

Quebec Home and School

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THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS


God
Rest
You
Merry
Gentlemen



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MONTREAL, QUEBEC

DECEMBER 1950

QUEBEC HOME AND SCHOOL

Published Monthly by

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

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December 1950

A Christmas Story

by JESSIE MOSELEY

Margaret walked unhappily down the snow-deep streets. She walked all by herself. That in itself gives you a sort of tight feeling when you are barely sixteen. Worse still, though, was the fact that this afternoon, the last day of school, and two days before Christmas, nearly all grade ten were going down to McArdle's after school. Margaret had been with the gang there several times, but not nearly as often as most of the kids. Not that she couldn't afford it; the money she earned baby-sitting took care of a lot of things she wanted, including ice cream sodas. But Margaret could never make herself just go along with the rest of them. Goodness knows, she'd tried. But unless someone said, "Coming, Margie?" she always felt pushy and not wanted. And then the pushy feeling would make her feel quiet and uncomfortable.

To-day it was Joan MacKinnon who had said, "How about coming down to McArdle's after school, Margie?" And Margie had to refuse. It was the first time Joan had ever asked her. Maybe she never would again, now. Margie felt almost like crying, but she could let herself be thrilled

that it was Joan who had asked her, because Joan was the most popular girl in school. The boys liked her; there were always several of them around her after school, and she went steady with Dusty Rhodes, the captain of the football team. The girls liked her, too, except for one or two who were pretty jealous of her. How often Margie wished that she had what Joan had, whatever it was, that made her so popular. Margaret herself wasn't even going steady, that was the really awful part. Even to think about that made her want to cringe. She had heard her mother and Mrs. Henderson talking about the nonsense of children of fifteen and sixteen going steady. But nonsense or not, that's the way it was. And to be one of those not going steady meant that you had a sort of lonely, sick feeling when you saw the other couples walking away from school together, or going down to McArdle's together, or going to the Friday Night Club together. Always together. "How is it anyway, that some are asked, and some aren't?" she thought wistfully. "There must be something the matter with me. There must be, or someone would

ask me." She walked along, holding her teeth tightly together to keep her chin from trembling; and she discovered that continually making her lips smile, and taking deep breaths helped to keep tears from starting.

Reaching home, she went to the garage, laid down her books, and taking Becky's sleigh from its corner, went out again into the soft white dusk. She had to go to the Town Hall to bring Becky back from her dancing class. Becky was six, and although it was over a year since she had polio, her left leg still needed a lot of exercising. It was improving, though, and the doctors said it would probably be all right eventually. Her ballet and tap dancing lessons were part of the exercise programme.

At noon, mother had said, "The Ladies' Auxiliary are bringing a party to The Old People's Home this afternoon, and I'm taking four of the ladies, the presents and the food in our car. I can't possibly be back in time to take Becky home. Do you think you could manage it for me, honey?"

Becky had looked at Margie, her eyes shining, "Oh, Margie, I'd like you to bring me! Will you Margie, please Margie?" Margie had nodded to her and said, "Yes, I will." What else could she do? Nothing, of course, and not hate herself. And on this day it had to happen, they'd asked her to go to McArdle's with them.

She felt silly, pulling the empty sleigh after her, and hoped she wouldn't meet anyone she knew. It was snowing so heavily, though, there weren't many people on the streets. As she stood the sleigh against the wall of the Town Hall, she said to herself, "Well, that's something, anyway, nobody saw me!"

She walked into the anteroom where the mothers were waiting for their children. Mrs. Benson laughed and said, "Margie, I declare, you youngsters and your bare heads!

Its a wonder you don't all catch pneumonia!" Margie didn't know how to answer her, but luckily didn't have to worry about it, because just then all the little girls erupted noisily into the room. Becky came running up to her, holding a little blonde girl by the hand. "This is my new friend," she said, "Her name is Linda. And, Linda, this is my sister, Rudolph."

"Rudolph!" gasped Margie.

"Yes, because you have a red nose, and snow over you!"

Margaret laughed with her, and so did several of the little girls, and as Margaret was helping her to dress, Becky whispered happily, "I make a joke, didn't I Margie?"

Margie smiled at her, thinking, "Gee, but you're a cute kid. I bet you'll never have to worry about not being popular."

