

# Quebec Home and School

PUBLISHED MONTHLY BY

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

*At the  
President's  
Reception.*

SEE PAGE 13



VOL. IV, No. 1

MONTREAL, QUEBEC

OCTOBER, 1951



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# QUEBEC HOME AND SCHOOL

*Published Monthly by*

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

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Vol. IV, No. 1

Montreal, Quebec

October, 1951

## *Working Together*



Mr. L. M. CLARK

The officers of an organization are the elected servants of the body as a whole. As your elected servant it is my duty to report to you at regular intervals regarding Quebec Federation, its activities, problems and undertakings. This I plan to do through this column.

You will recall that at the Conference dinner I made the statement that neither a President nor a Board of Directors by their own efforts alone could make a successful organization. Only when all members are actively participating, working together toward common goals, can an organization be said to have achieved success. I want to repeat that thought and to emphasize that it is the individual associations banded together which makes Quebec Federation. You are Quebec Federation and what Quebec Federation achieves depends upon all of us working together.

The solution of one of our immediate problems will depend upon just this principle. Elsewhere in this issue there is a magazine subscription form. As I write to

you, a circular letter has already gone out to member associations informing you of the decision to place the Quebec Home and School Magazine on a paid subscription basis. By the time this is in your hands a meeting of the Council of Representatives will have been held and the matter fully discussed. Here is a venture the success of which depends upon the efforts of us all. If each association will put its shoulder to the wheel in the subscription campaign and if we as individual members play our part by subscribing we shall place our magazine on a firm financial basis and be able to go ahead in improving it in size and content and making it the medium we want it to be.

On June 6 a circular letter was sent to Association Presidents suggesting that member associations cooperate with their local School Boards in the election of School Commissioners and School Trustees. While associations may not have been able to do much this year because of lack of time we hope that each year as the time comes around, associations will make a point of working with their local Boards in this important matter. Home and School stands for not only cooperation between parents and principals and teachers but also with school

*(Continued on next page)*



authorities. School Commissioners and School Trustees welcome the interest of parents in school problems. This is again evidenced by the fact that the Provincial Association of Protestant School Boards endorsed our circular letter and published it in its Bulletin.

The 1951 Conference is now a thing of the past and reports of its activities are included in this issue of the magazine. It was an acknowledged success and I want to thank all those who attended and who in any way helped. There is a satisfaction to the feeling of being part of a team and it

was heartwarming to your Board of Directors and your elected officers to sense that their efforts had the endorsement and support of the representatives during the various business sessions.

Home and School in Quebec continues to grow. Quebec Federation now comprises over one hundred member Associations with over thirteen thousand family memberships. Working together we hope that during the coming year this growth will be continued for the limit has not yet been reached.

L. MOWBRAY CLARK, *President.*

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

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

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

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

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

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

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

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

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

### CITIZENS' FORUM

Citizens' Forum begins the season this year with a series of broadcasts on "You and Your Family". The topics are important to all of us and should provoke lively discussions. Here they are:

- October 18—A Standard Curriculum in All Ten Provinces?
- October 25—Are Moral Standards Slipping?
- November 1—How Can We Get Bread and Milk to the Consumer More Cheaply?
- November 8—How Should We Finance Charities?

To obtain pamphlets or further information about the broadcasts, write to Citizens' Forum of Quebec, Box 66, Station H, Montreal

### CBC SCHOOL FOR PARENTS

The "CBC School for Parents" for 1951 will be broadcast in the afternoon talks period on the complete Trans-Canada Network on Thursday afternoons during November and December.

As usual, the speaker will be S. R. Laycock, Dean of Education, University of Saskatchewan, Saskatoon, and a well-known radio commentator in the field of human relations. Dr. Laycock's title for this series will be "Guiding Our Children". The subtitles of the talks will be:

- November 1—To Feel Secure with Others.
- November 8—To Gain Self-confidence.
- November 15—To Take Responsibility.
- November 22—To Achieve in Work and Play.
- November 29—To Understand Themselves.
- December 6—To Be Able to Love Others.
- December 13—To Prepare to be Parents.
- December 20—To Build Strong Characters.



# YOUR CHILD'S SIGHT

JOHN V. V. NICHOLLS, M.D.

It is not intended in the short space of this article on vision to be in any way definitive or to discuss disease conditions. It is assumed that a red eye is one which immediately will attract the attention of the parent and if severe, associated with discharge, pain or loss of sight, will lead to an early medical consultation. It is our intention here to deal with the visual apparatus in more general terms, and in such a way that parents may better understand what visual problems their child will have to meet and how best they may give assistance.

The visual apparatus consists not only of the eyes per se, but also of certain brain centres. These centres record the visual impressions received by the eye, remember some of them, and rearrange the information so that it can be associated more efficiently with other functions of the brain such as those which have to do with hearing, reading, speaking and writing. In order to perform this function properly, the two eyes must be co-ordinated as a unit. Hence these brain centres must be connected by nerve pathways with other centres which control the muscles which move the eyes. There also must be connecting pathways to the muscles operating the pupil and those controlling the focusing of each eye. Finally, these brain centres must have connections with the muscles controlling the bodily balance and the muscles of the limbs.

