

QUEBEC HOME AND SCHOOL

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— PUBLISHED BY —

THE QUEBEC FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS

QUEBEC HOME AND SCHOOL

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THE QUEBEC FEDERATION OF
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At Christmas Time



L. M. CLARK

The Season of Christmas is upon us again. The stores are full of gifts and their windows gaily decorated. Mothers and fathers are busy planning what to get John and what to get Mary. The Santa Claus parade has come and gone and daily the suspense which is building up in the minds of the children grows greater. This is only added to by the admonition that boys and girls must be good if they are to be remembered by Santa Claus. Plans are being made for getting the Christmas Tree. If there is snow on the ground it adds to the festive spirit. If there is no snow everyone is hoping that there will be snow for Christmas day. Day by day the spirit grows until our minds are full of Christmas.

In the midst of all this it is good to pause and think a bit. Some two thousand years ago a great Teacher walked among men. He stayed only a little while and then departed for the men of that day did not understand nor appreciate his message. Despite the precariousness of the trail in the intervening two thousand years his story has come down to us.

His great message has withstood the vicissitudes of time and the waywardness of men. With the passage of the years its wisdom slowly gains recognition. To-day it is known as the Golden Rule. Do unto others as you would that they should do unto you. No sounder rule for living has as yet been conceived. In this season when we observe the anniversary of the great Teacher's birth we can do no better than realize anew the priceless quality of his Rule.

In its concern for others (the children of our community) and its willingness to work with others Home and School reflects the application of the Rule in everyday living. As I wish you all a very Merry Christmas may we all resolve in our hearts that we will keep these things ever before us throughout the whole of the year.

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

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Christmas Stories for Boys and Girls

The following books are Christmas stories recommended by the Children's Leisure Reading Committee of Federation.

Animal's Christmas. Anne Eaton (comp.) An appropriately illustrated anthology of Christmas poems, carols and stories, in which animals have an important role.

This way to Christmas. Ruth Sawyer. "A delightful book of real Christmas stories told to a little boy stranded in a lonesome spot up in northern New York. A locked-out fairy from Ireland suggests that he visit his neighbours and from each comes a tale." Booklist.

Hansi. Ludwig Bemelmans. "Picture-story book describing Hansi's Christmas holiday visit to his uncle Herman in a village high up in the mountains of the Austrian Tyrol. The pictures are in colour and are very simple in design." Book rev. digest.

Torten's Christmas secret. Maurice Dobrier. "An imaginative tale of the things that happened at the North Pole when the

gnome, Torten, and his good friend Drusus, the polar bear, set out to do something about the bad children whose stockings might not be filled at Christmas. The liveliness of the story and of the many coloured pictures makes it one of the gayest Christmas books we have had for a long time." Horn book.

'Twas the night before Christmas. Clement Moore. "One of the most famous and best beloved of all Christmas poems, first published in a newspaper in 1823." Children's cat.

Light at Tern Rock. Julia Sauer. "Mrs. Morse and Ronnie went out to Tern Rock to 'spell' the lighthouse keeper and give him two weeks vacation. At least they thought it was just for two weeks, but, as the days went by, it became apparent that the keeper had no intention of relieving them 'till after Christmas." Children's cat.

Once in the year. Elizabeth Yates. "The author retells in her own way two old Christmas legends—that of the flowering forest and that of the animals at midnight." Hunting. "This is a moving story, beautifully told, and its format is distinguished. Nora Unwin's delicate drawings are printed in a warm red-brown." Sat. rev. of lit.

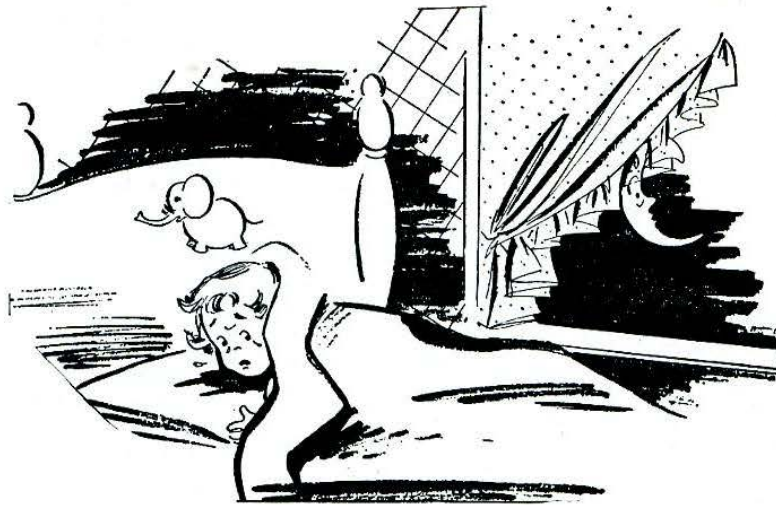
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GELOLO McHUGH

WRITES

ABOUT

VANQUISHING



Childhood

Your child may be an exception, but the sad truth is that most boys and girls are not reared under the best conditions for sound emotional growth. For one thing, too many avoidable and unnecessary fears warp the developing personalities of our young — mainly because adults who lack training in child care often use harmful or inappropriate methods to help children who are afraid. Some try to remove a fear by forcing upon the child that which is feared. Some, approaching fear from the opposite direction, attempt to prevent all contacts between the child and frightening objects or situations.

The Face-It Method

In some cases the adults who force children to face what they fear do not realize what they are doing. Suppose a child is afraid of the dark. His mother and father may not be aware that they apply unfair social pressure when they ask him to prove that he is "brave" by going to sleep in darkness. In other cases babies and small children are often deliberately put down to cry themselves to sleep in intentionally darkened rooms — on the theory that this is a good way to cure them of their fear.

