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LETTERS TO THE EDITOR

Sir:

In accordance with your suggestion, a bulletin was prepared and circulated to all members of the Lachine Home and School Association advising them of full particulars in connection with the elections that were held for the Protestant Board of School Commissioners on July 7th.

For your record we are attaching a copy of the bulletin referred to above.

Yours very truly,

D. J. Shantz,

(Mrs. E. P. Shantz)
Corresponding Secretary,
Lachine Home and School Association.

(see page 4)

THE NEED IS GREAT!



L. M. CLARK

This is the season when the fruits of the field have been gathered in. Spring rains and summer sun have done their work and now the harvest has been taken. It is therefore appropriate that our forefathers should have instituted the Thanksgiving festival at this season of the year.

But there are other things besides the bounty of the land for which to be thankful. The vacation days are over and the children are back at school. Daily the school bells ring and classes assemble. Day by day under the guidance of our teachers our children are led along the paths of knowledge and understanding. Not only are their minds trained but our way of life is interpreted and demonstrated. This is one of the fruits of democracy for which we can be thankful.

Thankfulness for these things is not enough. There are things to be done. Those who are fortunate enough to live in areas where there is an adequate number of teachers are apt to lose sight of the fact that there are schools without teachers, that there are crowded classes because more teachers are not available, that there are classes taught by teachers with inadequate training because there are not enough properly trained teachers to go around. Those who suffer from the pinch of these shortages are acutely aware of the need of our schools.

It is easy to shrug our shoulders and say that this is the School Boards' problem. But that is not good enough. As taxpayers and citizens of the community in which we live we are responsible. If we as parents are going to provide a good education for our children then we must see to it that there are sufficient well trained teachers. We must foot the tax bill necessary to provide good schools and adequate salaries so that good people will be attracted to the profession. Further we must encourage our children to take up teaching as a profession.

Teachers too, have a responsibility to help solve this problem. Great is the influence of the teacher on the student. With encourage-

(continued on page 12)

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

Children's Leisure Reading	MISS RITA SHEPPARD, Verdun High School, Verdun.
Health	DR. C. W. MacMILLAN, Faculty of Medicine, McGill University, Montreal.
Parent Education	MRS. G. B. CLARKE, 182 Desaulniers Blvd., St. Lambert.
Publications	MRS. W. M. HICK, 3823 Melrose Ave., Montreal.
Recreational Activities	MRS. H. R. SCOTT, 3560 University Street, Montreal.
School Education	MISS RUTH LOW, 141 Bedbrooke Ave., Montreal West.
Traffic Safety	KENNETH VAN GEUN, 4950 Randall Ave., Montreal.
Vocational Education	H. E. WRIGHT and A. P. WATSON, Verdun High School, Verdun.
Program Planning	J. A. BILTON, Beloil Station.
School Finance	E. G. DRAKE.

N.B.—Lachine Home and School Association used this Bulletin to advise members of school board elections. (See letter, page three).

The Quebec Federation of Home and School Associations has suggested that the members of the various Home and School Associations be advised of the forthcoming elections to the Protestant Board of School Commissioners.

The following information is therefore being sent to you as a member of the Lachine Home and School Association in connection with these elections of the Lachine School Commissioners.

1. The term of office of two commissioners—Mr. R. M. Davidson and Mr. L. Keiller—is up this year. Commissioners may be re-elected for another three year term.
2. Nominations to fill these two vacancies will be made at a meeting in Lachine High School on the morning of Monday, July 7, at 11 a.m. Notice of this meeting will be given in the Lachine Messenger of June 26.
3. To be nominated, a person must be: over 21, a Canadian Citizen, Protestant, a property-owner in the Lachine School District, or else a Protestant minister in the district.
4. Any Protestant property-owner in the Lachine School District over 21, and a Canadian Citizen, may nominate and vote.
5. Two such voters are required to nominate a candidate. They must be present at the July 7 meeting in order to do so.
6. If the two vacancies are not filled by acclamation, a ballot will take place a week later, on Monday, July 14, at Lachine High School, between 8 a.m. and 6 p.m.
7. The other Lachine School Commissioners are Mr. John Pitcairn, Chairman of Lachine Commissioners and member of the Greater Montreal Protestant School Board, Mr. A. W. Stinson, Mr. W. A. Bayne and Mr. K. D. Sheldrick.
8. These six commissioners represent various districts of the Lachine School area as follows: George Esplin District, Dorval, Central Park Area, Ville LaSalle, Bronx Park and Western Lachine.

THE OVER-ANXIOUS PARENT

● The type of individual your child will be in later years is being determined now—and to a great extent by your attitudes to him. Dr. Cameron is Director of The Allan Institute of Psychiatry in Montreal.

by D. Ewen Cameron, M.D.

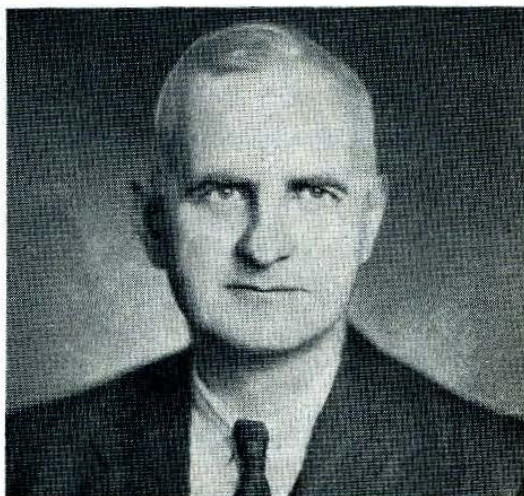
The building of mature personalities, capable of dealing with the exceptional problems of this exceptional period, is one of the great tasks of our times. The partnership represented by the Home and School Associations is one of the most effective means which our society has devised to achieve this end. It is a matter of great encouragement to see the extent to which here, as in other fields, we are using to an ever increasing extent the knowledge won by scientific inquiry and study.

Of all the contributions made by psychiatry and the social sciences to the understanding of ourselves and of the new world that is emerging with such rapidity, none is more important than that great collection of facts now available concerning the development of the human personality in its earliest days.