The similarity of the eye to a box camera is striking. But at the same time it is the most beautifully conceived and exquisitely constructed camera known to man. It is formed of a hollow sphere approximately 28 millimeters in diameter. The outer coat, or rind, is opaque posteriorly (the sclera) and clear anteriorly (the cornea) to form a clear window through which the light may enter. Behind this window and lying in watery fluid (aqueous) is the colored iris which has a central hole called the pupil. This pupil varies in size depending upon the amount of light falling upon the eye. It is large in the dark and small in bright light. Thus, it has the same function as the diaphragm in a camera. Behind the iris and centered behind the pupil is the lens. This is a crystal-clear biconvex body suspended by guy-wires (suspensory ligaments) from a muscle that circles the eye just behind the iris. By this muscle (ciliary muscle) the guy-

wires may be slackened which allows the lens to become rounder and thus shortening the focus of the eye, or they may be tightened which flattens the lens lengthening the focus. When reading, the focus must be shortened and thus energy must be expended. On the contrary distant sight is brought about by relaxing the muscle in order to lengthen the focus. Hence, when looking at a distance the eye is resting. This process of adjusting the focus of the eye to the working distance is called accommodation.

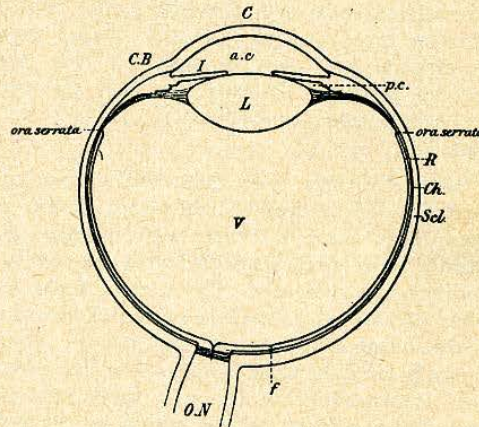


FIG. 1.—Diagrammatic horizontal section of the eye. C, cornea; a.c., anterior chamber; I, iris; C.B., ciliary body; p.c., posterior chamber; L, lens; V, vitreous; R, retina; Ch., choroid; Scl., Sclerotic; f, fovea centralis; O.N., optic nerve.

Behind the lens is the large posterior cavity of the eye which is filled with a clear white-of-egg-like substance called vitreous. Spread out over the inside wall of this cavity is the retina. This is a remarkable film of nervous tissue which has the same position and function as the film in a camera. It is possibly the most wonderful structure known to man. It will record and change into nervous energy a tremendous variety of light intensities and wave lengths, properly discriminating between them all. It is at once so adaptable that it will record the reception of light energy as weak as that emitted by a candle eight miles away, and it is able to handle effectively light energy a million times greater than this. It is the purpose of the lens system of the eye, which is composed of the cornea, aqueous, lens and vitreous, to bring light rays that fall on it to a focus upon the retina.

(Continued on next page)



## YOUR CHILD'S SIGHT, con't

The retina while having certain similarities to a photographic film, however, differs from it in many respects. One important difference is that while a photographic film is sensitive equally throughout its area, so that a picture is recorded clearly all over it, the retina is most sensitive at its centre (the macula) and becomes less sensitive out towards the periphery. This accounts for the fact known to all of us, that in order to see an object clearly we must look straight at it. That is, we must turn the eyes in such a way that the light rays coming from the object can fall on this most sensitive area of the retina. The external muscles which move the eyes (the extra-ocular muscles) of which there are six for each eye, and the nerve centres in the brain which control them, were developed and are maintained for this specific purpose. In this function the eyes are at all times co-ordinated and act as a unit.

Several things may disturb the development and function of the eyes. Some of these may have a severe effect upon the child's sight and interfere with his or her ability to be educated. The first of these are what are called refractive errors. Refraction is the name given to the manner in which lenses bend light rays. Thus, refractive errors are abnormalities in the way light rays are brought to a focus on the retina by the lens system of the eye. Generally stated there are three varieties of this condition.

*Far sight (hypermetropia).* In far sight the eye is, as it were, too small for its lens system. The retina lies in front of the point where the light rays are brought to a focus. This is the commonest "refractive error" found. It can be compensated for by contracting the ciliary muscle which makes the lens rounder, thus shortening the focal distance. This power of shortening the focus, or accommodation, is relatively tremendous in the young child but grows weaker progressively in all persons as they grow older. Eventually, a time is reached in all people's lives when it becomes so weak that glasses must be worn for reading. This occurs in the normal person at about 45 years of age and is referred to as presbyopia. Since the accommodation is so powerful in young people, a relatively large amount of far sight can be tolerated without producing symptoms. But as the person grows older the same amount of far sight can be carried less and less easily. As a matter of fact far sight is the rule in the infant, when the eye

is small, and it becomes less as the child grows older and larger. Normally the human eye reaches its full size at about the age of eight years. There may be a further growth later during puberty, but this is abnormal and leads to the production of short sight.

*Short sight (myopia)* occurs when the eye is too large, so that the light rays entering the pupil are brought to a focus in front of the retina. As such a person moves closer to the observed object the light rays entering the eye are focused farther and farther back until a point is reached where the focus falls on the retina. Thus, such people must stand close to an object in order to see it and for this reason the condition is called short sight. Unlike far sight, the eye has no mechanism for compensating for short sight. By squeezing the lids together pressure can be brought to bear upon the eye ball so as to make it slightly shorter. But this method is effective only in mild degrees of myopia.