There is little success on record for this method. Except in very unusual circumstances such a child simply becomes more timid and more dependent during the daytime. To

a small child, being left alone with what he fears means abandonment. It weakens his faith in those whom he has been learning to trust and in himself. It is therefore bad: yet this method of "cure" continues to be favored by many parents.

Why not take a more sensible attitude

Fears

toward the fear of darkness? In the first place, there is no evidence that a child who sleeps in the dark gets more beneficial rest than one who has a light in his room or near by. Sleeping in the dark is a matter of custom and of taste. Learning this general custom or establishing this taste is one thing about which there surely is no hurry.

Be "Matter-of-Fact"

Let your child take his own time. If he feels more secure and gets off to a restful sleep faster by having a light on, turn on the light. Do this even if the child has slept in the dark for as long as three or four years. He may just have grown mature enough to sense a strangeness in the dark that he has not felt hitherto. Your matter-of-fact handling (wouldn't you turn on a light for yourself if you felt strangely uncomfortable in the dark?) may help a child through this developmental stage in a week. It may take longer, of course, or the feelings of disquiet may return from time to time, these developments

being related to what happens to the child during the day.

Also, the way in which the light is supplied can either reinforce fear of darkness or weaken it. Parents should not tell a child that light makes him safe—only that he may have a light if he needs it. As he grows older they should make it easy for him to turn the light on and off according to his needs.

Again, if you try to make your fearful child brave by so challenging him that his self-respect is threatened if he fails, if you dare him to risk the loss of your love, or use methods that make him ashamed of a fear that he cannot help, you will multiply his emotional problems. To the fear that is already there you are adding still another, the fear of showing that he is afraid. Thus you promote feelings of rejection and insecurity—unhealthy reactions that prevent normal development of personality.

To call your child's attention to the fact that another youngster is not afraid to do things like climbing or wading, trying by this device to make him equally fearless, is to use force. Moreover, in thus attacking your child you overlook one important possibility—that his failure to measure up may be due to your own handling. Have you given him plenty of chances to learn to be unafraid, to develop feelings of security in new adventures? Perhaps in the matter of learning to be fearless your child has superior capacity but inferior opportunities!

The Dodge-it Method

We now turn from the *force* method to the *shield* method. This too is seldom successful. By the time serious fears are recognized as such they are too well established in a child's pattern of emotional reactions to be erased by preventing contact with the things feared. This may accomplish nothing more helpful than to hold the fear in abeyance as long as protection continues. Great harm can be done by complete withdrawal of the feared object, whereas much good can come through some constructive form of continued association with it.

If, for example, your child should develop an unreasonable fear of dogs—as many children do—you might try very hard, perhaps successfully, to keep him out of the way of such animals. He would then have good grounds for concluding that you agree that all dogs are dangerous. With the field thrown wide open, he might imagine even more terrifying experiences with dogs than he actual-

ly has had. In any accidental contact or after protection is relaxed his fright could then be even more intense and the promotion of a constructive attitude more difficult than ever.

The fact is that fearful children are helped more by being given adequate protection and understanding guidance *in the presence of what they fear* than by being kept out of such situations. The kind of help to give depends of course upon what the child fears and how acutely afraid he is. Isolation from what is feared is not completely ruled out. In extreme cases a period of separation may be beneficial. How you handle your child during this time will, however, be more important than the separation.

When you do encounter dogs, bugs, or cows or anything else of which your child has an unreasonable fear, talk matter-of-factly about them. Explain their unusual behaviour and show him how they may be controlled. Do not push him into advances. Allow him all the time he needs. If he has been knocked down or frightened by a dog, do all you can to prevent a repetition of this experience. Your first efforts to help might be confined to talk, on appropriate occasions, about dogs. At the most, they should be limited to your own fearless handling of a dog. Nothing is to be gained by persuading the child to touch or pat the animal and arguing that since nothing happened his fear is groundless.

Speak Truthfully

Always speak truthfully when you talk with a fearful child about the things he fears. But remember that some truths are better left untold. Cows *have* killed people. Apparently harmless bugs *have* bitten in ways that hurt. Dogs *have* severely harmed children. But these are not constructive statements to make to a child obsessed with an unreasonable fear. Your object is to help him through his crippling fear into a state of reasonable caution. You are to help him learn what is the best thing to do in the presence of animals which ordinarily do not justify fear.

Your talk with a fearful child about dogs might run about like this: Most dogs are friendly; some are not. This is why a person should make sure that the dog he meets is a friendly one before he tries to play with it. Some dogs are so friendly that they are rough and may knock a child down without meaning to. So little children had better play with

(continued on page 22)

The following account of the District of Bedford Conference was sent to us by Mrs. R. S. McIntosh of Bedford, Que.

Bedford Conference Sparks Ideas

The District of Bedford Regional Council held its second annual Conference at Knowlton High School, on Saturday, October 4th. Representatives attended from St. Johns, Knowlton, Bedford, Cowansville, Farnham and Granby. The entire Conference was under the joint convenership of Mr. Alex Pryde of Farnham and Mr. L. R. Whitcomb of Bedford. It was such a successful undertaking that Mr. L. Mowbray Clark, President of the Quebec Federation of Home and School Associations remarked that other Regional Councils in the Quebec Federation would do well to hold similar rallies, where an exchange of ideas among neighbouring groups could not help but be stimulating and helpful.

R. L. Cook, Farnham, President of the District of Bedford Regional Council, was in the chair, and opened the meeting by the singing of "O Canada". He then welcomed the members and guests, and those present divided themselves into two groups to carry on discussions on matters vital to home and school work.

Program Planning

Mrs. M. S. McCaw, President of Bedford Home and School Association, conducted a most interesting discussion on program planning, in which many ideas were exchanged to the benefit of all present. All agreed that program planning for an association should be done well in advance, although the over-all plan for the year, made by the committee in June, should be sufficiently flexible to allow for necessary last minute changes. The program convener is a most important member of any association, since he must know the tastes and needs of the membership, and be capable of organizing meetings to fit these requirements. His committee should be composed of chairmen of various other committees in the organization, such as membership, hospitality, etc., so that all aspects of planning may be considered.