From our studies of other peoples in many countries, we have come to re-emphasize and vastly to expand what has already long been guessed at: namely, the extraordinary importance of the early years in determining what kind of person the individual will become. Will he be aggressive or self-contained? Will he be dependent and authoritarian in his outlook? Will he be over-anxious or guilt-ridden? Will he be free, confident and enterprising?

This knowledge has been still further expanded by studies carried out on individuals suffering from personality or emotional problems. These have served to show the astonishingly far-reaching effects of such early experiences as the loss of a parent by death or divorce, sibling rivalries and lack of affection, in shaping the personality of the individual for the rest of his life.

We have learned the exceptional extent to which the early personality can be molded,



and have come to see this as the natural consequence of our remarkable ability, as human beings, to adapt and to learn new patterns of behavior.

These facts gain greatly in importance when we realize that the impact of the parent upon the child during his early pre-school years is apt to be the more intense because of the circumstances of modern city living. There is, now, competition for the control of the ever more limited living space, a competition resolved at least in part by the child having to defer to the interpretations and values of the parent.

Of these forces which act during the early years of the child's life, few produce more lasting and widespread effects than anxiety.

Our modern knowledge shows anxiety to be a two-edged weapon. Without it, we might find it difficult at this stage of our knowledge to achieve in the child a quick

and lasting understanding of dangers which he should not have to learn by the hard and perilous way of actual experience, such dangers as those of deep water and of heavy traffic. But we also know that excessive anxiety can produce great damage and lasting distortions of the personality.

The use by the parent of excessive anxiety in compelling obedience is disappearing. We still, however, encounter the mother who threatens her disobedient child that, if she does not behave, her mother will go away and leave her; or that, one day soon, mother will die and she will be all alone. These and many similar methods of producing excessive anxiety in the child as a means of enforcing conformity to the parent's wishes may leave the child permanently incapacitated, in his or her adult years, to deal adequately with certain kinds of people—kinds of people who represent the mother. Or it may leave the child permanently passive—that is, unable to assert himself, even to the extent of bringing out the normal and reasonable resentments of the day. Such passive personalities are apt, in time, to accumulate much repressed hostility. They are damaged people, a source of weakness in our society, and are particularly prone to psychosomatic illnesses such as stomach ulcer, asthma and some skin conditions.

Some people, when this question of obedience comes up, ask the question as to whether they should ever deny a child when he wants to do something, lest by doing so they should unduly frustrate him and thus eventually damage his personality. There was a time, earlier in our knowledge concerning the bringing up of children, when we were much impressed by the damage which can be done by denial and frustration; for it became known that, under certain circumstances, denial of the expression of some of the more basic needs of the child would produce serious personality damage. Further study, however, has served to show most emphatically that complete absence of denial is no less damaging; and the present state of our knowledge indicates that constructive denial and frustration can be carried out without damage to the child's personality, providing the denial and frustration are carried out by parents warmly interested in the child's future, clearly and openly demonstrative of their affection to the child, so that he knows that, even though he may be denied some immediate want and may be

punished because of some impulsive behavior on his part, the denying and punishing parent still loves him and thus he can be sure of the continuing security and affection which are essential to the steady, normal unfolding of his personality. If, on the other hand, denial and frustration are carried out by a cold, withdrawn, remote parent whose personality is heavily loaded with hostility, then very great anxiety indeed may be created in the child, with fears—not altogether unjustified—that the parent is lastingly withdrawing his support and warmth of affection from the child. Under such circumstances, denial and frustration can be very damaging and have longlasting consequences with respect to the structure of the child's personality.

Fear of Friendships

Still another consequence of threatening the child with the severing of affectional responses—threats taking the form of saying to the child that his mother will not love him any longer, or that she loves another child more—may be the building up in the child of a lifelong fear of entering into any close relations, a fear based upon the dread of losing a close tie, once entered upon. There are many such people—cool, remote, withdrawn, often enough apparently efficient and, indeed, in some degree self-sufficient, but quite incapable of entering into close, warm relations with neighbors and no less incapable of affording the kind of warm, supportive atmosphere in which children may be brought up.

A second kind of general damage to which reference may be made is that exerted, often quite unwittingly, by the mother who is literally afraid of everything. All of us know a few people like this who are continually afraid of the future, afraid of illness, of financial difficulties, of storms and water and heights; people who are afraid of going out alone, or staying alone, who are afraid of crowds; people who become extremely afraid if their children are even a little late in coming home, or if they have some minor accident.

Even where such a mother recognizes her anxiety state, and realizes at the same time the dangers of transmitting these fears to her child, it is never possible entirely to

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"Mister Chairman!"

DR. LAYCOCK GIVES TIPS ON HOW TO CONDUCT SUCCESSFUL HOME AND SCHOOL MEETINGS

by Dr. S. R. Laycock*



Whenever a group of Home and School officers get together the cry goes up, "We can't get people to come out to meetings" or "We can't get fathers and business men to come". Before condemning those who don't turn out to meetings it would be well to do some stock-taking as to whether the meetings are worth attending. By and large, people will go to meetings which are well run and which have a good programme that meets their needs.

There are two main parts to a meeting of a Home and School Association—the business session and the program proper. Both have to be good if you are to attract

* Dr. Laycock is Dean of Education at the University of Saskatchewan and Past President of the Canadian Home and School and Parent-Teacher Federation.

parents. Since poorly-conducted and long-drawn-out business sessions do more to kill Home and School Associations than anything else, this article will deal with ways of conducting the business part of the Home and School meeting.

The Business Meeting Should be Planned

The business part of the meeting should be planned as carefully as the program. The business to be brought before a meeting should be gone over ahead of time at the monthly meeting of the executive held some time before the general meeting. Or, if there isn't a monthly meeting of the executive, then the President and Secretary should have a meeting and prepare an agenda of items to be dealt with. Copies of the agenda ought to be in the hands of both the president and the secretary well ahead of the meeting and each should become thoroughly familiar with what is to be brought up under each item. Each should have a copy of the agenda in front of him at the meeting.