There are at least two forms of myopia. The eye may be too large at birth and go on increasing in size throughout life. Fortunately, this congenital form is rare. The more common form comes about as the result of either the failure of the eye to cease growing at the age of eight years or because it starts growing again at puberty. The medical profession is at a loss to explain the details of how or why this occurs. We do know that the wearing of glasses will not stop the condition from developing or progressing. Glasses are worn merely to give the child sufficient sight to see what he must do. About all we can say is that the maintenance of a high state of health, which means good food and lots of outdoor exercise with good lighting and studying conditions, seems to have an ameliorating effect. The condition ceases to progress when puberty is completed. It is about twice as common among girls as among boys and there is a definite familial tendency.

*Astigmatism.* To function properly the eye must be a perfect sphere. Sometimes however the eye is not a perfect sphere but is elliptical. Then the curvatures in one axis are greater than those in another. The condition produced is called astigmatism. It usually is a developmental deformity. There is a definite familial tendency in its occurrence. There is nothing much that one do about it except to wear glasses in necessary cases. It may be associated with far sight or with short sight.

This brings us to the question of wearing glasses. It safely can be said that by and large too many people today are wearing

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# Spotlight on the 4th ANNUAL CONFERENCE Business Sessions

by ALEX. R. HASLEY

It would require this entire issue to even begin to do justice to the working sessions of our 4th Annual Provincial Conference so that this report will, indeed, only throw the spotlight on certain items.

The outstanding feature of the Annual Meeting of the Council of Representatives, held on Friday, May 11th, at 2 p.m., was the excellent report of President Edward C. Powell. In his usual lucid style Dr. Powell covered the activities of the year '50-'51 and presented a most encouraging review. The President stressed the organizational work accomplished both within the Federation itself and in the field in the setting up of local associations, and pointed out the worthwhile fruits of this labour.

Briefly, here are some points from that Report:

—Whereas in May, 1943, there were only 25 local associations, this number had grown to 44 by 1946 and then more than doubled to its present 106 (52 in

Greater Montreal) with a family membership of more than 13,000.

—The President urged that local associations study the Terms of Reference of the various Standing Committees of Federation before setting up local counterparts; and that after such committees are set up any assistance needed be sought of the Federation.

—Dr. Powell suggested most earnestly that Education Week be thought of and worked on as a community project with, perhaps, the local associations taking the lead in initiating programs for its proper celebration.

—Stress was laid on the importance of Regional Councils as the connecting links between the Associations and Federation. Recognition was given the varied roles these Councils may play in providing that continuity of organization.

(Continued on next page)

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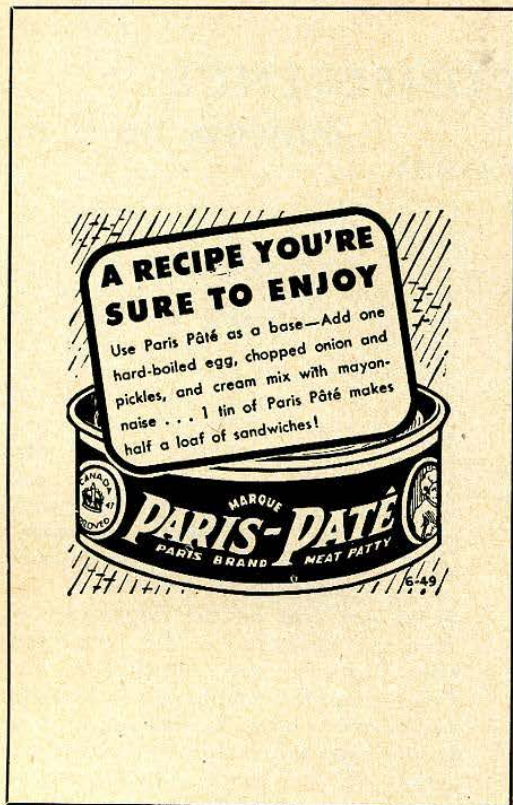
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## SPOTLIGHT, con't

—Well deserved tributes were paid by the President to Recording Secretary Mrs. Violet A. Bulford and Corresponding Secretary Frederick W. Price. Too often the outstanding work of officers of the high calibre of these two is overlooked. The meeting was quick to endorse the tributes with spontaneous applause.

### *The Financial Picture*

Treasurer Claude H. T. Hulme in presenting his Interim Report on the Friday afternoon and his Budget on Saturday, May 12th, drew a picture which clearly indicated that the Federation, financially, is running very close to red figures. Federation's balance forward from last year of about \$1,100 it is expected will be cut to around \$500 at the end of this current year and still further reduced in 1951-52. It was obvious from the data submitted that serious consideration will have to be given in the not too distant future to supplementary fund raising. Meantime affiliation fees were voted on the same basis as last year, 15¢ per member family.