Often a poll of the general membership can be conducted, thereby giving the program committee a guide to their wishes and tastes. Each of the associations present then gave a report of its most successful meeting during the past year, and mention was made of the "Temperate Zone" group of parent-child relationship plays, with following discussion, which form an excellent basis for a good meeting.

A motion was made that all associations in the district notify one another of plans for coming meetings, and that a report be sent to each after the meetings have been held, thereby enabling the entire group to benefit by an exchange of ideas and results.

Membership

The group discussion on membership was led by C. S. Maxwell, Past-President of the Farnham Association. The findings from this group were as follows:

It is wise, when organizing in the Fall, to make an individual canvass of all possible members. The canvassers should have full information regarding what has been accomplished by the Association in the past. Once members have been enlisted, programs of interest to all should be presented throughout the year, in order to retain interest, and renew memberships for another year. The members should be made to feel that the Association is working toward a definite objective in which each one plays his part. New members should be made to feel welcome at their first meeting, and a tea given in September for mothers of grade one and other new pupils helps to make them feel part of the Association. A newsletter sent to members each month keeps all informed of the work being carried on by the group. Car pools may be organized to bring members in to meetings from outlying districts.

(continued on page 17)

"New Ways to Better Meetings"

(By Bert and Frances Straus. The Viking Press; New York, 1952. 177 pages. \$3.95)

In the words of the authors, "... this book is for anyone who has led meetings, large or small, and has an uneasy feeling that they aren't what they might be". This writing team has brought together the most recent findings of social scientists on how people affect each other when they come together in groups. They have presented in an exceptionally easy-to-read style, *tested* methods of how to use these findings toward the goal of making any meeting produce more effectively.

The contents of the book fall loosely into three parts: First—a description and explanation of audience participation techniques. Secondly—how to introduce and apply these techniques to various types of groups. Third—the methods as applied to specific groups, from committee to conference.

The Strauses work on the principle that the abilities, skills, interest and good-will of the individual members constitute a force within a group. This force can be drawn upon and used constructively when made available through more active participation

of the individual. The authors devote a chapter on how to turn even the negative "Nuisance Types" such as Mrs. Hairsplitter, Miss Monopolizer or Mr. Superior Being into positive and contributing members.

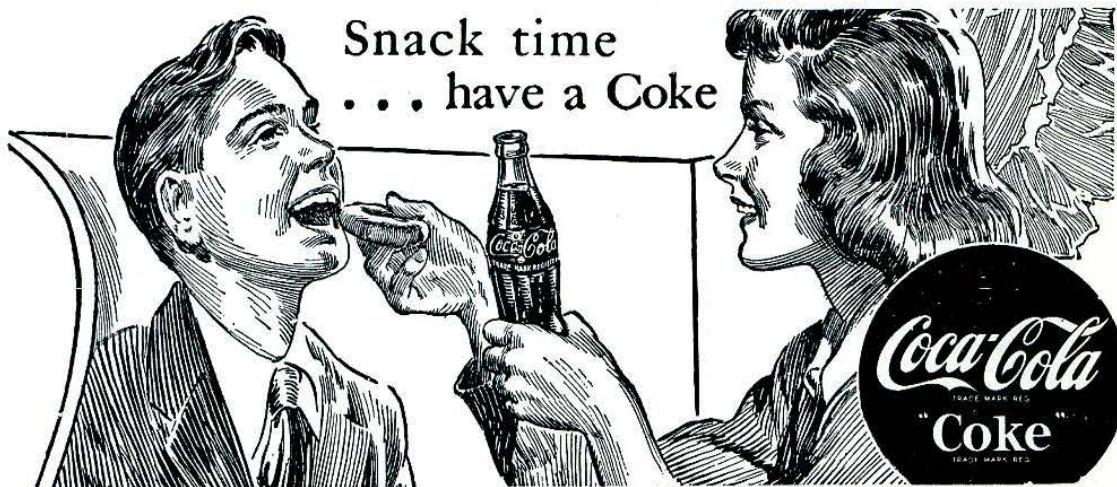
Role—Playing

There is a chapter on Role-Playing which tells how this acting-out-of-a-situation technique can be used to inform, persuade, or foster better understanding. Role-Playing, or putting-ourselves in-the-other-person's-place, when used spontaneously, is a valuable tool for discovering, for example, just what it is that is blocking a meeting.

Very briefly, the thesis of the book is this; that everyone works better when he understands what it is all about and when he has a chance to plan the job. Basic to all the various methods suggested of gaining participation is the concept that there must be a shift in the attitudes and roles of the members of the group. That is, the chairman is no longer the Boss, complete with rigid agenda, but is a director who helps the group come to a mutual understanding through discuss-and-decide methods. The

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Earle McCurdy of West Hill teaching staff demonstrates operation of metal lathe.

West Hill High Group Tours New Building

The West Hill High School Home and School Association marked its November meeting with a tour of the new school building. Approximately 1200 parents attended.

The teaching areas of the new school include 25 classrooms with specific areas for the teaching of biology, chemistry, physics, industrial arts, arts and crafts, and music. The school is also provided with a large auditorium.

Located on Somerled ave., at Draper, the school is possibly the most modern in Canada. It is equipped with a double gymnasium, swimming pool, cafeteria, handball and squash courts as well as music rooms and wood working and metal working shops. While fathers gazed longingly at machine tools, the distaff side voiced equal admiration of the facilities available in the home economics section, kitchen and sewing rooms.