As they started home again, the street lights came on, and they pretended they were a reindeer and a royal princess going through fairyland. Margaret pranced a little and sometimes balked in the sleigh rope, and Becky would say, "Rudolph, I give you the royal command, Allez-ooop!" Then Margaret would immediately run a little. At one time she stopped breathless under the street light at Vine Street and Lombardy Crescent. Just then the bells of St. Peter's church began to peal out the Christmas carol "It came upon the midnight clear".

They listened intently, silently, and Margie felt the familiar Christmas magic start to flow around her. She turned to smile at Becky, and saw approaching them, and almost up to them, three boys, one of whom was Pudge Watson, their next door neighbour. The other was Jack Hilton, tall and almost unbelievably thin. He was shy and awkward and his wrists seemed to be always sticking away out of his sleeves. Besides

(Continued on page 4)

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THE PRESIDENT'S MESSAGE

The Prevailing Spirit of Christmas

Once again we approach the Christmas season when every agency devised by Man for communicating his thoughts and feelings to others will be set in motion to transmit throughout the Christian world the age-old message "Peace on Earth, Goodwill Toward Men". And that is why each year the very atmosphere of this season becomes charged with concern for living according to the spiritual values revealed by Him whose Birth it celebrates.

Is this one great spiritual adventure of Christmas sufficient for the maintenance of peace and happiness in our lives throughout

the whole year? All of us are fully aware that it is not enough. It does not give us the strength and courage to keep our day-by-day living from being controlled by values subordinated to self-concerns.

Is it possible for us to live in a climate throughout which the spirit of Christmas would prevail the whole year round? Some would say that human nature is far too weak for such sustained effort in spiritual living. They would agree that several grand spiritual excursions during the year are possible, but no prolonged effort. Humanly speaking these people may be entirely right. Certainly we cannot depend upon our intellect alone to bring and maintain peace and joy in our lives. We stand in constant need of a Helping Hand. Surely that is our understanding of the deeper message of Christmas.



DR. E. C. POWELL

Our Other Job
During the Christmas season we are concerned with the needs and pleasures of those about us. We are interested more in seeking to give than to receive.

And it is possible to extend this Christmas spirit over the rest of the year, but not through the medium of everyday work. Its function is chiefly materialistic. It gives us our livelihood and because it does we must do it first and do it well. It does not, however, take up all our available working time. Our use of the machine has relieved us of much physical labour and has left us with considerable leisure time. If we employ part of this

time in helping others, many vistas of opportunities will open up for our spiritual growth.

The needs of children and youth offer us a great challenge which we can accept by actively participating in the activities of Home and School Associations. Here noble chances are encountered for enriching the lives of children and young people not only in our own community but also in our province and our nation. We do not receive any pay for such work, but it does bring into our lives a much needed peace and serenity. In brief, it is this other job which creates the atmosphere for our daily living in which the spirit of Christmas prevails.

May the joy and happiness of Christmas be ever-present in the homes of every family within our Quebec Home and School circle throughout the coming year.

EDWARD C. POWELL,

President.

★ ★ ★

SUPPORT THE HOME AND SCHOOL

that, he wore glasses and had sort of reddish hair. Margie always felt a little bit sorry for him.

"Hi, Margie," they said, "Hi, Becky!"

"This is Rudolph," said Becky, "and I am a royal princess."

"Excuse me, your highness," said Pudge, making an elaborate bow, "and will you allow me to present to you a newcomer to your kingdom, a humble servant by the name of James Fraser."

The new boy bowed low, took Becky's mitten in his hand, kissed it loudly, and murmured deferentially, "Your Highness." "Out of the traces, Rudolph," boomed Pudge, "The glamorous knight of the round figure, Pudge Watson, will pull the royal carriage." Margaret stepped out, and then snorting and pawing the ground, Pudge jumped inside the rope.

"Rudolph," said the new boy, seriously, "Would you mind telling me what you were thinking of, just as we came along? You see, as we sighted you, Pudge said, 'There's Margie and Becky Webster. Wonder what she's dreaming about?' It seemed to me you were thinking, rather than dreaming, and I'm awfully curious." "He misquotes me,

Rudolph," asserted Pudge. "I probably said 'there are' and not 'there's', because after all, a plural subject takes . . ."

"Quiet, knave," said the new boy. "Can you tell us, Rudolph?" "Well," said Margie hesitantly, "you know the carol we were listening to — well, it came to that part 'Peace on earth, good will to men. —"

"Yes," encouraged the new boy.