Important items on the agenda should be discussed thoroughly beforehand by the executive and either (a) a definite recommendation for action brought forward to the meeting by the executive—one which can then be discussed and voted on, or (b) a recommendation that the general meeting set up a special committee to study the problem and bring in suggestions later.

It is impossible for any group of people to give careful thought to any topic on the spur of the moment. The most giant mind I have ever been in contact with—Dr. Spearman of London, England, under whom I carried out my graduate study—refused to consider any point I proposed unless he had had time to study it beforehand. I, therefore, submitted to him the day before my interview an outline of all questions I proposed to raise.

No Action Without Study

All Home and School Associations should adopt the rule that no action be taken on any important matter without study. If this is the general practice it will save the association from passing ill-digested and foolish resolutions which some member proposes on the spur of the moment. It is better for someone to move that the resolution be referred to the executive for study and report or to a special committee for study and recommendation. In that way an Association can save itself a lot of embarrassment. Passing hare-brained resolutions damages any organization. An association should choose its executive carefully and then let it administer the ordinary business of the association without referring all details to the general meeting. No body of any size can settle anything but matters of policy in an open meeting. Details will drag the meeting out and kill it. The executive should be empowered to pay routine bills and only new and important business brought to the general meeting. A digest of the minutes of the executive may be read to the general meeting. Such a digest should be prepared in written form beforehand by the secretary.

Start Meetings on Time

If your members decide that meetings should start at 8.00 p.m. or 8.15 p.m. or 8.30 p.m., then the officers should plan to start at the appointed hour. Don't call the meeting for 8.00 p.m. and start at 8.20 p.m. or 8.30 p.m.

Business Meetings Should Be Short

Business meetings other than annual meetings where reports are received and officers elected should be short. Ordinarily they should be not more than twenty minutes or at most half an hour. Long-drawn-out business meetings lasting fifty minutes which should have lasted twenty minutes will kill any organization.

The Minutes

The secretary should prepare the minutes carefully and read them over again the day of the meeting so that she will be familiar enough with them to read them fluently. She (and the President) should speak to the back of the hall. Most people—including women—can speak out or even shout if they need to. It is not a sign of modesty to speak so low that nobody can hear beyond the front rows.

There are two ways of confirming the minutes. One is for the Chairman to say: "You have heard the minutes, are there any errors or omissions". Then after a pause or after corrections, the chairman says, "If there are no errors or omissions I declare the minutes approved as read" or else he says "If there are no other errors or omissions I declare the minutes as corrected approved". The other way to deal with the minutes is to have a mover and seconder that the minutes as read be confirmed. Give a chance for corrections but do not dawdle. Dispose of the minutes in a business-like fashion.

If there is business arising out of the minutes the chairman and secretary should have a memo of it. It should be brought forward promptly and dealt with.

Motions and Amendments

Strictly speaking there should not be discussion on any topic unless a motion has been moved and seconded. However, sometimes no one is ready to make a motion until there has been a few minutes of discussion. The chairman should use his discretion. He should not, however, let discussion go on very long until a motion is presented. In other words he should press for a motion as soon as possible. All motions must be seconded before being discussed. Make sure that the motion being discussed and voted on is quite clear to the members.

When a motion is before the meeting, any two members may move and second an amendment. The amendment should not be the opposite of the main motion. Rather it should alter part of the motion. e.g. If the motion is that "the Grade 8 banquet be held on June 10th in the school", the amendment might be that the words "in the school" be deleted and the following substituted: "the place to be decided by the executive." When the matter has been discussed the amendment is always put first. If it is defeated the debate may continue on the main motion. If the amendment is carried then it is usual to put the motion as amended although sometimes this is assumed as carried if no further amendments are proposed.

It is possible for members to move an amendment to the amendment. This should alter the wording of the amendment and not merely deal with an entirely different matter. e.g. In the case of the amendment described

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Good Books Good Companions

November 10-16 is "Children's Book Week". Miss Sheppard is Librarian at Verdun High School and Chairman of Federation's "Children's Leisure Reading Committee."

by Rita Sheppard

No matter what his rank or position may be, the lover of books is the richest and happiest of the children of men.

In this day of ours, the boy or girl who knows not the romance of books is an underprivileged child indeed. Perhaps the most vital joy in existence is the joy of romance. The human being who can keep romance burning throughout life as an undying and ever-replenished torch is fairy-blessed. It's light transforms even drab and humdrum things into symbols of very real happiness.

Free service

With a book in hand there is no limit to the worlds in which a child may travel, and having once started on this road to romance it will be travelled all through life. The love of books assures one of companions at all times, of something to do in all places.

Many a man owes his high position in the world today to the fact that in his library he found better company than he could find on the street or wherever those of his age congregated. Books cannot entirely take the place of companions but it is through books, not companions that a youth climbs, and the child that has only his companions to help him will never go very far. With a book for every mood—the old books that have fired the imagination and blazed the trails for one's dreams, and the new ones that breathe the spirit of the modern age and yet keep it within bounds—the child has a heritage that will make its future safe.

Could we give one gift to every child, we should choose the love of books. And

it would be a consuming love, one that would make him go after the books he wanted. Children's Book Week will foster the love of books and help to make them available.

"Through wisdom is an house builded; and by understanding it is established; and by knowledge shall the chambers be filled with all precious and pleasant riches," said Solomon. Is your child building? Help it.

BOOKS FOR EVERY CHILD Grades 1 — 11

- Bannerman—Little Black Sambo.
- Bates—Cinderella; Jack and the Beanstalk.
- D'Aulaire—Too Big.
- Egan—Epaminondas.
- Fish—The Little Red Hen.
- Flack—Angus and the Ducks; all the Angus Books.
- Gramatky—Little Toot.
- Harper—Brownie of the Circus; The Gunniwolf.
- Lindman—Snipp, Snapp, Snurr Stories.
- Orton—The Little Lost Pigs.
- Potter—The Tales of Pigling Bland; Peter Rabbit; Jemima Puddleduck; Two Bad Mice.
- True—Their First Igloo.
- Willis—Me Too; Cancan; Amber.
- Burton—Choochoo; Katy and the Big Snow.
- Hurd—Engine, Engine, No. 9.