The tour was handled by H. R. W. Goodwin of the teaching staff assisted by a large number of students. Refreshments were served in the school cafeteria.

those charged with the responsibility of organizing a large meeting.

In the appendix, can be found various "aids" such as, types of audience-reaction or evaluation sheets, and also a training plan for conference leadership teams.

Marjorie Bedoukian.

members are no longer the Great Unconsulted but must take a more active part in the group activity. Just how this all comes about is thoroughly, lucidly and interestingly explained in "New Ways To Better Meetings".

"Let Them Participate"

Particularly pertinent are the chapters devoted to discussing the application of these new techniques to the large meeting and to the conference. In the words of the authors, "at least 50% of the initial audience will stay away after a first meeting while those hardy enough to brave a second large meeting are lulled into a semi-conscious state". What is to be done to bring back the bored half, and awake the passive half? "Let them participate", is the authors' answer. The suggestions for audience participation are practical and within the scope of all

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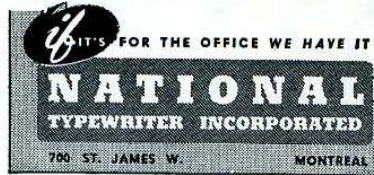
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MONTREAL



Quebec Home and School
wishes all its readers
a Merry Christmas
and a happy and prosperous
New Year



Building a Project . . .

**There were daubs, bent nails,
and dropped stitches — But
Farnham's project was fun for
everyone.**

It all started with a hobby show. The idea of a hobby show was not original but when the Farnham Association undertook to sponsor one they found they also had to provide the hobbies. Since schools the size of the Farnham school (100—120 pupils) seldom provide the instruction available in larger schools which leads to hobbies, the Association undertook to provide classes in art, woodworking, and sewing. So it was that the idea of a hobby show led to an interesting and instructive project for the Association. The Farnham experience is repeated here for the benefit of other schools in similar circumstances.

Art Class

The art class, under the direction of Beatrice Newell was incorporated in the school curriculum for children in grade VI, VII, and VIII.

"The first day," Mrs. Newell declared, "I talked to the children about art—where and how it started, its influence on our lives, and the co-ordination between all the arts. I talked about line, colour, and texture and values, and then demonstrated on the blackboard, how a few simple lines can have meaning.

"We put all this into practice, by working on black paper with coloured chalk. From there we did simple still life—fruit, then flowers, which incidentally they all seemed to enjoy, and some quite nice work was turned out. These were done on monotone pastel paper, with pastel colors.

"Some of the children showed definite talent, and all of them showed enthusiasm. I can truthfully say that I believe they enjoyed exploring the field of art as much as I enjoyed showing it to them."

Woodworking

The wood working class was held in the evening under the direction of two instructors, A. Rumboldt and S. Harding.

The boys—from Grade V up—were divided into four groups of four boys each. Saws, hammers, and squares were provided with the boys bringing their own fret saws. "Each group was assigned a different project", Mr. Rumboldt stated. "By breaking the class into small groups it was found that if a boy was slow he held up the work of his own group only. Boys could make more than one article but only the assigned project was judged." Discipline was better in small groups too.

Sewing Class

The sewing class was designed for girls in grades VII and VIII and this too was held in the evening. Instruction was given by Mrs. R. Ferris, Mrs. K. Wallace, and Mrs. A. R. Murdoch.

The girls were taught hand sewing and simple embroidery and knitting stitches. A sewing machine was donated to the association and the operation of it was explained to the girls. Before the season ended the girls were laying and cutting patterns and each had completed a skirt or similar article for her own wardrobe.

And it all started with an idea for a hobby show.

Hear Talk on Korea

The B.I.C. Home and School Association had, as its guest speaker for the November meeting, Col. Wells Bishop, D.S.O., E.D. Col. Bishop was a prisoner of war in Hong Kong, and is conversant with the customs of the East.

He gave a very informative and interesting talk on "The Defence Program in Korea," following which, the meeting was thrown open for discussion and questions. The Colonel enlightened the audience on many aspects of civil defence, including compulsory training, and planned man power.

Laymen Develop Philosophy of Education

In the fall of 1951 Dr. E. H. Black, superintendent of schools in LaMarque, Texas, suggested to the LaMarque Council of Parent-Teacher Associations that they appoint a committee of parents to formulate a laymen's philosophy of education for the school system.

The committee of six fathers and mothers, headed by Mrs. P. L. Brandt as chairman, spent many weeks reading philosophies developed by both educators and laymen. After thoughtful discussion and deliberation they embodied their views in the following resolution, which was unanimously adopted by the LaMarque Council.

Whereas, it is the responsibility of parents to express the ends they expect to be attained in the training of their children,

Whereas, it is the responsibility of trained educators to establish the methods by which children are trained,

Whereas, a cooperative endeavour is necessary to integrate objectives and methods,

Whereas, the Parent-Teacher Associations of LaMarque represent the organization by which that integration may be achieved, be it

RESOLVED, that the Council of Parent-Teacher Associations adopt as its Philosophy of Education the following:

We the parents and teachers in LaMarque, believe that the training in our schools should

DEVELOP in each child an unswerving loyalty to truth, and an unceasing desire to search for it;

Instill in each child a reverence for God, a respect for the dignity of the individual, and a loyalty to his country;

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December, 1952

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Quebec Home and School

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PROGRAM AD # 5 -1951

AT

THE

INSTITUTE

• Dr. Katharine Whiteside-Taylor is Supervisor of Parent Education for the Baltimore Public Schools, and is an outstanding authority on Child Guidance and Parent Education.