### *Resolution Time*

Fifth Vice-President Reuben Resin, as Chairman of the Resolutions Committee, enlivened the proceedings with his easy platform style as he guided a number of amendments to the By-laws through the Annual Meeting. In the main these amendments dealt with changes in the fiscal year of Federation, all aimed at making possible a more complete picture of its finances at future annual meetings. There was some debate — much of it aimless — but it wasn't until the last amendment that things livened up.

This amendment simply said that *priority* shall be given those resolutions that are in the hands of the Federation, in the case of the annual meeting six weeks in advance, and in the case of other meetings, one week in advance. It was explained that it takes upward of two weeks for the annual meeting's Resolutions Committee to study a resolution and get it out to all the associations. Allowing six weeks would mean that the associations would then have about a month in which to consider the matter. It was further explained that it was only fair that resolutions so filed and treated should come up before other resolutions of which less — or even no — notice had been given.

The ensuing debate, while diverting, was pointless, to most representatives as was proved when an amendment shortening the period to three weeks was defeated and the original motion carried with only the mover



and seconder of the amendment dissenting. President Powell stepped out of character as chairman for a moment to make a personal observation at the close of the debate and almost had his very personal neck chopped off by an astute debater! However, it was all taken in good part and the business moved along.

The three resolutions of which due notice had been given were passed unanimously with little or no debate. The Parent Education Committee urged the establishment of mental health services for all school children; the Willingdon Association in one resolution asked Federation to investigate the advisability of incorporating coeducation in secondary schools, and in another that Federation study the present and future aspects of guidance in elementary and high schools and make its findings available to parents and students through Home and School channels.

"Resolution" Resin — as the worthy Veep was hailed during the Conference — then had the somewhat embarrassing chore of presenting a Fairmount Association resolution of which notice had not been given. This urged the Federation to suggest to the local associations the adoption of tunics and white blouses as regulation school dress for girls. There was more debate on this item than on all the others combined with a great chopping and changing of the resolution. Finally when it came to the vote it was necessary to take a standing vote and the motion was passed 53 — 41. The President said, in effect, after the vote, "See what I meant about the desirability of giving adequate notice of resolutions?"!

#### Reports of Standing Committees

Since summaries of most of these Reports were printed in the May issue of *Quebec Home and School* only a point or two will be mentioned here.

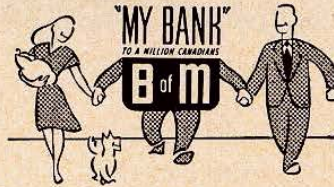
Dr. Charles W. MacMillan, newly appointed chairman of the Health Committee, touched lightly upon the aims of his group and expressed the hope and belief that his Committee's best work might well be the assisting of local associations with their problems. He stated that if associations will present their problems in writing to the Federation and his Committee finds them to be within the Committee's terms of reference the associations may depend on it that the Committee will do its utmost to be of help.

A noteworthy suggestion for program planners for their November meetings came

*(Continued on next page)*

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PROGRAM AD #5 -1951

Quebec Home and School

### SPOTLIGHT, con't

from the Children's Leisure Reading Chairman, Mrs. J. A. Bilton, when she pointed out that Young Canada's Book Week will be held Nov. 11-18th. A child, a parent, a teacher, a librarian could make a fine panel to lead a stimulating discussion — especially with Christmas gift-giving a problem looming up not too much later.

Traffic Safety with its clever promotional leaflet entitled, "Getting Started", made a great impression. The Montreal press featured this Committee's Report and that augurs well for its campaign in the Fall. Again, program planners have an excellent suggestion for another of their Fall meetings.

### *The Greetings of Others*

Mrs. W. K. Colin Campbell, President of the Canadian Home and School and Parent-Teacher Federation (and daughter of the founder of the PTA movement in Canada!) honoured the Conference by attending and bringing greetings from that national body. In the course of her remarks she mentioned that the Home and School movement is now the largest national body in the country. Besides greetings, Mrs. Campbell at the President's request reported briefly on the Mid-Century White House Conference and urged that our Federation and the local associations honour The Pledge of that historic gathering.

Miss Erma Nelson, President of the Provincial Association of Protestant Teachers, was attending another, professional conference but, fortunately, was able to be present at the dinner. Dr. Paton brought her greetings, however, to the Saturday afternoon session and expressed the admiration of the PAPT for the Federation's reports on teacher shortage and school finance.

The President of the Provincial Association of Protestant School Boards, Mr. Allan R. Almond, in his remarks threw out a stirring challenge to association members not only to take an interest in their school boards but to offer themselves for election. He expressed his delight that his Association and the Federation are co-operating more closely than ever before and mentioned one of our common bonds as representation on the Provincial Council of Education. That it was a delight to have Mr. Almond present for the second consecutive year was evidenced by the welcome he received.

An unexpected pleasure was the presence of Mrs. M. D. McLellan, President of the Ontario Federation, who gave a spritely and very appropriate message on the rela-

*(Continued on page 16)*

[ 10 ]

October, 1951



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## Quebec Home and School

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## Children at Home



Readers are invited to write to this column for information relating to their children's adjustment to family life. Replies will be provided by a panel of accredited Leaders of Child Study Groups with experience in helping parents solve the difficulties which may arise in normal child development. Letters should be addressed to Mrs. J. F. Ware, 15 Heath Rd., Montreal 29.

