perforations usually heal. (3) The only routes by which infection can reach the middle ear are either through a perforated ear drum or through the Eustachian tube. As a precaution in the former, a patient with a perforation of an ear drum should not get water in his ear canal. Text books warn us that infection may be forced into the middle ear through the Eustachian tube by improper blowing of the nose. Some more recent articles query this but I think precautions in this respect are advisable. As far as young children are concerned, such advice is probably unnecessary, as it seems to be the exception to find one that will blow his nose at all. However, if you have one of the exceptions, insist that he blow his nose with both nostrils wide open. Most children relieve themselves of their nasal discharge by forcibly, and frequently very audibly, drawing it back into their throats. From there they may even more audibly clear their throats and expectorate but usually they swallow it. I realize I am treading on dangerous ground here but I am afraid that nature so constructed our noses that the discharge is normally carried backward and it would appear that it is into the nasopharynx and throat she intended it to go. This method of disposing of nasal discharge, although a great trial to parents and teachers, does the child's stomach no harm and is much less harmful

to his ears than improperly blowing his nose. I will leave it to your own judgment as to how much of this you tell your child. Incidentally this habit is not limited to the more youthful members of society

In discussing the anatomy of the ear we mentioned the Eustachian tube as a tube connecting the nasopharynx and the middle ear. Its function, as already stated, is to equalize the air pressure between the middle ear and the outside world. Anything that blocks or partially blocks this tube will cause deafness, often of a rather insidious type. Any chronic upper respiratory disease or infection may do this. The greatest offender in children is probably enlarged and/or infected adenoids. This tissue grows very close to the nasopharyngeal entrance of the Eustachian tube and can cause obstruction and deafness. If deafness is persistent we usually advise surgical removal of adenoids even in very young children. The walls of the nasopharynx contain a great deal of this type of tissue and so removal of the projecting part does not mean that all the adenoid tissue has been removed. If you are worried about its protective function there is still sufficient left to take care of this. Adenoid tissue in young children will also very frequently recur up to the age of 10-12 years, and may need further treatment. Small pieces of adenoid tissue, if they recur close to the Eustachian tube may also cause a blockage of the tube and require treatment. Sometimes these pieces are inaccessible surgically and are treated by small doses of radium or x-ray. This should only be done after other methods have been tried and a search made for other causes such as sinusitis, allergy, etc. I have left allergy to the last but it is very important and should not be overlooked as a cause of deafness. Deafness due to Eustachian tube blockage is, as stated before, insidious in its onset and is therefore often overlooked. It is more inclined to be chronic and is frequently more difficult to treat than that due to purulent middle ear infection.

There is another type of conduction deafness which is called "Otosclerosis". It is due to a change in the bone surrounding the inner ear. If this involves the bone around either of the little windows leading into the inner ear, deafness will result. This type of deafness does not usually occur in young children but begins as a rule at, or shortly after, puberty. It has occurred, however, in young children and should not be overlooked.

Testing hearing in very young children is not a simple matter. Deafness should be suspected in any child who does not start to speak at the usual age and also in any older child who has definite articulation defects. With modern equipment an approximate estimation of a child's hearing can frequently be obtained between the age of two and three. It is important to do this as early as possible as it is now almost universally recognized that training of the deaf child should start in pre-school years. It is also now known that many children previously thought to be totally deaf have residual hearing. With the aid of modern hearing aids this hearing can be utilized in training the child to speak.

In conclusion I will stress a statement previously made in this article. Properly conducted hearing tests should be a part of the routine physical examination of school children. For these tests an audiometer should be used. This is a device for measuring the degree of hearing loss. There are two principal types, the group or phonograph audiometer by which a number of persons can be tested simultaneously and the pure tone or individual audiometer by which more exact individual tests can be given. These tests can screen out the children who

obviously have hearing defects. They can then be sent to their own physician or to clinics for more accurate assessment and treatment if indicated. Large scale tests of this type have shown that approximately 4.5% of children of school age have hearing defects.

AHUNTSIC

On September 17th, Ahuntsic got off to a good start with their first Home and School meeting. At the conclusion of the business portion, the portrait of their past principal, Mrs. E. E. Candlish was presented to the school and accepted by John True-man, the Principal at the present time. Mrs. Bryson a personal friend and also a past Principal of Ahuntsic, presented Mrs. Candlish after a brief and affectionate introduction. There had been a general invitation issued to all "old pupils" to come and say "Hello" to their Principal and Mrs. Candlish very charmingly reminisced in her reply. At the conclusion, she was presented with a brief case on behalf of the Home and School Association. A very enjoyable social hour ensued while refreshments were served and we think the happy evening was a good beginning to our second year.



THE ROAD AHEAD

Year after year, no other occasion contributes so much to our peace of mind as does the arrival of Christmas.

For no matter how dark and twisting may seem the road ahead, hope and strength are born anew in our hearts when the Christmas bells peal out their carols clearhope and strength which we know will brighten the way to

Peace On Earth, Good Will Towards Men.



associated and subsidiary companies



STEPPING OUT WITH THE SUN LIFE

Canada's leading life insurance company offers splendid opportunities to ambitious young people. Ideal working conditions, specialized training, generous holidays with pay, and recreational facilities are a few of the privileges to be enjoyed. High School Graduates will find in the Sun Life a great variety of work with opportunities for advancement to responsible positions.

*Call at the Employment Office, 320 Sun Life Building,
Montreal, at any time during business hours.*

SUN LIFE ASSURANCE COMPANY OF CANADA

HEAD OFFICE — MONTREAL

**THE IDEAL CHRISTMAS GIFT!
A NEW ROYAL QUIET DE LUXE PORTABLE!**



THE EASIEST-WRITING PORTABLE EVER BUILT!

LOOK at these "BIG MACHINE" features

- Left and Right "Magic" Margins
- Speed-King Keyboard
 - Not Single — Not Double — But Triple Spacing!
 - Finger Flow Keys of Non-Glare Plastic
 - Plus a Host of Other Royal Exclusives!

**SEE IT TODAY AT YOUR LOCAL ROYAL PORTABLE DEALER
ROYAL TYPEWRITER COMPANY, LIMITED**

Montreal, Que.

TAlon 6341