"From birth through high school every child spends ten of his waking hours at home for every one spent at school", Dr. Katharine Whiteside-Taylor declared at an Institute on Parent Education held in Montreal, last

month. The Institute was sponsored jointly by the Mental Hygiene Institute, the Montreal Council of Social Agencies, and the Quebec Federation of Home and School Associations. "The larger proportion of a child's time," the speaker said "is highly charged with the deepest human emotions—with love that is fulfilling and releasing; with courage and aspiration; with fear, hate, rivalry, despair or with some of the many gradations between these two poles. For the schools to attempt the all-around education of children without the collaboration of the homes is a frustrating and at times a hopeless task. To be successful the schools must accept these facts—The parents are primarily responsible for childhood education. The schools are simply their auxiliaries to build upon, to amplify and to extend the basic lessons learned at home.

range of one another's problems and goals, and sometimes in distrust and suspicion?"
"Three major reasons emerge. Too often conferences are not sought by parents or teachers until the child is in trouble. Con-

ON PARENT EDUCATION

month. The Institute was sponsored jointly by the Mental Hygiene Institute, the Montreal Council of Social Agencies, and the Quebec Federation of Home and School Associations. "The larger proportion of a child's time," the speaker said "is highly charged with the deepest human emotions—with love that is fulfilling and releasing; with courage and aspiration; with fear, hate, rivalry, despair or with some of the many gradations between these two poles. For the schools to attempt the all-around education of children without the collaboration of the homes is a frustrating and at times a hopeless task. To be successful the schools must accept these facts—The parents are primarily responsible for childhood education. The schools are simply their auxiliaries to build upon, to amplify and to extend the basic lessons learned at home.

Both Essential

"On the other hand," she continued, "the present-day family alone cannot provide adequately for the development of the whole child even in primary and pre-school years. Learnings through group inter-action are indispensable, as are the richer opportunities for creative expression and skill development provided by good schools. *It takes both home and school to insure the growth of personality that is mature, poised, socialized and rich in potentialities for service.* Why, then, have these two mutually indispensable institutions so often failed to work hand in hand? Why have they even operated in total igno-

facts at Parent Teacher Association meetings frequently remain superficial and perfunctory. The lack of technical understanding on the part of parents and the lack of life experiences on the part of many teachers tend to make really vital contact difficult. Parents and teachers are too apt to see things from opposing points of view which interfere with their mutual acceptance and respect.

Foundation of Living

"Respect for the parents' job is the foundation of good family living as well as of creative and releasing relationships between home and school. As teachers, we must always remember that the great majority of young parents—and older ones too, for that matter—feel inferior and apologetic about the kind of job they are doing. They realize that they have had no real preparation for parenthood. 'I am just a failure as a mother,' is a familiar remark.

"In addition, society as a whole still gives little more than lip service to the importance of the parents' job and, as indicated earlier, most of that is negative. There is too little recognition of those devoting their lives to the nurture of personality — teachers and parents, but parents least of all.

"The most fruitful source of significant education for family life known to the speaker is that provided by cooperative play groups and nursery schools in which the parents themselves take full responsibility for



Photo shows left to right—Dr. B. Silverman of the Mental Hygiene Institute—
Dr. K. Whiteside-Taylor and Mrs. R. D. D. Heard of Quebec Federation at the
Institute on Parent Education.

organizing and running them, after careful preliminary training, and continuing in-service training.

"The Seattle plan of cooperative play groups has grown out of the eagerness of young parents to provide the best for their children, and recognition on the part of the supervisory staff of the Seattle schools concerning parents' problems and their potential contribution to the school programme. From one in the fall of 1941 to thirty in 1945, the play groups have proved of primary importance in providing social experience for preschool children, education for parents, and an excellent foundation for continuing home-school cooperation.

Mothers Take Over

"The play groups are planned for children whose mothers are not employed outside the home. They meet three hours in the morning five days a week. They are staffed entirely by mothers who work under the direction of a full-time assistant in family life education. The supervisor of children is present the three hours each day to give continuity. After a period of pre-service education each mother with a child in the group assists one

morning a week. Since the groups average fifteen in number, there is always one adult to every five children. When there are more children there are correspondingly more adults.

"The growth of the mothers participating in the cooperative play groups has also been particularly gratifying. Many of them have developed as leaders in community affairs, are giving significant leadership in the parent-teacher associations, and have promoted really vital educational programmes throughout the school system. They have been an especial joy to teachers genuinely eager to promote closer working relations to parents. Based on happy association with the kindergarten teacher even before the child has become her pupil, these mothers have in some instances continued to give one day a week to assisting in school. It is hoped that as their children progress through school the mothers may continue to participate, contributing their skills and knowledge to enriching the school programme, planning cooperatively with teachers and administrators for improved learning experiences for the children, unifying and correlating the purposes of home and school."

About Those School Fees

Here's the Background

For the benefit of Associations worried by the re-introduction of School Fees in specific grades last Fall, *Quebec Home and School* asked the Federation's Authorities on School Finance for a brief article giving the background story. The story below is their reply.

The Protestant School Board of Greater Montreal this September re-introduced school fees for Grades 8 and 9, and for the first time asked for fees from children attending Kindergartens. As a result of this action, parents have been continually bringing up the question of school fees at recent meetings of a number of Home and School Associations in Montreal. This article has been written to provide these Associations with a background of information on school fees so that members will be in a more favourable position when considering this question.

In 1943, Division IVa, Articles 290a-290y, compulsory school attendance, was written into the Education Act of the province of Quebec. Of this division of the Act, Article 290a and Article 290c, Section 2, have had the greatest influence on 'school fee' thinking. They read as follows—

"Every child must attend school every day, in each year, on which the public schools are open in accordance with the regulations made by the proper authority, from the beginning of the school year following the day on which he attains the age of six years until the end of the school year in which he attains the age of fourteen years".

"Such obligation shall not affect any child who has obtained a certificate showing that he has successfully completed the elementary school course or another equivalent official certificate".