Grades III & IV

- Brock—Here Comes Christie; Topsy Turvy Family.
- Burgess—At the Smiling Pool; Little Crooked Path; While the Story Log Burns.
- Mulock—Little Lame Prince.

DeWitt—Littlest Reindeer; The Doolittle Stories.
 Johnson—Cathy.
 Lathrop—The Colt from Moon Mountain.
 Lattimore—The Questions of Life.
 Lawson—Rabbit Hill.
 Lenski—Strawberry Girl; Blue Ridge Billy.
 L'Hommedieu—Robbie; Scampy.
 McGinley—The Plain Princess.
 Nesbitt—Gobi Camel.
 Perkins—The Twin Books.
 Stokes & Harnett—Mountaineers; Mud-larks.
 Travers—Mary Poppins.
 Torrey—Penny.
 Trent—Susan.

Grades V & VI

Atkinson—Greyfriar's Bobby.
 Brown—The Swish of the Curtain.
 Burnett—The Secret Garden.
 Denison—Susannah of the Mounties.
 Dickson—Bramble Bush.
 Dodge—Hans Brinker.
 Evatt—Mystery of the Creaking Wind-mill; Snow Owl's Secret.
 Gordon—Romany Luck.
 Haskell—Peter; Katrina.
 Hinkle—Jube.
 Kipling—Jungle Books.
 Knight—Lassie Come Home.
 O'Brien—Silver Chief.
 O'Hara—My Friend Flicka.
 Salten—Bambi.
 Stein—Little Count of Normandie; A Little Shepherd of Provence.
 Townsend—Johnny and his Wonderful Bed.
 Hall—The Handy Boy.
 Yeager—Chita.

Grades VII & VIII

Alcott—Little Men; Little Women.
 Choate—The Crimson Shawl.
 Connor—The Man from Glengarry.
 Dana—Two Years Before the Mast.
 Defoe—Robinson Crusoe.
 Dix—Merrylips.
 Darrow—Boy's Book of Great Inventions.
 Duncan—Adventures of Billy Topsail.
 Gray—Meggy McIntosh.
 London—White Fang.
 Montgomery—Anne Books.
 Rawlings—The Yearling.
 Seton—(Any animal story).
 Sperry—Storm Canvass.

David Uttaro Wins

Chambly Scholarship

David Uttaro, entering Grade X at Chambly County High School was this year's winner of the Ernest Latter Scholarship provided by the Chambly-Richelieu Home and School Association. A scholarship certificate was presented at the school graduation exercises on October 24.

The award, a cash scholarship of \$50. is made annually to a former pupil of the Chambly-Richelieu school entering Grade X. It was first awarded by the Association in 1947 in memory of the late Ernest Latter, who during his lifetime took an active interest in the local school.

For its first session of the year the Chambly-Richelieu Association presented a mock broadcast during which the full story of Home and School was given in an interesting manner. This year the Association awards a banner each month to the classroom represented by the greatest number of parents at Home and School meetings.

On October 16 the Association held its annual "Teacher's Tea" when newcomers to the community have an opportunity to meet the teachers socially.

Stevenson—Treasure Island; The Black Arrow.

Streatfield—Ballet Shoes.
 Twain—Huckleberry Finn; Tom Sawyer.
 Wyss—Swiss Family Robinson.
 Cleaver—Jean Val Jean.
 Baker—Panther Magic.
 Macworth—The Raid of the Terribore.

de BELLE & WHITE

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MONTREAL

Look What They're Doing . . .

at Tetreaultville

When the Tetreaultville Home and School Association got its fall and winter season under way the membership committee reported a total of 66 subscribers to "Quebec Home and School". Last year this association only had three.

Members attending the opening meeting saw a fifty-minute film, "Meeting The Emotional Needs of Childhood", following which a discussion period was led by Mrs. Hamilton Marshall.

The association has just purchased 100 cups and saucers, and plans are under way to present new school colors to the school children at Christmas.

at Lennoxville

Students at Lennoxville High School are now reaping the benefits of last year's activities of the Lennoxville-Ascot Home and School Association. A portion of the funds raised by the Association last year went to provide basketball and football equipment.

The Association included a summer program during which children were taken on a tour of the local Experimental Farm. During July and August children from four to twelve years of age were entertained two mornings a week at a fun school. Suitable movies for children were shown every Friday evening during this period. In addition, swimming instruction was made available to the children, and a softball league occupied the older boys and their fathers.

at Cowansville

At the opening meeting of the Cowansville Home and School Association two members were elected to meet from time to time with members of the School Board. This action was in line with the suggestion of the president, Gordon Shufelt, that a successful Association hinged on complete co-operation among the School Board, the school, and the home.

Following its usual custom the Association invited Col. John Wood, Principal of the high school to address the opening session. Much valuable information is always acquired at this meeting when many mutual problems are freely discussed with the Principal.

at Cote des Neiges

The opening meeting of the Cote des Neiges Association was an informal get-together for the 170 persons attending. The president, E. Sullivan, outlined the aims of the association and introduced his executive committee. The school principal, Miss V. B. Gauley introduced the teaching staff.

The speaker of the evening was Alan Mills, radio singer of folk songs who discussed folk music and its origins. A membership drive by the association was well received. Membership cards carry the complete program for the 1952-53 season.

at Bannantyne

The Bannantyne Home and School Association opened its 1952-53 season on Thursday, September 18. Duncan Weir, president, introduced the members of his executive at this time. They are as follows: 1st vice-president, Fred Fisher; 2nd vice-president, Mrs. T. Glew; recording secretary, Miss Phyllis McGlashan; corresponding secretary, Mrs. A. Burgess; treasurer, Mrs. W. R. Kilpatrick; membership consenor, Mrs. E. W. Reynolds; program convenor, Mrs. J. Ingram; social convenor, Mrs. J. Allen and publicity convenor, Mrs. G. E. Jones.