"Well," she laughed a little self-consciously, "Daddy and mother were talking yesterday about the words 'good will to men' and daddy said that he had read somewhere that the correct translation should be "To men of good will" . . . and I was thinking about it, just when you three came along.

"The three wise men, that's us" said Pudge, "Ask us, we'll tell you everything."

"That wasn't very nice, Knight Pudge," said the royal princess. The new boy smiled at her, "Your highness, he meant no harm. Forgive him, please. Rudolph, which of the two meanings did you decide it should be?"

Margaret looked at Jack standing shy, awkward, and embarrassed and she thought, "I should ask him and bring him into the

(Continued on page 12)

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RADIO EDUCATION

By Mrs. E. M. GARDNER, Director

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The radio has been established as a permanent medium for education. It has proved to be an excellent means of instruction in the educational field, as it is a medium for continuous instruction. The radio has been established as a permanent medium for education.

We have found in our experience that the radio has been established as a permanent medium for education. It has proved to be an excellent means of instruction in the educational field, as it is a medium for continuous instruction.

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Mrs. E. M. GARDNER

Director of Radio Education. The radio has been established as a permanent medium for education. It has proved to be an excellent means of instruction in the educational field, as it is a medium for continuous instruction. The radio has been established as a permanent medium for education. It has proved to be an excellent means of instruction in the educational field, as it is a medium for continuous instruction.

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preciation of the better programs.

It was mentioned in our last annual report that the Provincial Association of Protestant Teachers had been approached by us to form their own committee on Radio Education and to draw on our committee for teachers who had had experience in the work. To date, this offer has not been accepted nor rejected. However, a request recently came from the Chairman of their Audio-Visual Committee to assist in two projects in connection with education by radio, which we are very glad to do.

A very pleasant thing this year was to find that the Department of Education at Quebec had prepared and sent to the schools a very fine calendar of school radio broadcasts. *Later on, a copy was sent each Association in this Federation, with the hope that its use in the school would be discussed at the next executive meeting of the respective Associations.*

The Department as usual arranged that every school principal receive one or more copies of that most interesting booklet "Young Canada Listens", which describes each year the school broadcasts in Canada at the national, international and provincial levels. Our Federation this year sent a copy of this booklet to each member association for the information of its executive. None of the broadcasts described there

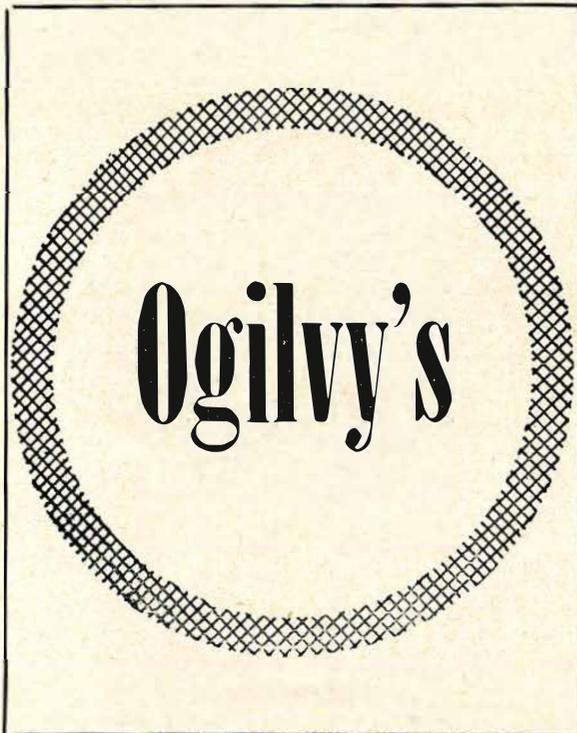
are as yet geared to the Quebec curriculum, unfortunately.

I would mention as well that Dr. Percival's staff recently sent out a questionnaire concerning the use of radio in the classroom, with informative results which will be put to use by the Department, whose interest in the subject is to be commended.

It is gratifying to know that the teachers-in-training at Macdonald College are being made aware of the uses of radio. During the present year, one period per week has been set aside for instruction in Audio-Visual Methods. *The National School Broadcasts formed the core of this program, with the subject specialists developing suitable supplementary material for use in each program.* Some use was also made of the tape recorder in the preparation of dramatizations which were produced for various assembly programs.

The Beauharnois Home and School Association recently advised us that the Beauharnois Intermediate School was using almost exclusively the FM side of their combination AM-FM radio receiver, feeling that they were thus getting higher fidelity.