On September 4, 1943, the School Boards under the Montreal Protestant Central School Board discontinued collecting fees in

Grade 8. Indeed, some of these Boards went so far as to free students from fees in Grades 9 and 10 if they had not attained the age of fourteen years on the first of July. The following September, 1944, Grade 9 was included with Grade 8 for exemption from school fees. This action was taken by school board with the full knowledge of the authority vested in them by Article 257 which reads as follows—

"School commissioners and trustees may fix a monthly fee for the courses given in the schools under their jurisdiction when they determine the school tax".

It was also taken at the time when the Federal government passed the Family Allowance Act (August 15, 1944) providing family allowances for children under 16 who were attending school.

When the teachers this year discontinued extra-curricular activities as a protest against inadequate salaries, the Protestant School Board of Greater Montreal re-established fees in Grades 8 and 9, and introduced fees for Kindergarten children. This action was taken after the Board's budget for 1952-53 had become fixed as to revenue derived from real estate taxation. And it was taken with the compulsory school attendance division of the Education Act in mind as it was in harmony with the generally accepted view that education should be free for children who are compelled to attend school. It was an unpopular action with those who feel strongly that the elimination of school fees is a mark of progress in education. It did, however, restore extra-curricular activities to the schools for this year.

In the meantime, the Board set up an Advisory Committee to bring in recommendations for the solution of the problem of inadequate teachers' salaries. The report of this Committee has been submitted and is now being studied by members of the Board, teacher organizations and a Committee of the Quebec Federation. Further thinking on the question of school fees should therefore await the action of the Board on the recommendations contained in its Committee's report.

CHRISTMAS STORIES, cont'd

Christmas nightingale. Kelley, Eric. "Three lovely stories of Christmas with the setting in Poland. The strange little boy who appeared in a peasant's hut on Christmas, who could not speak but only sing like a nightingale, the three children who gave a Christmas puppet show, and the small blind child who asked for a lamp at Christmas, are the children you meet in these tales." Ont. library review.

Best Christmas. Lee Kingman. "There is a feeling of family warmth and unselfishness in this story which pictures the Finnish-American tradition in New England and ends in a surprise for Erkki (Seppala) as well as his brothers and sisters." Hunting.

Ethan, the shepherd boy. Georgiana Ceder. "Ethan, a servant in a great house in Jerusalem, joins his uncle, a shepherd, in the hills around Bethlehem, learns the lone life of the shepherd, and partakes in the Nativity." Retail bookseller. "There is a grave beauty in text and pictures. One gets through them a vivid sense of place and time" Sat. rev. of lit.

TRAFFIC SAFETY

Judge (in traffic court): "I'll let you off with a fine this time, but another day I'll send you to jail."

Driver: "That is exactly what I predicted."

Judge: "What do you mean?"

Driver: "Fine to-day—cooler tomorrow."

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BEDFORD CONFERENCE, *cont'd*

A membership representing the major part of the school enrollment is necessary for a successful Home and School Association.

Parent-Teacher Relations

L. G. Gage, Past-President of the St. Johns Association, conducted a group discussion on the Home and School Partnership, in which relationships between parents and school boards, parents and teachers, were stressed. It was brought out that only by knowing each other really well, and appreciating the work each did, could a true partnership be achieved. Having the principal, and a member of the teaching staff, as well as a member of the school board, on the Home and School Executive, leads to a better understanding of mutual problems. Some associations make a practice of sending a representative or a committee of several representatives to all school board meetings. They report to the association as a whole, and often supply information which is helpful on both sides. It was felt that the existing co-operation between teachers and Home and School members was most satisfactory.

Parent Attitudes

The discussion on the parents' attitudes toward the school education of their children was led by C. R. Dobbin, Past-President of Cowansville Association. Mr. Dobbin made the following findings:

1. Teaching a child "The Three R's" is still a fundamental part of his education.
2. A child must be helped to concentrate by providing quiet surroundings and a regular time for study.
3. A child should be helped to develop initiative—to learn to think, and then to think things through.
4. In order to do one's best for one's child, one must guard his mental as well as his physical health.
5. Homework, although never to be given as a school punishment, is an excellent means of teaching the child to work by himself, independent of help, to use his own mind, and, as such, is an introduction to habits necessary to carry on a successful adult life.
6. No parent should make any open criticism of teachers, school board or relative matters in front of his children, thereby giving a sense of insecurity; such criticism, unwisely made, may upset not only the

child but a whole school system. Difficulties should be discussed privately, first with the principal and then with the child's teacher.

Child Study Groups

Re-assembled as a single group, council representatives heard a planned conversation by Mrs. G. B. Clark and Mrs. T. B. Hughes of Montreal, who are experts on conducting child study groups. During this, it was shown that many parents are confused by the variety of advice given and by trying to follow various points of view. But they learn that a child will develop well if he feels he is loved and wanted. Loving means that the parent tries to understand the child, and to learn all that he can about him. Patience is necessary, and a true enjoyment of the child's company. Some things the child must understand he can or can not do, but it is well to command only where obedience is imperative. Behaviour difficulties are often due to the stage in the child's development, when he is trying to meet certain fundamental needs within himself. We must learn to accept one fact: that children are young, and learning. It is easier to assert oneself as a parent, if the reason behind the child's behaviour is understood. We should try to find out how to help children to meet their own needs. Child study groups are most helpful along these lines. Parents need to feel that their problems are not individual ones, but common to other parents, and in a group the relationship tends to become less tense.

An offer was made, through Federation, by Mrs. Hughes and Mrs. Clark, to help in the formation of child study groups in any interested community, if at all possible. Other suggested aids were the many pamphlets on child management to be obtained from local health units, many others from the adult education service at Macdonald College; a home and school parents' bookshelf; a parents' reading circle and related discussion group; excellent films and plays are available.

L. Mowbray Clark, Federation President, was guest speaker at the evening session. Introduced by Reuben Resin, Mr. Clark detailed the meaning of Home and School membership. In thinking of our children and of others, we ourselves become better citizens, he said.