Miss Edith Lynch, kindergarten directress of the Montreal High School, addressed the meeting discussing and answering queries on education in kindergarten and grade 1.

At a social evening held October 16, members of this group presented their former principal and honorary president, Lawrence Harrison, with a fine Jaeger auto rug. Mr. Harrison is now retired, and this rug was given to show the esteem and warm affection in which he is held by the Association.

The project of the Home and School Association at Bannantyne School is to procure a tape-recording machine for the school children. Through the efforts of this group, the school yard was paved during the summer months and is certainly a big improvement.

The new principal, A. Larocque has introduced his teaching staff and all have shown interest and willingness to co-operate at all times.

President's Conference

How programs can be varied to provide something of interest for everyone. How to secure speakers for Associations which are far removed from Montreal. How can fathers be encouraged to attend Home and School meetings. Ideas on these and many other aspects of program planning were exchanged on September 27 when presidents and program chairmen from more than 30 Associations met for the annual Presidents' Conference at Montreal High School. The meeting was under the chairmanship of Reuben Resin, Vice-President of Federation.

The discussions revealed some of the complex problems of program planning for Associations centering around high schools, for combined high and elementary schools; for the school with a large enrollment of "New Canadians", many of whom speak no English; for small community Associations and for Associations which include two or more schools.

A feature of the meeting was the large proportion of off-the-island Associations which were represented.

THE NEED, cont'd

ment many promising boys and girls would become teachers. Unfortunately there are some teachers who publicly and in class discourage students from going into teaching. These are perhaps not our best teachers but their influence is just as great. It is unfortunate that these should continue to teach.


Teaching is a high calling. It has perhaps always suffered by lagging behind other kinds of work salarywise. People are becoming more and more aware of this and realization should bring cure. But it has other compensations. Life long friendships reward the teacher even after retirement. There is a thrill in watching and helping a growing mind. In no other work does a job well done carry the same sense of achievement. The influence of teachers carries on in the lives of their students even after the students have become the leaders of the land.

Working together teachers and parents—Home and School—can do much to fill the need for more teachers—perhaps the greatest need of our time. Shall we decline to do our part?

November, 1952

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Quebec Home and School



working
with Canadians
in every walk
of life since
1817 . . .

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TO A MILLION CANADIANS
B of M

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Canada's First Bank



Be
TRULY refreshed...
it's the **LONG**
cool drink!

PROGRAM AD # 5 -1951

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AT THE P.A.P.T. MEETING...

Two days before the Thanksgiving weekend Protestant teachers of the Province of Quebec muffled the school bell and met in Montreal to discuss mutual problems. Apart from the various group discussions the Association held two public meetings, one of which was addressed by Dr. S. R. Laycock, and the other by Mayor Charlotte Whitton, of Ottawa.

In the keynote address Dr. Laycock, education dean at the University of Saskatchewan, said:

"We school teachers play a tremendous role in a child's education but we do not take it over: we merely participate in it in an important way."

Every child had four sets of teachers — home teachers (parents), playmate teachers, community teachers and school teachers.

He said real test of a school's effectiveness is the degree of children's ability to solve problems.

Proficiency in the three 'Rs' was not enough. "We must develop in our pupils integrity of responsibility, integrity of thinking and integrity of character."

Mayor Whitton noted that while Canada's expenditures for education last year topped \$400,000,000 for the first time, the nation was still spending more on tobacco alone than on educating its youth.

She forecast that population increases would be such as to require 400 new schools per year during the next ten years. She expressed doubt that teachers could be found to staff these added classrooms.

Mayor Whitton found a reason for the teacher shortage in inadequate salaries. She declared with depreciation that football and hockey pros were paid more for a season than a high school principal received for a year.

Attending the sessions as an observer was Mrs. N. S. McFarland, Associate Editor of Quebec Home and School. Her impressions are recorded below.

WOULD WE PARENTS DO IT?

Would we parents be willing to spend two whole days in class that we might learn more about teaching our children? Would we take advantage of such an opportunity as readily



MAYOR WHITTON

and as eagerly as our teachers and administrators do? I think not. Yet each year in October we see thousands attending the convention of the P.A.P.T. for just that purpose.

As an observer at this gathering I was most impressed by the happy atmosphere; and the din and buzz of conversation during recess would have put any school basement to shame.

A tremendous amount of work must go into the detailed planning of a convention of this type, and surely no angle of the teaching profession is overlooked. Many sessions are in progress simultaneously and one may choose from a long list including the following:

Physical Education and Health; Mathematics and Science; Audio-Visual Training; Social Studies; Primary; Commercial; English and Classics; Intermediate Reading; Consulting Service; Music; Home Economics; Arts and Crafts; Administrative Problems; Guidance; French; Library or Kindergarten.

To those of us who took advantage of the invitation to parents to be present, it was a very worthwhile and enlightening experience. Here we are complacently sitting back taking our teachers for granted when they are doing such a wonderful job and trying to better themselves that OUR children might benefit.

What a pity it is that so few of us take time out to show our appreciation. Try it — soon.

HOW TO STUDY

**Here's a formula worked out
by Montreal West High School—
maybe it could help your student.**

It is very important that you be convinced, when you study and do your homework, that you are working for yourself, not for your teachers, that YOU are going to benefit if you pass, and that YOU are going to suffer if you fail. You must realize that passing your year, and passing it with as good a standard as possible, is going to mean a lot to you in terms of dollars and cents (each additional year of High School education is estimated, on the average, to be worth \$8,000.) You must realize that in June you will have reached a kind of milestone—you will be tested on what you have learned during your years at school. If you pass, you get a statement which certifies to university authorities, employers, parents, and friends that you have intelligence, ambition and initiative; if you fail, you get *nothing*. If you realize these things, you can study successfully. Here are some rules, that have been arrived at through careful experiment, which will help you study more efficiently:

1. Form the place-study, time-study habit. That is, have your own study desk or table, and, if possible, study in a room where you will be free from distraction, and have certain definite study times.
2. Don't try to study and listen to the radio at the same time. You can't carry on these two activities at once, and do them both well.
3. Break your study session up into a number of periods. The length of the most suitable study period varies with the subject and the student, but from 35 to 50 minutes will be found to be best at one stretch.
4. Take a five—or ten—minute break between your home study periods, but study hard while you are studying.
5. Study your hardest subject first, then your easiest, then a hard one, then an easy one, etc.
6. Adopt a program of periodic and systematic review. Once a week, say, plan to review all the material you have covered in class. Remember that an ounce of prevention now is worth a pound of cure in June.
7. When reading your text-books, underline important points and make notes in the margins. This will help you a great deal when you do your reviewing.
8. Be sure that you understand your daily lessons. Ask your teacher about any point that is not clear. Meaningful material is much easier to learn and much easier to remember than nonsense material.
9. If you wish to memorize something, or to study a chapter carefully, read over the assigned material as rapidly as you can first, so as to get a bird's-eye view of the general theme. Then study it intensively. Memorize in wholes rather than in parts.
10. When memorizing vocabularies, formulae, equations, laws, etc., write them out, and say them aloud. In this way you are using more avenues of memory, making your chances of recall better. You not only memorize by seeing, but by writing, by saying, and by hearing yourself saying.
11. Although artificial schemes for learning material by heart are over-rated, some, such as innemonics, are of value. Familiar innemonics are the musical EGBDF (Every Good Boy Deserves

Favors) and the color-sequence of the rainbow: red, orange, yellow, etc. (Run Oh You Great Big Villain). Make your own innemonics.

12. Carry the learning of all important items beyond the point of immediate recall. Overlearn.
13. Cultivate the habit of reading quickly. Read groups of words at a time—not single words.
14. Read to get the idea in what you are reading. Stop every now and then to see if you can recall what you have just read.
15. Watch for key sentences—sentences which sum up the meaning of an entire paragraph or chapter.
16. Where necessary, make notes on your reading.
17. In the classroom, listen intelligently and attentively, and make a careful note of each assignment when given.
18. Make outlines of as much of your material as possible—these will be very valuable when you are reviewing for your finals.

Writing Examinations

1. Read the entire paper first, and decide what questions you are going to answer. Read instructions at top of your question sheet.
2. Answer the easy questions first.
3. Make notes at once on material, formulae you think you might forget.
4. Be sure you understand the question completely before you attempt to answer it.
5. If the question is essay-type, PLAN your answer carefully before you begin.
6. Budget your time carefully. If questions are all of equal value, spend an equal amount of time on each.
7. Do not tabulate or enumerate unless asked to do so.
8. Write legibly.
9. When you have finished your examination, check carefully, and be sure that you have answered all questions.

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OVER-ANXIOUS, cont'd

protect the child against these all-pervasive interpretations of reality by the mother. One must, of course, at the same time say that it is much better if the mother does recognize her anxiety state, and one should encourage her to do everything possible to protect her child from being contaminated by her own anxieties and fears. However, one has to remember that only part of the communication which goes on between the mother and the child (or, indeed, between any of us) is verbal. A great deal—and perhaps the most important things of all—is communicated by attitudes, by gestures, by what one doesn't do and doesn't say, as well as by what one does do or say. Where a child is brought up in a home dominated by a mother suffering from such a far-reaching anxiety state, that child—who, after all, must learn about his world primarily from his mother—grows up to fear that world for the simple reason that it is her interpretations which he must take over, during the very early, dependent years of his life.

Third Kind of Damage

Still a third kind of damage is that done by those parents who use anxiety as a means of blocking off large areas of inquiry and experience. The simplest example of that is the way in which anxiety was at one time used to block off almost entirely all thinking about the sexual side of our lives. Many individuals, particularly women, grew up to be permanently damaged in their sexual relations, to be quite incapable of entering into full participation in marriage because of the excessive use of anxiety in their homes as a means of tabooing this matter. The reports which are still coming in to the scientific journals, the studies which are being carried out upon this matter, still indicate that, although we have made a good deal of progress, there remain many homes in which the very early, initial questions of the child concerning sexual matters are turned aside, greeted too often by embarrassment, by evasion or by silence, which reflect the anxiety of the parent—his or her fears of dealing with this fundamental matter. There exist also far too many school systems in which later, more general, sex instruction is not given. There is no doubt that both the home and the school must play a part in this matter. The home must play a part for the reason that the first questions concerning sexual matters—questions such as, "Where did I come from?", "Why are there differ-

ences between little boys and little girls"—tend to be asked before the school years start. The school must play a part because our knowledge of our sex needs and of sex behavior generally is continually being expanded; and if one were to leave the imparting of this later knowledge entirely to the home, inevitably there would be a percentage of children who would not receive it.

Defence Mechanisms

I should like at this point to pass over to still another aspect of the damaging effects of anxiety; and I will state this very briefly by saying that, wherever one has such a powerfully motivating force in the human personality as anxiety, there are necessarily built up defenses against it—defenses which insure that it shall not create too much disturbance in the effectiveness of the individual. There are occasions for all of us, sometimes daily occasions, when we have to be able to say, "I can't go on thinking about the coming operation which is worrying me; I must settle down to the tasks of the day—making up my shopping list; getting ready a talk for my Home and School Association meeting; or taking my children's shoes to be repaired." We all have mechanisms which enable us to do this. We can repress disturbing thoughts about the coming operation, we can "put them out of our minds." This, then, is one kind of defense against anxiety. These defenses and others, however, in their turn may develop excessively and have their effects upon the personality of the child. If the anxieties to which we are exposed are unduly prolonged or unduly severe, such defenses as repression and suppression may be built up to such a degree that the whole life of the individual becomes devoted to blocking off anything which may remind the individual of his worries. Hence the individual not only will avoid thinking of his worries but also will not think of anything which reminds him of his worries, won't talk of such things, won't go to places which may remind him of his worries. In a word, the individual's life may become extremely narrowed, conventionalized and reduced to a series of clichés.

Another defense consists in reassurance seeking which, under certain circumstances, may become quite excessive, and hence one finds individuals in whom reassurance seeking has reached such a point that they

become utterly dependent and incapable of initiative. These people, it can readily be understood, do not make the best of parents.