**QUESTION:** "Whenever we do not let the children out after supper, or if we do not buy them a B B rifle, or some other request we are told that they are the only children on the street who are not allowed these things . . . I wonder if you would discuss this problem on your page . . . Our decision to date has been to do what we think is right regardless of what 'others on the street' do, but we do have the feeling of being a kill-joy at times."

**ANSWER:** Children who grow up with parents who do what they believe is right regardless of what others think are being exposed to the best known type of character training. Whether or not the children are contented and the home atmosphere bright and harmonious under such a regime depends on two factors. (1) The manner in which the parents reach their decisions on what is right under individual circumstances; and (2) The basic relationship between the parents and their children.

It's a common occurrence for children to demand privileges which we feel we must refuse. Sometimes it's because they have progressed from an earlier stage and are ready for more independence before we are ready to concede it. Sometimes they ask for something just to "try us out" and are secretly relieved to be refused.

The surest way to exercise wise judgement in any circumstances is to know well your children as individuals; know too the general process of development in all children, their changing needs and fears; and be prepared to make reasonable adaptations to changing times and customs.

Now let's suppose that a pair of parents do operate on such a plan, how can they win the child's cooperation? Take this instance of the child who wants to go out after supper "because all the other kids are out." The parents would tell him their reasons for keeping him in in such a way that *he knows* they appreciate the powerful urge he feels to "go with the gang" and to do what his friends are doing; they would suggest some alternative occupation indoors; and they would cheerfully expect the child to fall in with their wishes.

But suppose that the parents were less understanding. Suppose the mother said, as some do: "No, you can't go out tonight because you left your room untidy this morning and gave me a lot of extra work". What then? Most normal children would react with resentment, sauciness, or sulkiness; maybe a storm of tears, maybe a campaign of wheedling or of pitting mother against father in order to get the decision reversed. At best, he would see his mother's refusal as a form of punishment or mean revenge, not as a sensible adult exercise of reason.

That's why parents should start early in their children's lives to build that loving confident relationship we talk so much about. You may be sure that your children have been learning all their lives to understand *you*. Any eight-year-old knows from experience if his parents are always ready to give him permission for all the wholesome activities he wishes. He knows whether or not they can be stormed or wheedled out of a decision; and he knows, just as surely, if he has parents who will stand firm. It's up to them, then, to convince him that those decisions are always based on wisdom and true affection.

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# AT THE PRESIDENT'S RECEPTION

with RUTH McFARLAND

The Conference Committee has, indeed, successfully combined serious Home and School business during the morning and afternoon sessions with easy, happy relaxation during the evenings. From Dr. Powell's message of welcome at the opening of his President's Reception on Friday evening to the last departing guest, it was an informal, happy and friendly affair.

This year we were treated to something new in the way of entertainment. The one-act play, "Fresh Variable Winds", presented by the Montreal Repertory Theatre and sponsored by the Junior League, was a most appropriate choice for a Home and School gathering. I feel sure that each one of us in that overflow audience received some benefit from this well acted presentation on parent-child relations. The play was followed by a free and easy discussion period led by Mrs. H. R. C. Avison of the Parent Education Committee.

Although the exhibits were well patronized throughout the working sessions of the Conference, there wasn't, perhaps, as much freedom for visiting with those in charge of the exhibits as at the Reception.

The excellent display by the Children's Leisure Reading Committee drew a great deal of attention, as did the Parent Education Committee's display of books. It was evident that many of us are eager for more guidance as parents and just as anxious that our children make the acquaintance of real, live books. *Quebec Home and School* used an attractive display to draw attention to a questionnaire the Editors had prepared as one means of finding out what we all look for and expect of our fine monthly magazine. It was good to see the number who took the time and trouble to answer the questions —

and to judge by their attitudes, they really gave thought and consideration to each point raised in the questionnaire.

We were delighted to have with us Dr. W. P. Percival who brought special greetings from our national association. Said he, "Our Association, with 200,000 members, is the largest national body in Canada, and the friendly and understanding association of homes and schools is the basis of the future of this country."

In this country of ours the Home and School movement is still in its youth and during the social hour at the close of the Reception I couldn't rid myself of the thought that our parents missed so much in not being given this opportunity of meeting, as friends, with Principals, Teachers and other parents. Formal introduction were unnecessary. It was so easy to say, "Hello". A former president with whom I was chatting over a cup of coffee summed it up in a few words, "This is Home and School."

## SPRING CONFERENCE BANQUET

LOUISE LESSARD

The Spring Conference Banquet, held at the Windsor Hotel, was well attended by delegates, representatives and friends of Home and School, all in festive mood. Dr. E. C. Powell, retiring President of Quebec Federation of Home and School Associations, presided at the head table.

Following dinner, Mr. David V. Jackson was presented with the Buzzell Award for his outstanding contribution to Home and School achievement by Mrs. J. Colin Camp-

(Continued on next page)

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## BANQUET, con't

bell, President of the Canadian Federation of Home and School Associations.