Filmore Sadler, of Knowlton, thanked the speaker.

LAYMEN, cont'd

Teach through daily association the value of cooperation and teamwork, while maintaining the courage for individual action and a response to the challenge of competition;

Challenge each child daily to his full capacity that he may recognize the value of self discipline in accomplishing each day's work;

Stimulate in each child his innate imagination, thereby encouraging him to think creatively;

Inspire each child through teaching of the fine arts, that he may enrich his own life and that of others;

Foster an understanding of our social heritage, its strengths and weaknesses, by study

and analysis of the past cultures on which it is built;

Impart factual knowledge and develop manual skills that will assist the student's preparation for his future place as a self supporting citizen;

Emphasize the importance of healthful living and the value of physical fitness.

WE BELIEVE that as we strive toward these goals our children will be better prepared to live richly, will be better prepared for enlightened citizenship, and the responsibilities entailed therein, and will be better prepared to participate in establishing that cooperation among races and nations necessary to achieve greater human freedom.

From National Congress Bulletin, Oct./52.

ROWAT, VANVLIET & TALPIS NOTARIES

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LET THEM TALK

Abstracted from a speech by Robert W. Sparks, B.Sc., M.A.,
Director of the Speech Clinic, Royal Victoria Hospital
to the
Kindergarten Section of the Provincial Association of
Protestant Teachers of Quebec.
October 10, 1952.

by Nancy Solomon, B.A., M.A.,

Speech Therapist, Royal Victoria Hospital

Classroom teachers cannot be expected to cope with the therapy involved in complex speech disorders requiring special attention. They should have, however, an understanding of the speech development of the members of the Blue Jean and Pigtail crowd who enter the classroom daily.

We accept speech as a method of communicating our ideas and needs to others and we take for granted the fact that it will develop spontaneously as a seed germinates, develops roots, emerges from the ground and becomes a plant. Actually, speech development is part of total growth and to understand it, we must take a dynamic point of view. It is dependent on physical, intellectual, and emotional growth—and in turn these elements of the child's growth are dependent on his ability to understand and use language.

Many Components

There are organic and functional components to language development. Organically, we know that language development depends on intelligence for not only its growth, but motivation to grow. Speech is dependent on the structure of lips, tongue, teeth, palate, vocal chords, and lungs. These body parts have as their basic purpose, a more vital function and yet all of them are called upon to perform more skillfully in the production

of that overlaid function called "talking", than they are in their more vital roles.

On the other hand, speech is also affected by the environment in which the child lives. The speech the child hears from his parents is the first model he must use. If parents place no importance upon speaking in such a way that the majority of their fellow-men will understand them, the child will not be motivated to improve. Security and a healthy home atmosphere, where parents understand the necessity to place gentle pressure upon the child to use verbal language to express its needs rather than grunts accompanied by a pointed finger, and playmates with whom he can participate in linguistic exercises, are important for normal speech development.

Usual Pattern

Like the plant, speech develops in a rather orderly fashion. It's development in the individual child seems much as it is in the evolution of man. The usual pattern is as follows: The infant in his first two months of life learns to cry in several different ways so that the mother can soon detect the sharp cry of pain, the nagging cry of hunger, and that particularly repulsive variety known as the "2 A.M." By six months the child has begun to experiment with random sounds, among these emerging *Ma-Ma*. What an

uproar follows. *Ma-Ma* reaches for the phone excitedly Junior is of course delighted and tries it again to see if he can get a repeat performance. By the time he is fourteen or fifteen months old, he has begun to use some of the random sounds voluntarily, because they produce the desired results. The child memorizes combinations of sounds which experience has taught him will express his needs, and we say that he has begun to talk.

The most interesting part, however, lies ahead. In the child's third and fourth years, he is still developing and polishing his use of language. His environment is enlarged to include the kids in the empty lot. His speech reflects his ever-enlarging world. We begin to hear *Empty-lot patois*. The child is developing speech which is acceptable in different corners of his life and the fact that the degree of acceptability may vary, comes to him as a surprise, often painful.

Then the child enters that strange new corner of his life which will radically alter his behaviour, the classroom, and meets the teacher. This teacher becomes a part-time parent much to the consternation of the real ones who suddenly find that they are no longer the sole source of reference for their child. The teacher becomes a speech model, and it is advisable that she be a good one. As in the home the child's language growth is interwoven with his feelings of security toward his teacher and the other children. Much depends on how much the teacher understands about language growth and its many pitfalls. His speech growth greatly depends on how much she encourages him to express himself, and how tolerant she is toward his many hesitations.

They Talk — You Listen

Let children talk. Listen to their ideas and how adequately they seem to present them, or how frustrated they become when their vocabularies seem to fail, but keep them talking. There are many activities which can be used with good results. Let them tell stories, do creative dramatics, have discussion periods and encourage them to use language and grow through its use.

What about the child who is having difficulty with language? Statistics tell us that from 5% to 7% of all school children have defective speech, speech which attracts attention to itself in a negative way and draws attention away from the message being communicated. Three speech disorders, closely related and most affected by understanding or lack of understanding are of major concern to the teacher. Delayed speech, speech which has not developed according to time schedule may be due to one or more of the following conditions: a hearing loss, low intelligence or slow rate of maturation. Insecurity or lack of affection may cause the child to cling to infantile speech. It can be caused by consistently poor health and the isolation involved. It can be encouraged to continue, by its acceptance by parents and teachers.

The second and most common disorder is the inability of the child to say certain sounds. He may not be able to say his R's, L's, or S's. This may be caused by poor speech models such as parents, brothers, or sisters. Here again the teacher should look at her laurels.