(Continued on page 8)



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RADIO GUIDE

Children's Programs

Sunday

- 1:00 p.m. — Folk Songs for Young Folk
- 1:15 p.m. — Just Mary
- 1:30 p.m. — The Way of the Spirit
- 4:30 p.m. — Cuckoo Clock House
- 6:30 p.m. — My Uncle Louis

Stations

- CBM, CBO
- CBM, CBO
- CBM, CBO
- CFCF, CKTS, CKOY, CKNB
- CBM, CBO

Monday to Friday

- 10:15 a.m. — Kindergarten of the Air
- 5:30 p.m. — Children's Stories
(Heroes of the North, Magic Adventures,
Maggie Muggins, Sea Stories, etc.)

- CBM, CBO
- CBM, CBO

Monday

- 9:45 a.m. — Stories for Juniors — to Dec. 18
Junior School Music — Jan. 8 - March 19
Conservation — April 2-23
- 10:00 a.m. — Books Bring Adventure — to Dec. 18
Classics & Social Studies — Jan. 8 - Mar. 19

School Broadcasts on Stations CBM, CBO, CBH, CHNC, CJKL, CJNT, CKNB, CKRN, CKTS, CKVD.

Tuesday

- 9:45 a.m. — Social Studies — to Dec. 19 and Apr. 3-24
Adventures in Speech — Jan. 9 - March 20
- 10:00 a.m. — Animal Friends of Canada — to Nov. 7
Agricultural Science — Jan. 9 - March 20

Wednesday

- 9:45 a.m. — Guidance and French — to Dec. 20
Music for Young Folk — Jan. 10 - Mar. 14
Ontario School Choirs — Mar. 21 - April 25

Thursday

- 9:45 a.m. — British School Broadcasts — to April 26
- 10:05 a.m. — Current Events — to April 26

Friday

- 9:45 a.m. — National School Broadcasts — to May 18 (Voices of the Wild, Adventure through Books, Inland Sailors, Shakespeare's "Hamlet", Things We Are Proud Of, Life in Canada Today, Let's Make an Opera, What's in the News.)

Saturday

- 10:30 a.m. — A Doorway in Fairyland
- 11:00 a.m. — Calling All Children
- 12:15 p.m. — Sports College
- 12:30 p.m. — Children's Theatre
- 12:30 p.m. — CBC Stamp Club
- 12:45 p.m. — The Answer Man
- 1:10 p.m. — *Home and School on the Air*

- CBM, CBO
- CBM, CBO
- CBM, CBO
- CFCF
- CBM, CBO
- CBM, CBO
- CFCF

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This is a moot point, as the programs, now reaching the schools over either CBM or CBMFM, have all come over telephone lines and have had corresponding losses in fidelity. However, FM broadcasts should be more free from interference and fading.

It is still too early, as far as the schools are concerned, to invest in frequency modulation sets, or, for that matter, television sets. This Committee's view is that when, and if, the Quebec Department of Education gets its own FM broadcasting system, perhaps several years from now, it will be time to buy FM receivers and build suitable outside antennae. Television developments under the CBC will of course, be watched by the Committee, as well.

The Chairman represented the Committee at a meeting of the Executive Committee Chairman held in October.

What our committee has done in the past

year has required only the services of the Secretary and the Chairman, no meetings of the full committee having been called while we were waiting each month to know whether we were to continue our present functions or *were perhaps to do something in the field of children's after-school and parent education radio programs.* These latter activities receive much attention in Ontario and other provinces from the Home and School organizations there.

We would again ask that the Federation express appreciation to Dr. Percival and his colleagues in the Department of Education, Quebec, for their continued encouragement of the use of school broadcasts, and the same to the Canadian Broadcasting Corp. for the fine quality of their school broadcasts and for their cooperation with this Committee.



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Parents' Page

Thank-you and Please

Right here and now we'd like to thank those few parents who send us anecdotes about children. It doesn't take long, does it, to pick up the phone and tell one to an editor, or to drop us a card? What puzzles us is that there aren't more of you doing it. We're delighted to get these little stories because parents enjoy reading them. Besides that, it's rather fun to see your child's words in print. It really is. And besides that again, our backlog of such small tales is running low. So share your little fella's bright sayings with the rest of us, won't you please?