There are many forms of defense against anxiety, and I shall limit myself to mentioning only one more: and that is, that alcohol may be used as a means of abating one's anxieties. And it is not necessary to stress the fact that alcoholism, in some instances, is the result of an overuse of this way of controlling anxiety.

This is a rapid review of the damage which may be done by the over-anxious parent to the personality structure of her child. I say "her," because in our society the mother exercises far more influence during the formative years of the child's life, if only because she is with the child for the major part of the day; whereas now our work customs take the father away from the home. In the old rural life which was

dominant a century or so ago, the father's work kept him much closer to the child than now. Nonetheless, of course, over-anxious fathers make their anxiety felt throughout the home and contribute to the damage done to the child's personality.

Having outlined this great social problem of the contamination of the child's personality by the over-anxious parent, and having shown the continual and unending repetition of this selfsame damage in the child—a repetition which, you can well understand, will go on from generation to generation unless it is stopped at a given point—the question must naturally be faced: What do we do about it?

My first recommendation is that the step of primary importance is that of recognition—recognition of the existence of the problem and recognition of the manifestations of excessive anxiety. The tremendous

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progress that has been made in improving our general health during the last century rests only in part on the great individual discoveries—discoveries of the cause of tuberculosis and of plague, discoveries of the importance of insulin in diabetes, discoveries of the extremely significant role played by vitamins in the maintenance of our health. These would have had only limited effects in improving our general health if, at the same time, there had not gone on a great process of raising the level of public knowledge concerning health. The public for decades now has had a reasonably good grasp of the dangers of contagion and infection, of the necessity of seeing that our sources of milk supply are protected, of the necessity of keeping all food clean. For a long time the public has known the value of periodic health examinations of children, of regular dental care; it has known the necessity of an adequate and balanced diet, of a sound plan for recreation, and of good housing conditions.

Public Knowledge Limited

In contrast, the level of public knowledge concerning the requirements for good mental health has been much less than adequate. In spite of the efforts of a number of devoted workers in this field, the range of the mental health problem is not properly grasped; and the ability the public has to recognize damaged behavior and sick, neurotic personalities is extraordinarily limited. It is a matter of continuing surprise and dismay to all of us who work in the mental health field to see how, time and again, men and women marry without apparently recognizing handicapping and crippling defects in those they marry; to see how, time and again, individuals are put into key positions with respect to child raising—such as the position of teacher—without any recognition of the fact that such an individual has personality defects which quite unfit him for the task. This is not the place to emphasize the range and extent to which we have suffered from our inability to recognize personality defects in key personnel; but one has only to point to the events of the last several decades to see the extent to which national groups have been misled by the personality traits of some of their key figures. The case of Nazi Germany is perhaps the best understood, but only because it has been the most closely studied.

Hence, recognition—both of the extent

of the problem, and of the various forms which damage due to anxiety may take—is a first and a most important step. And here, organizations such as yours, by their serious study of the matter, can go far towards achieving an increase in the amount of public knowledge of these problems.

In particular, organizations such as yours can support the setting up of courses of instruction, in the schools. Such courses of instruction in human behavior and in human relations have already been in operation in other provinces and in other States for many years. It seems only reasonable that the child who is going to be taught the facts of history, the geography of his world, who is going to be given instruction in English and in French so that he can communicate with his neighbors, should also be given instruction in how to understand himself and in how to understand those neighbors.

Unnecessarily to render a child anxious is a crime against humanity. It is a crime against humanity in these days particularly, when it is so essential that we should have the maximum number of confident, self-reliant, independent personalities capable of dealing in a constructive way with the problems of our times. A society which produces an unduly large number of insecure, anxious-minded, dependent personalities is a society which is sick, is a society which is going to take refuge, sooner or later, in authoritarianism. The confident, secure, independent and self-reliant personality is one which is essential for the survival of the democratic way of life.

I should like to end upon this note, and stress the great importance of the work which the Home and School Associations can do not only now for the sake of the children in whom both the home and the school are so profoundly interested, but also for the sake of the later man and woman and for the society in which they will live. Anything that we can now do to strengthen the personality of the child, to render him confident and capable, is a step towards building the framework of a constructive, forward-moving and secure future.

The primary work of the average man and the average woman—and of all exceptional men and women whose lives are to be really full and happy—must be the great primal work of homemaking and homekeeping, for themselves and their children.

HERE THEY ARE

Associations Affiliated with Quebec Federation

● As a member of a Home and School Association you are a member of one of the largest organizations in Canada. Associations in the Province of Quebec are listed below. They total 116 associations representing 16,505 families.

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Beauharnois	Rosemere District	Herbert Symonds
Bedford	Royal Charles (Springfield Park)	Highlands
Beebe	Scotstown	Iona
Birchton-Island Brook-Cookshire	Shawinigan Falls High	Kensington
Border Community	Sherbrooke	King's
Buckingham	Sorel	Lachine
Bury	St. Johns High	MacVicar
Chambly-Richelieu	St. Lambert	Maisonneuve and John Jenkins
Chateauguay	St. Rose	Montreal East
Chelsea	Sutton	Montreal Hebrew Academy
Coaticook	Three Rivers	Montreal West High
Cowansville	Thurso Consolidated	Mount Royal High
Drummondville	Valleyfield	Outremont
Farnham	Waterville	Pointe Claire
Gatineau	Windsor Mills	Queen's
Granby	Aberdeen	Riverview
Greenfield Park	Ahuntsic	Rosedale
Howick	Amherst	Roslyn
Hudson High	Bancroft	Royal Vale
Hull	Bannantyne	St. George's
Huntingdon	Barclay	St. Laurent
Knowlton	Baron Byng	Sarah Maxwell
Lake Megantic	Bronx Park	Summerlea
Lake of Two Mountains	Carlyle	Tetreaultville
Lennoxville and Ascot	Cartierville	University District
Longueuil and Montreal South	Central Park	Valois
Macdonald	Connaught	Van Horne
Mackayville	Cote des Neiges	Verdun High
Magog and District	Crawford Park	West Hill
Malartic	Crystal Springs	Westmount High Schools
Maniwaki	Delorimier	William Trenholme
McMasterville	Devonshire	Willingdon
Noranda	Dorval	Woodland
North Hatley	Drummond	Young Israel
Otterburn and St. Hilaire	Dunrae Gardens	

MISTER CHAIRMAN, *cont'd*

above the amendment to the amendment might be "that the following words be added to the amendment: 'and that the Grade 7 mothers be asked to be a committee to put on the banquet' ". If there is an amendment to the amendment it is always put first. If carried, the main motion as amended may be put; if defeated another amendment to the amendment may be moved or the vote may then be taken on the amendment. However, there can be on the floor at any one time only two amendments—the amendment proper and the amendment to the amendment. When any amendment is defeated any member can then move another amendment if he wished to do so.