Hesitant Speech

The third speech difficulty, hesitant speech which is casually labelled stuttering or stammering is the difficulty which causes most anxiety on the part of the parents of these children. To the many questions asked about the causes of stuttering, there is no definite answer. When asked whether it is due to nervousness, the question of which came first, the chicken or the egg always presents itself.

Whatever the causes of any speech defect, it requires teamwork to correct them. The members of the team, in order of importance are the parents, the teacher, the specialist and the family doctor who won't just say, "Oh, he'll outgrow it". To the parents and the teacher, the speech therapist has a moral obligation to guide them as members of the therapeutic team.

The specialist must give encouragement to the parents to participate in helping the child, because the parents have the most in-

fluence on the child's growth. What may be expected of the teacher? She should be sufficiently aware of what to expect at a given age, have some concept of what constitutes defective speech and knowledge of some remedial measures. She should be able to talk intelligently to the child on his level, and to the parents, to guide them toward the idea of seeking help and eventual improvement in their child's speech. There is no end to the many therapies that have been created to habilitate the child with a speech defect. Speech therapists stand ready to present ideas if an interested teacher makes a request.

Situation Improved

The state of affairs here in Montreal as far as language and speech correction are concerned has greatly improved. It was somewhat discouraging to be confronted with teachers who did not know of the existence of speech correction, but an informal relationship between the Speech Clinic of the Royal Victoria Hospital and the principal and teachers of the Protestant schools of greater Montreal has changed the picture to a great extent.

It is of interest to note that the Eastern Township Protestant schools have made a

commendable step forward in sending nurses to our clinic for orientation so that they can give some consideration in their schools to the needs of children who have defective speech.

There are several hopes for the future. One is an orientation course in language development and correction introduced into the curriculum of schools of education so that teachers are better informed and better prepared to help all children develop the means of communication which is unique to man. Another, the training of key teachers to act as supervisors in this respect.

Teachers set the pattern for many years of formal education. It is within their power to so encourage children to express themselves that classroom participation will be a natural effort and one that is enjoyed. Let them talk under conditions which are pleasant and profitable to them.

A. LESLIE PERRY
ARCHITECT
MONTREAL

**HAVE YOU RENEWED
YOUR SUBSCRIPTION
TO
QUEBEC HOME AND SCHOOL?**

VANQUISHING, *cont'd*

dogs that are not big enough or strong enough to knock them down. Big, friendly dogs that want to play roughly can be driven off with a stick or stone or by being told loudly to "Go away!" It is better to make sure that you know the dog and that the dog knows you before you try to play with him. Dogs usually will not bother people unless they feel someone is going to hurt them or take something that belongs to them. Dogs like best the people who are kindest to them.

Do not insist that your child immediately agree with you, and above all give him a chance to tell you what *he* knows about dogs and how he feels about them as a result of his experiences. His opinions, based upon *his* experiences, are right as far as they go. Respect them. Consider how you can broaden his experience and in this way change his attitudes. If you insist that he at once make some friendly gesture toward a dog, you will very likely defeat your purpose. Remember, it takes time and self-initiated experiences to alter strongly emotional feelings.

Your main goal should be to get your timid boy or girl to try *of his or her own accord* for some of the genuine satisfactions you derive from being unafraid. This rule holds just as well for helping a child to adopt the family custom of sleeping in the dark as it does for learning how to enjoy the family pet. The attainment of this goal may require much patience, but remember that in changing detrimental childhood fears into constructive caution and a sense of security and mastery, the slower way—through suitable opportunities for the child to *learn for himself*—is the shortest and surest in the end.

How Confidence Grows

Remember too that release from the source of fear must spring from the fearful individual himself. Therefore do not set goals of fearlessness too high for your child's attainment in relation to *his* general level of development. Help him to progress by small steps rather than by leaps and bounds. Help him by supplying constructive incentives, never by using force. Tell him he will have more fun at the beach when he learns to wade in the surf, but always let *him* decide when he

will go in and how far he will go. Remark to him that he can see farther from the top of the jungle gym or that he will be taller than you when he learns to climb up there. But never goad him into climbing while he still has a fear of falling. Before aiming toward still greater fearlessness, always allow time for some advantage to accrue *to the child* from any victory, however small it may be, over his fear.

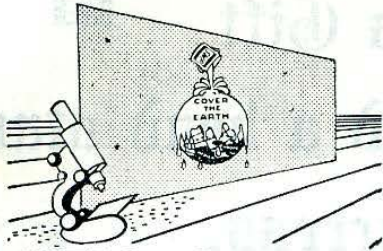
Do not expect these methods to work miracles in just a few days. Keep in mind that if a two-year-old has been developing his personality for two years under circumstances that have allowed him to learn extreme fears, he will need another two years of proper chances to replace these fears with reasonable caution. You may help him, overcome his detrimental fearfulness in a few months, but he has a right to more time if he needs it.

Remember, finally, that the really helpful influences upon a fearful child are not instructions, directions, commands, and "training out of fear." His most effectual aid comes through the personal feelings and attitudes of the grownups around him. Mothers and fathers of fearful children must be able to work out their own values and express these in the way they live. They must, that is, be able to furnish in their personal behavior the model they wish their child to follow.

In most cases of extreme fear the child will also need indirect therapy in other fields. In other words, he will have need of more than skills and knowledge to overcome his fear of specific objects, creatures or situations. His parents and teachers must study him as a whole child and do their best to increase his feelings of security in general. A child with a genuine feeling of belonging never is in serious danger of developing chronic fears. The child who is loved for himself and who has suitable chances to learn reasonable caution is not afraid of many things.

As a specialist in child behavior in the psychology department of Duke University, Gelolo McHugh has attracted wide attention through his course on preparation for parenthood. He is the author of the well-known book Developing Your Child's Personality and of the forthcoming Training for Parenthood.

NATIONAL PARENT-TEACHER • MAY 1951



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