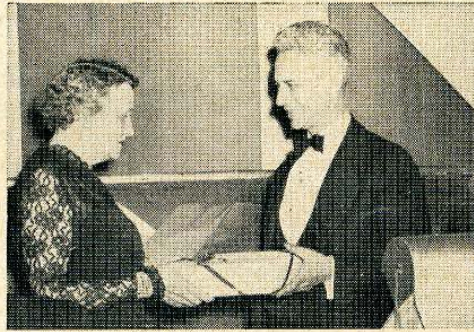
Introduced as guest of honour by Mr. Roy Wagar of the Protestant School Board of Greater Montreal, Dr. Douglas J. Wilson of the editorial staff of the Montreal Daily Star rose to address the audience. His very intriguing topic was "The Educational Cat that Couldn't Climb Down."

In Dr. Wilson's opinion, the educational cat has climbed to an unrealistic perch from which it cannot climb down, in that by our competitive system of education and urged on by ambitious parents, too many children aspire to reach the top. If they cannot or do not succeed, they are left with a feeling of frustration by their failure; if they can and do succeed, they are left with inflated opinions of their capabilities by their success.

Pointing out that the popular concept of success . . . power, prestige, money, glamour . . . is not a healthy attitude, he drew attention to the present day shortage of teachers and ministers . . . two professions in which the recompense is not on an audit sheet.

Mr. Reuben Resin thanked Dr. Wilson for his edifying address and Mrs. J. Colin Campbell officiated at the installation of

next year's President and Executive Officers. Mr. L. Mowbray Clark, newly elected President, replied briefly and the evening ended with "God Save the King".



### THE BUZZELL AWARD

In the above picture, taken at the Conference Banquet, Mrs. J. Colin Campbell is shown presenting the Buzzell Award to Mr. D. V. Jackson. Mr. Jackson's association with Home and School has been long and varied. So long and so varied, in fact, that we can mention here only a few of the many offices he has held. President, St. Laurent Home and School Association 1945-47; Chairman, Quebec Federation's Teacher Shortage Committee, 1948-49-50; Executive Vice-President, Quebec Federation, 1948-49; Quebec Federation's President's Representative and Delegate to Canadian Federation's Winnipeg Convention 1948; Chairman, Quebec Federation's Nominating Committee, 1951, etc.

Mr. Jackson's position is that of Auditor of Overcharge Claims, Canadian National Railways. At the time of the award he was naturally delighted to receive the following letter from Mr. Donald Gordon, Chairman and President, Canadian National Railways. Dear Mr. Jackson:

I have learned with much pleasure that tomorrow night you are to receive the Buzzell award for the most outstanding service rendered during the year by any person to the Home and School Federation of the Province of Quebec. This is indeed a very high honour because it reflects an unusual degree of public service in a field of great importance not only to the City and Province but to the Nation.

Because you are an officer of this Company you have brought honour to us as well as to yourself and in offering you my very sincere congratulations I extend to you also my warmest thanks.

Sincerely yours,  
(signed) D. GORDON.

## A. LESLIE PERRY

ARCHITECT

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# Parents' Page

## It Takes Time

Little Joan was standing nearby when her father was showing a friend his new car. On being asked what model it was, Joan's father replied, "Custom". "Oh, Daddy," said Joan, "You really shouldn't say that. We've only had it two days, and we're not 'customed to it yet.'"

Three of the boys on one street were back from Camp. A neighbour asked one of them how he liked it. "Oh, boy, ever swell," he replied. "The three of us got our swimming badges and our athletic badges. Although I don't think Peter is nearly as good an athlete as Dick. Peter hasn't even got athlete's foot, and Dick has it awful bad!"

Your editors would like you to know how very much we appreciated your information and ideas about the magazine, expressed at Conference by your representatives. They (the ideas, we mean) will be a very useful guide to us in trying to make the magazine into what you want it to be. We were really set up when your loudest gripe seemed to be that you occasionally missed copies of it. You parents have, in the past, contributed articles to your magazine, which we have been glad to publish. We want more of you to do more of it. How about it?

## Taxes

Do you remember, early this year, we published a letter from a parent regarding the necessity of a school board member being a property owner? She was sure none of you would care enough about the question even to write us a letter about it. We must confess that we were afraid she was right, but we're glad to report that she wasn't. The mailman did put a few letters in our door. Space is precious on this page, so we will just mention here a letter from a parent for whom Canada is an adopted country. She also has "wondered why property owners only should be members of the school board". And she goes on to list several questions regarding school taxes. From this letter and others, as well as from the audible wonderings that come to our ears, it would seem

that we parents, as a whole, have very little information about the how and the why and the whence and the whither of our school monies. So perhaps an article on taxes for education would be in order. If you would like that, it is yours for the asking.

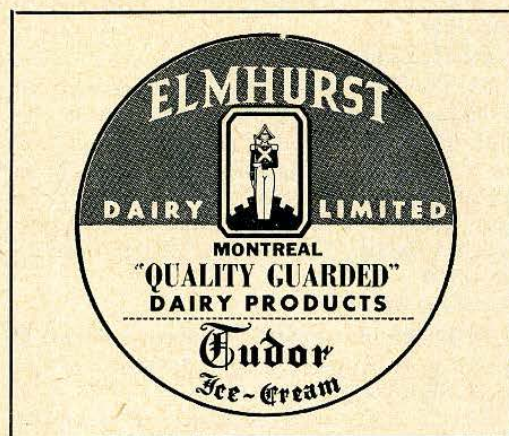
In the meantime, how about some more expressions of opinion on the school board representation question?