The Christmas Tree

Some parents trim the Christmas tree when their children are in bed. Some parents trim it while the children watch and bother them. Some parents and their children trim it together, regardless of the size of the children. If you've ever done it the last way, you'll never be thoughtless enough to do it any other way again, we wager. Especially if you were doing Christmas singing as you worked. And especially if you did it in a spirit of togetherness. That kind of spirit parks any high-handed parental tendencies on the roof for the time being, and smothers impatience in a snowbank.

And while we're on the subject of trimming Christmas trees, did your children bring home any pine cones this summer? If they did, why don't you, perhaps on a rainy afternoon, set up a painting place for the children, and let them paint the cones for tree decorations?

Stars

Even small children can make beautiful stars or snowflakes for the tree, from tinfoil, aluminum foil, or any colored but preferably metallic paper. Fold a square of paper diagonally. Fold in half, bisecting the longest side of the triangle. Repeat process two or three times. With scissors, nick semi-circles or triangles, etc. out of the sides and point of the resulting triangle. Trim the top of the triangle in any shape you wish, low enough so that you cut through all thicknesses of paper. Unfold. The snowflake is placed on the tree with a tiny branch through its centre hole. Making these is a grand pastime, because although it is simple to do, each new star or snowflake is different; and the child is intrigued with "I wonder what this one's gonna be like" and he gets a wonderful glow on, when he looks at his star, the one he made, proud and beautiful on the Christmas tree.

More thoughts on marriage

Three nine year old boys were overheard in the following discussion.

"Do you like girls?"

"Me! Naw!"

"Me, neither, I hate girls! And d'ya know what? When we grow up and get married, its *girls* we have to marry!"

After a short, startled silence, one voice was heard to say philosophically, "Oh, well, maybe it won't be so bad. Seems like when you get older, you like them better!"



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WM BARBER
Agency Req'd.

At the 1949 Annual Meeting of Federation, two important resolutions were passed for attention and action of the Protestant Committee, Quebec Council of Education.

The two letters that follow, from Dr. Percival, show what has happened as a result.

May 9, 1950

Mr. Frederick W. Price,
Secretary,
Quebec Federation of Home and School Associations,
1461 Mountain Street,
Montreal 25, P.Q.

Dear Mr. Price,

Following on my letter of June 13th, I have to inform you that your letter of May 27th, 1949, was read at the meeting of the Protestant Committee held in September last. At that time a special sub-committee was appointed for the purpose of making an investigation into the practice of teaching sex education elsewhere and report to the Protestant Committee.

The special committee reported last Friday and made a statement of the practice of teaching sex education in other countries and in other parts of Canada. It also reported the results of the questionnaire that it had sent to your Association, the Provincial Association of Protestant School Boards, the Montreal Protestant Central School Board, the Provincial Association of Protestant Teachers of Quebec, and the High School Principals' Association. In turn these Associations and Boards wrote to their constituent members and a full discussion took place both concerning the question itself and the results of the questionnaire. Consequent upon this discussion the following motion was passed:

"While this Committee recognizes that sex education as a part of the education of the child in regard to a pattern of effective living, is primarily the responsibility of the parent, it also realizes that some responsibility in this matter rests upon the school.

It is therefore resolved that the special sub-committee, with the assistance of such additional members as it may add, be asked to study this problem further and to recommend to the Protestant Committee for consideration a detailed programme designed to enable the schools to discharge this responsibility".

When a definite programme has been formulated, I shall be glad to acquaint you with it.

Yours truly,
(SGD) W. P. Percival

Director of Protestant Education.

December 1950

May 9, 1950

Mr. Frederick W. Price,
Secretary,
Quebec Federation of Home and School Associations,
1461 Mountain Street,
Montreal 25, P.Q.

Dear Mr. Price,

On June 13th, 1949, I acknowledged your letter of May 27th, 1949.

Since that time the Education Sub-Committee and a special sub-committee have considered the question of supplementary examinations. These reported to the Protestant Committee and the attached is an extract from the minutes of that Committee held on May 4th.

Yours truly,
(SGD) W. P. Percival

Director of Protestant Education.
Extract from the Minutes of the Protestant Committee of May 4, 1950.

"The report of the Education Sub-Committee contained the following information:

After discussing the request of the Quebec Federation of Home and School Associations that a trial supplementary examination centre be established in Sherbrooke and that, if the results of the experiment are satisfactory, other such centres be established where the need for them is shown, a special sub-committee was appointed. This group considered the following possibilities:

(1) Holding supplementary examinations in August instead of September.

(2) Holding supplementary examinations in January instead of September.