Armchair Lawyers

There are always people in a Home and School Association who fancy themselves as budding lawyers and who continually bring up constitutional points. They regard the constitution as a Golden Calf to be worshipped. Actually it is nothing of the sort. The constitution is meant to help a meeting run smoothly, not to throw sand in the gears. Try and get your association to look on the constitution in that light.

When a motion or amendment is being considered try and keep discussion moving. Give time for discussion but don't let the meeting drag. Ask "Is there further discussion?" pause a moment and if no one speaks ask, "Are you ready for the question?" If no one speaks or if someone says "question", then put the motion or amendment as the case may be. Be business-like. If two people start to speak at once, don't hesitate, say "Mrs. Smith has the floor". Whichever caught your eye first should be named. If you're not sure name one of them promptly anyway.

In every association there is always someone who wants to monopolize the floor. It may be necessary to use the rule that each member may speak only once to a motion although the mover of the motion is usually accorded the privilege of speaking a second time.

The art of being a good chairman is to keep business and discussion moving and yet, at the same time, giving everybody a chance to express his views.

Duties of Officers

The duties of officers are set out in The

Handbook of The Canadian Home and School and Parent-Teacher Federation (50¢ from the Federation, Mrs. W. M. Hick, 3823 Melrose Ave., Montreal. Each officer should read the list of his or her duties. The president should have an overview of the work of the whole association and should plan to keep closely in touch with all the officers and committee chairmen. He should do some submit his views to the executive for discussion. Remember, it is possible to give sound leadership *without* being bossy.

The vice-president's job is not ornamental. He must support the president and be ready at any time to substitute for the president at meetings. This means that he must keep closely in touch with all the business of the association.

A good secretary is a jewel beyond price. He does the things expected of him and *does them on time*. Minutes are written up carefully and letters answered promptly.

The treasurer should have a written financial statement for each meeting. He should be scrupulous about accounts. He should either pay accounts by cheque or get his bills receipted. He should pay only such accounts as are authorized by the executive or the general meeting. He *must* pay all authorized expenditures whether he himself approves of them or not. He should insist, for his own sake, on having his accounts duly audited at the end of the year.

No Personalities Please!

Personal strife and bickering on the part of officers and members have ruined many a Home and School Association. Once your association has elected its officers give them your loyalty and support whether you like them personally or not. In the business, professional and political worlds, everybody has to accept and work cooperatively with people whom they wouldn't personally select as friends. This should apply to Home and School Associations. Cooperate with anybody who will *sincerely* work for the welfare of children.

Remember that the cause of Home and School is bigger than any person. Your own personal ambition comes second to doing a

A. LESLIE PERRY

ARCHITECT

MONTREAL

good job for boys and girls in the home, school and community. People who are in Home and School for their own glory should not be elected to office but relegated to the side lines.

Quietly try to protect your Home and School Association from those who try to exploit it for their own advantage.

Create Friendliness

In addition to running a good business meeting and putting on a good program, Home and School meetings will succeed if they are able to create an atmosphere of what is now called "permissiveness"—that means accepting people in a warm friendly fashion and making them feel that they have something to contribute which is both valuable and wanted.

Friendly personal calls and telephone calls often make people ready to come to meetings. There should be a welcoming committee to greet newcomers—and oldcomers. The president should try to create a warm and friendly atmosphere in the meeting.

A warm friendly welcome, a brief and well-conducted business meeting and a program that touches the problems of parents and children will bring parents to your meetings. To achieve these three things means work—but it will be satisfying work.

Parent Education Group Reports Successful Year

Figures recently compiled by the Parent Education Committee add up to an impressive picture of the 1951-1952 season in the field of Child Study.

40 Study Groups were organized in the Montreal and surrounding area.

15 was the average registration in these groups, indicating a total of about 600 members.

1200 is the estimated number of children belonging to these members.

8 meetings was the average held by each Study Group.

11 members was the average attendance.

The Convenors of these Study Groups report keen interest by the members, helpful discussions, and warm appreciation of the work of the trained Leaders supplied by the Parent Education Committee.

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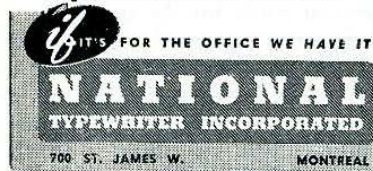
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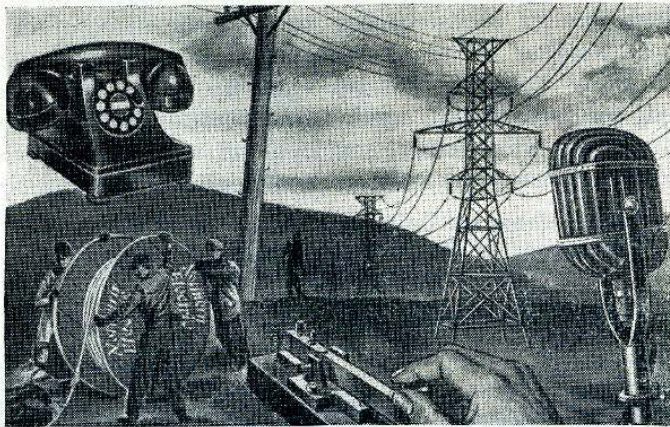
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