

Leaders of conference discussion groups. Left to right. Back row: Mrs. Elton Armstrong, Chairman; Mrs. W. A. Heron, Mrs. J. H. McCulloch, Mrs. Arthur Hamilton. Front row: Mrs. Gordon Maynard, Mrs. G. Burkitt, Mrs. J. Small, Mrs. S. B. Brush.

—O.A.C. Photo



said Dr. Nix, "it's up to you and me to change things. The most thrilling adventure in living is trying to build a better world. Happiness comes in building other people, not in absorbing the people we love because we want to hold them to ourselves. Dr. Nix used this illustration: If you want a bird to stay with you, let it alight on your open hand, and come and go as it likes and it will fly away and fly back to you; but just once close your hand over it and if it gets away it will never come back. Referring to the promise "Underneath are the everlasting arms," Dr. Nix pointed out that the arms were *underneath*, supporting, not *around*, confining with "smother love." This is the support a child needs from his parents, a support that says "Go, my child. Live your own life, but know that we are here supporting you." This is a love that means security, good humor and friendship.

Speaking of a child's education, Dr. Nix referred to the importance we attach to a child's I.Q.-intelligence quotient. "We must build our very bright children," she said. "We need them. We must make their school work challenging so they won't get bored and look around for something else to do. But every child has a right to develop at his own rate," and she explained the harm done by the mother who insists that her child must have all A's on his report card because some other woman's child has all A's and the mother doesn't want to have it "lorded over her." Stimulate your child but don't over-stimulate," this psychologist advised. "Find his natural design and help him to develop it."

The child's success and happiness at school depend to a great degree on the things he takes to school with him — his home and family, his physical condition, his community, his church or spiritual background.

The child's home and family, Dr. Nix pointed out, mean a combination of heredity and environment. We can't change heredity but we can change environment. The nervous, overanxious mother, is likely to manufacture nerves and anxiety in her family. Said the

doctor: "I don't know why we don't enjoy our children more. If the dishes aren't washed at one o'clock they'll still be there at six, but the spark in the child that wanted your kindling, your help, your company, may have gone out." The child thrives or suffers in the atmosphere of the home. "Where a husband wants to throw a brick at his wife across the table, the child intercepts it." There is also the plight of the child whose father wants him to be a rubber stamp of himself.

Speaking of the physical condition the child brings to school Dr. Nix said: "What do you think of the child who comes to school without any breakfast? What of the child who stays up late at night watching television when we know that the red blood cells are manufactured in the marrow of the long bones during sleep?"

The community the child brings to school can vary from the happy community where the children run to meet the policeman who guides them across the street, to the district where policemen always walk in twos because they don't know what gang warfare may be afoot.

Of the place of religion in a child's life Dr. Nix said: "I don't know how I could get along without faith. And you can't say to children on Sunday morning 'Now you go to church' and then go back to sleep yourself. You've got to go with them."

Some of the other points stressed by Dr. Nix were that children must learn that there are rules within which they have to live. If they must be punished, punish them but see that always they know that you love them. Be generous with praise. In addition to its emotional uplift it's a good way of teaching what to do next time. If your family praise a good meal you are likely to want to give them another meal like it. Know that adolescent children need you terribly but they don't want you to know it. Find their interest and use these as cues to get around the barriers they may set up around themselves.