(3) Continuing the supplementary examinations in September but restricting candidates to writing not more than two papers.

(4) Abolishing the September examinations.

The outcome was that the group recommended that the practice of holding supplementary examinations be discontinued after September, 1950, for the following reasons:

* * *

Quebec Home and School



(1) The shortness of the time for preparation after publication of the results of the June examinations.

(2) The increasing numbers that are writing the supplementary examinations, it being apparent that some pupils take advantage of the possibility of writing in September.

(3) The supplementary examinations have, in the main, failed in their purpose of increasing the scholarship of pupils.

(4) The impossibility of opening centres in all High Schools and re-establishing the machinery of the June examinations.

Further consideration, however, in a subsequent meeting resulted in the re-opening of the question when the following decisions were reached:

(1) That the opinion of the group that studied the matter to discontinue the practice of holding supplementary examinations after September, 1950, should be revised and the Protestant Committee should be asked to decree that in future no pupil be allowed to sit for more than three papers in not more than two subjects of the High School or Senior High School Leaving examinations in September, the subjects being those named in the Handbook for Teachers.

(2) It is provided, however, that pupils writing supplementary examinations must have already passed in a sufficient number

of papers to enable them with the completion of these supplementals, to receive a High School Leaving or a Senior High School Leaving Certificate.

(3) This practice should be operative for a period of five years at the end of which time the question of supplemental examinations should be reviewed by the Protestant Committee.

(4) The regulations should be altered to make provision for the above, the wording of the amendments to be left to the Chairman of the Legislative Sub-Committee and the Director of Protestant Education who should report them to the next meeting of the Protestant Committee as part of this report.

(5) That the number of supplementary examination centres be not increased at this time.

(6) The Principal of a high school may recommend to the Department of Education that a pupil who, for a good reason, has been unable to write the examinations in June be permitted to write more than three papers in September. The request shall be then transmitted to the High School Leaving Board which shall have the right to grant the request in exceptional cases.

(7) The above shall come into effect on and after January 1st, 1951."

* * *

Support The Home and School

conversation, he's always such a hanger-on."

"Jack," she said, "What do you think?"

He grinned shyly, shifted his feet a couple of times, and said, "Gee, I dunno."

"You have to give your opinion," persuaded Margie.

"Well then, I guess, well, I don't think the fellas that are full of bad will to others deserve peace on earth—or anywhere else."

"What does it mean, Margie, 'good will'?" asked the royal princess.

"It means, I think, having a good feeling toward other people; I guess sort of thinking of others, Becky."

"It means, your highness," said the new boy, "that to be a person of good will you think kindly of others, and you have good will or a kind feeling toward them. Such as you yourself, your highness, being a person of good will, will think of your poor reindeer, their feet getting colder, their noses getting redder, and you will —"

"Oh," interrupted Becky, "I will give the royal command: *Allez-ooop!*"

The little procession started gaily down the street. Margaret felt her heart beating much too fast, as she walked between the two boys. She found it suddenly easy to talk to them; she tried again, and successfully too, to get Jack to talk; and was a bit bewildered at the pleasure it gave her, and impressed by the things he said. Several

times the two boys argued across her, and she listened quietly, hearing in the background faint Christmas carols and in front, Becky's delighted laughter as Pudge cavorted in the royal harness.

And then they were home.

"Rudolph, you're some gal," said the new boy. "I'm scared to ask you this but — Are you going steady with some lucky louse?" Margie caught a twist of disappointment on Jack's face. He seemed suddenly to become again the ill-at-ease person he had been before they started to talk. With a kind of wonder, Margie thought, "I did it! I helped him. Just by thinking of how he was feeling — and being a little kind — showing a little good will to him." It was a heady realization. "*I know the secret,*" she thought happily, "*good will — good will!*"

"Well," said the new boy, "How about answering my question?"

She turned laughingly to him, sure of herself, "I never go steady with lice at all," she said.

They all laughed together, and then the boys were saying, "How about it, how about to-night? Are you free to-night?"

"Come on over," she said easily, "the whole three of you. 'Bye for now."

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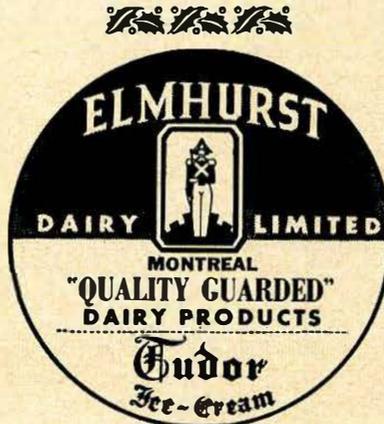
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Children at Home



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: "My boy and girl twins will be five years old next January and I feel badly that there is no kindergarten in this community. I'm wondering what toys I can give them for Christmas and their birthday which will take the place of kindergarten."