## Clean-up

A householder sent several rugs to be cleaned. One of them was brought back a few days after the others, and the eight-year-old who answered the door brought the bill to his mother for payment. There was a puzzled frown on his face. "What's this mean, mum," he said, "It says, 'Wash — one Indian — \$1.25.'"

The parents of two third and second grade children sent us this programme of a Dancing Concert put on by the children in the living room. (The Capital S stands for "Slippery".)

|                            |        |
|----------------------------|--------|
| Butter-fly .....           | S. Sam |
| Short Chug .....           | S. Sue |
| 1, 2, 3, 4, 5, Dance ..... | S. Sam |
| Trailum Dance .....        | S. Sue |
| Go Get 'er .....           | S. Sam |
| Gold Slipper .....         | S. Sue |
| Spinner .....              | S. Sue |
| Cloth Trail .....          | S. Sam |





## SPOTLIGHT, (Continued from page 10)

tionships existing between our two Federations.

### Section Meetings

Despite the fact that the West End Regional Council, under the direction of its President, Mr. Walter E. Baxter, had successfully promoted a meeting last Fall of all committee chairmen of the local associations, the venture by the Federation into holding section meetings for three groups of committee chairmen was viewed with some scepticism. All doubts about the appeal of such meetings vanished when in each case the committee room was crowded to overflowing. Indeed, a number couldn't get into the meeting on Program Planning.

By their participation in the hour-long meetings those attending gave ample evidence that more discussion groups might well be featured at future Conferences. It was very evident that the attendees wanted to learn as much "know-how" from their counterparts as possible. The smaller groups, too, proved once again that if you want people to mix and get acquainted the setting must be as informal as it is possible to make it.

It will be good news to many that the newly elected President is already planning next year's gathering to provide more opportunities for such groupings!

### The Conference Committee

Chairman L. Mowbray Clark in his Report stated that there were 80 local associations represented — 35 from off the Island and 45 Montreal units. There were 225 Representatives registered, 200 Delegates and 95 visitors — the largest Conference attendance yet recorded. Mr. Clark paid well deserved tribute to the members of his Committee but the Conference felt that no small share of the credit belonged to him as the organizer of all that ran so smoothly.

### New Officers

Mr. David V. Jackson, as chairman of the Nominating Committee, presented the slate of officers, none of whom was opposed by nominations from the floor. All have splendid records and the future of the Federation looks bright because it is in their capable hands. The list of Officers appears elsewhere.

### Purely Personal

With this paragraph I cease to be a reporter and become a commentator, Editor Richardson permitting.

It was a grand Conference! It was the

type of gathering the savour and sense of which you wish you could convey to every member of your association so that they might be interested in attending next year.

There was good fellowship — the crackle of bright ideas being exchanged — the inspiration of learning that other associations have overcome difficulties not too dissimilar to those being faced by your association — the ever growing respect for those who guide the destinies of this great movement — and, above all, the sense of belonging, of being a part, no matter how small, of something really worthwhile!

It was fun, too!

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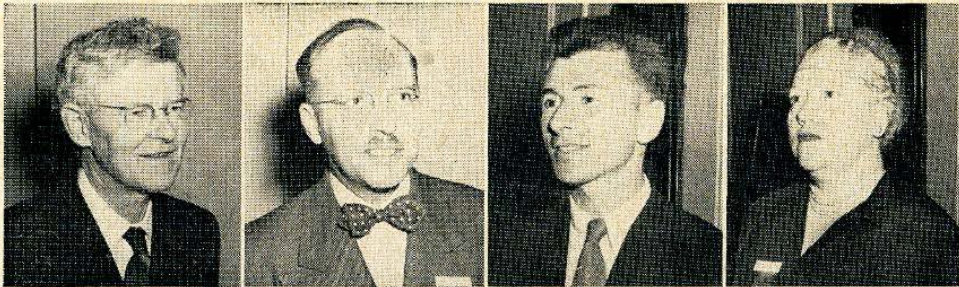
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## OUR ENQUIRING REPORTER

At the Annual Conference asked:  
 "What do you consider the greatest benefit a non-metropolitan member receives from attending the Conference?"

*Mrs. A. MacArthur of Bedford:* The opportunity of meeting other Home-and-School-ers and thus getting out of the rut. The exchange of ideas is stimulating.

*Mr. A. D. Lennon of Quebec City:* The Conference gives an incoming President of a local Association twelve full months' inspiration and "lift". It's really worthwhile!

*Mrs. L. Spencer of Ste. Rose:* If the Conference offered nothing more than the opportunity of meeting and exchanging ideas between ordinary members it would be well worthwhile.

*Mr. S. Rothfels of Sherbrooke:* As a new worker in Home and School I think the big thing is learning from the experienced what pitfalls to avoid. There's the building of morale that comes from exposure to the enthusiasm of others, too.

*Mrs. Wm. Ware of Beaconsfield:* Attendance brings us out of our provincialism. More than that it's good to be able to meet and discuss matters with the Federation's Committee Chairmen in person.

*Mr. Allan E. Smith of Magog:* It's the getting together of those with common problems — the encouragement in finding that others have the same difficulties to face — the advantage of learning from those who have found solutions.