ANSWER: There is no substitute for the experience of attending kindergarten. This is because it involves, ordinarily, the child's first venture away from home and the chance to adjust to a large group of children under the supervision of an adult other than the mother. Nevertheless, the child for whom this step is postponed until First Grade need not suffer if his parents can provide the space, opportunity, and materials for satisfying play in and outside of the home.

Play of all sorts is a vitally important element in the child's developmental process. It is the only activity in which the control and direction are in his own hands. Through play, he acquires physical skills; he comes to terms with his own personality and with that of other children. More and more, psychologists find that children, in their free play, work out for themselves the hostilities and frustrations of their inner natures; and iron out the kinks in their progress towards emotional maturity. Extreme cases of disturbed and maladjusted children respond to a treatment known in Child Guidance clinics as "Play Therapy".

We parents, therefore, should give considerable thought to the playthings we buy our children. The most expensive toys or the most beautiful are by no means always the most loved and used, as you may have learned from experience. The questions to

ask oneself are: Does this plaything make my child happy? Does it encourage him to create things? Does it allow him to express himself? There is a wealth of material in the stores to satisfy these criterions. But there is a similar amount in our own homes if we use ingenuity and imagination.

Children of four to six are known to be keenly interested in their homes and in enacting the roles of father and mother with their dolls. Have you ever heard your small boy or girl give a painfully accurate reproduction of one of mother's scoldings.

You can buy ready-made doll houses which are triumphs of craftsmanship on the part of some manufacturer. But you can give your child two orange crates, some scrap materials, paints, a little judicious help and thereby start him on the road to being a busy creative personality. Or you can throw an old quilt over a card table and call it a house, a fire station, a garage, an Indian tepee, or a bunkhouse where cowboys sleep.

The principal thing is to study your own child's interests and cater to them. There is little satisfaction for you or the child to buy Meccano sets or footballs before the child is ready for them. Most five-year-olds like paints, crayons, things to cut out, paste, plasticine, a box of discarded finery for "dressing-up", simple puzzles, and blocks. Of these last, the best and most enduring type can be made by a handy father out of two-by-four lumber, cut into various lengths, sanded and shellacked. Outdoor interests for this age include tricycles, swings, roller skates, wagons and sleds.

Every child needs an opportunity to learn to play alone, with other children and with his own parents. In family play we promote that warmth and understanding between parent and child which is the keynote of a wholesome growth process in every aspect of living.

For a more complete understanding of this important field of play and playthings, we would recommend Chapter Seven in "The Parents' Manual" by Anna W. M. Wolf

DAYLIGHT IN CLASSROOMS

A. LESLIE PERRY

Architect

When a school is built to-day there is no subject given more attention than that of lighting — both natural and artificial. This has not always been the case and it is not necessary to go far to find examples of what I mean. Practically every locality has one or more Victorian or Early Nineteenth Century schools where fenestration was placed in the walls with only one thought and that was the exterior appearance of the structure. All thoughts of good seeing conditions were subordinated to some personal whim of the architect.

To remedy this condition the heads of education and the Department of Labour introduced arbitrary rules that nett glass must equal a certain percentage of the floor area of a classroom, increasing the requirement from time to time until at present 25% of the floor area of a room is to be the glass requirement.

This large glass area is not the whole answer as equally good results can be obtained with say, one third less, but I can see the difficulty in trying to legislate for "light results" because it is how the glass is placed and what sort of glass is used that are the most important items.

These large glass areas have presented us with three problems—Glare, cooling and heating effects. The whole three have engaged the attention of school authorities, architects and the manufacturers of glass and electric fixtures, and much money has been expended in research, resulting in some very interesting fenestration arrangements.

The advent of the light meter has made it possible to measure just what light does fall on the working surfaces and successful

methods have been developed to throw light into the inner portions of the classrooms. At the same time progress has been made in eliminating the first objection to large glass areas—glare.