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## YOUR CHILD'S SIGHT,

(Continued from page 6)

glasses. Except for certain conditions such as strabismus (squint) where glasses are prescribed as treatment, they are given only to improve visual efficiency. The wearing of glasses only improves the clarity of sight and reduces the effort required. They have no magic curation power. As long as the child can see to do without symptoms the things which he or she wishes to do, or must do, there is no need to wear glasses. In the prescription of glasses one might compare the situation with that of a man shovelling snow. If the man has a heavy shovel (that is the need for glasses) he will tire quicker than if he has a light shovel. The weight of the shovel will not matter if there is not much snow to shovel (that is there will be little need of glasses if the visual task is easy). A third variable exists in that if the man is old or in poor health he will tire even if he has a light shovel, or even if there is little snow. Thus, in the prescription of glasses three variables must be kept in mind, the efficiency of the eyes, the visual task, and the age and health of the patient. Only the medical eye specialist (ophthalmologist) can properly assess the importance and the interplay of these three factors.

We now come to the subject of strabismus (squint). This is more accurately a topic of discussion for the pre-school child. But strabismus does affect the school child too and as many readers have younger children it is felt to be an important subject for discussion here. As pointed out above the two eyes should work together as a unit. This requires not only two relatively normally functioning eyes but also certain brain functions and a well co-ordinated system of extra-ocular muscles. These three factors working together go to produce binocular single vision. This delicately co-ordinated system that leads to a unitary binocular

vision is not something with which we are born. Just as we are born with legs and a central nervous system but do not know how to walk at birth, so it is with binocular vision, the elements are there but we must learn how to use them. This function has its most rapid growth in the first two or three years of life but goes on developing throughout life.

Many things may upset the smooth development of single binocular vision. Any loss of clarity of the lens system of an eye or any disturbance of the retina may bring it about. Refractive errors or paralyzes of the extra ocular muscles may bring it about. For any of these reasons the child may find it difficult to keep the macula of each retina bearing upon the observed object at all times. When one eye swings out of alignment with its fellow double vision ensues. Then, as one easily can imagine, an intolerable situation arises. The child cannot play, or pick-up things, or even feed itself properly. But young life is wonderfully adaptable. A child very soon learns to pay no attention to what it sees with the crooked eye. What is called suppression occurs. When this happens the child no longer needs to attempt to keep the eye straight as there is no longer any double vision, then the squint becomes constant. Unfortunately, the vision in the suppressed eye fails. What the layman calls a lazy eye occurs. In the early years the vision can be brought back by forcing it. This is done by covering the good eye. But with passing time this becomes more difficult to do, so that after the age of twelve to fifteen years it cannot be done at all. Our main responsibility in ophthalmology is the preservation of sight. It is essential therefore, that the parents bring their squinting child to the ophthalmologist at the earliest possible moment for treatment. There is another reason for early treatment. Just as an arm that has been in a sling or cast too long may suffer from permanently shortened muscles, so a squint that goes without treatment is soon complicated by muscle contractures. In the early stages a squint often can be corrected without operation, but never is this so in a long-standing case. One cannot emphasize too strongly the necessity for early examination in all cases of actual or suspected strabismus.

There is one further topic that I should like to mention. This is the one of the child with a reading difficulty. With the advent of the "flash" system of reading, this difficulty has become emphasized. Under the old "phonetic" system the child with great read-

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ing facility was held back, whereas the child with poor reading ability was forced along. Thus the difference between the two was not nearly so obvious as it has become since the introduction of the "flash" method. Teachers, however, always have been aware of the slow reader. The cause of this difficulty is complex and as yet poorly understood. But reading ability seems to be as fundamental a trait as athletic ability. Just as a person who is naturally a poor athlete can be taught to play tennis passably well, so a person with poor reading facility can be taught to read adequately. It is a mistake to think that these children are backward. It is usual for them to have a quite normal intelligence quotient. Some are brilliant. But their reading defect interferes with their educational programme rendering it most difficult for all concerned.

It is well accepted by experts that the "flash" system is not the best method of teaching these children to read. Their best chance comes through a basic training in phonetics by a sympathetic and persistent teacher. It is essential that remedial reading be started at the earliest possible moment so that the child does not develop a sense of defeat. Should an inferiority feeling develop the task becomes immeasurably harder. In long standing cases it is found that this sense of defeat is the greatest single stumbling block in the development of reading facility. It is customary for the teachers in some schools to put the slow readers in one group so that they can be instructed more easily. This is to the teachers' advantage, but it is the worst thing possible from the child's point of view. It sets him off from his fellows and increases his feeling of inadequacy. Of course in all cases the situation should be assessed to eliminate or properly allow for any deficiency in the visual apparatus, and physical or psychological status of the child. It is an interesting fact however, that such defects are the exception rather than the rule. When all abnormalities are corrected remedial reading with basic training in phonetics should be instituted in an environment of affection, sympathy and encouragement. It is essential that the child's confidence be restored and maintained no matter what procedure is used.

In this article it has been possible only to skim over the surface of the most common visual defects found in children. It is hoped however, that through this medium the parents will gain some assistance in the handling of the visual difficulties that their children may develop.



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