The conventional method of controlling glare has been to use roller shades and all teachers know that the maintenance of these is heavy and when drawn down it is often necessary to use artificial light even though the sun is shining. One effective solution has been to use directional glass block above the eye level and clear

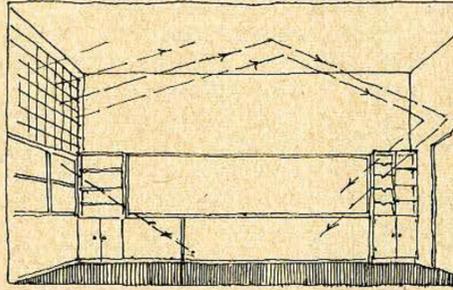


Fig. 1

glass windows below, Fig. 1. The blocks being four inches thick and having a grid of cement mortar joints like a vertical egg crate, form an effective barrier to sunlight while at the same time sending the light rays to the ceiling from whence they are reflected to the inside wall and then back to the inside row of seats. This remaining clear glass can be controlled by roller shades, venetian blinds or drapes. This solution would be more effective if glass directional block could be made one foot square instead of eight inches as the "egg crate" would then be larger and thus

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permit the passage of much more light. I have tried an English made directional glass and have got excellent results, using an unbleached drapery which when drawn diffuses the light and gives high foot candle readings at the inside desks.

The relative merits of roller shades, venetian blinds, and drapes are open to argument. Roller shades are the cheapest way of blocking out sunlight but keep out too much light, they are also easily damaged: Steel venetian blinds are very effective and if light coloured they can be adjusted to throw light to the ceiling. They are however, more expensive and the cleaning is troublesome. Drapes, if properly selected, will effectively diffuse the light, cost less than venetian blinds, are easily removed for washing, and assist in dressing up a room, and experience shows that they are respected by the children.

The heat caused by sun shining on glass will build up in a room. To get it out it must be exhausted mechanically which is quite expensive, or windows must be opened at the top. The latter is not possible with continuous glass blocks so that windows must be placed in some part of the wall reducing the area that is available for sending light to the interior although of course directional glass could be used in

the top part of these windows.

The cooling effect of a large area of glass is substantial when the sun ceases to strike the glass. This is best handled by thermostatically controlled valves on the heating units, and while the first cost is about one hundred dollars a classroom a saving in fuel is certain to result. Radiators placed under the windows will provide radiant heat to make the children nearest to the glass feel comfortable. Conventional radiant heating with pipes buried in the plaster assists by raising the actual temperature of the glass above what it would normally be. Weatherstripping will reduce crack infiltration but if the heating system has been designed to permit of changing the air in a room three times (the loss through cracks will not exceed this) it will give an all over addition of fresh air that is difficult by other means, without someone complaining of a draft. As a matter of fact the Provincial Law requires that this amount of air be added to a room but of course in this climate it cannot be done unless the air is heated before being admitted or capacity must be there to heat it after it comes in.

All of the above applies to lighting that puts left-handers at a disadvantage, but there is a way of obtaining almost perfect results for everyone. This is only possible

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in one storey schools and consists of admitting light on two sides. This is accomplished in various ways, one of which I

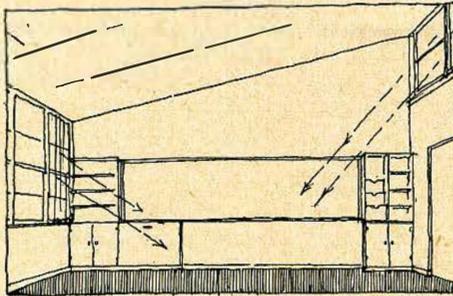


Fig. 2

have tried in three small schools (Figure 2.) and consists of sloping the classroom ceiling from about ten feet at the outside wall to fourteen feet on the inside wall. The corridor has a low ceiling permitting windows over the corridor that admit light to the dark side of the room, and as it comes from the opposite side, the left hand writers get some light from over their right shoulders. This form of sloped ceiling makes it easy to ventilate the rooms by opening windows in the clerestory. Another form has flat but higher ceilings with the same low corridors, (Figure 3.) permitting the

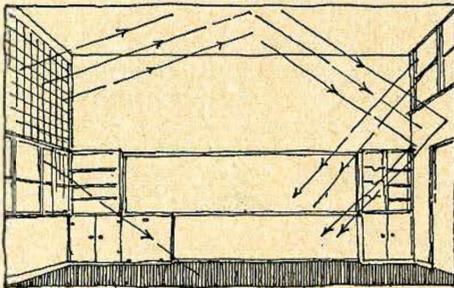
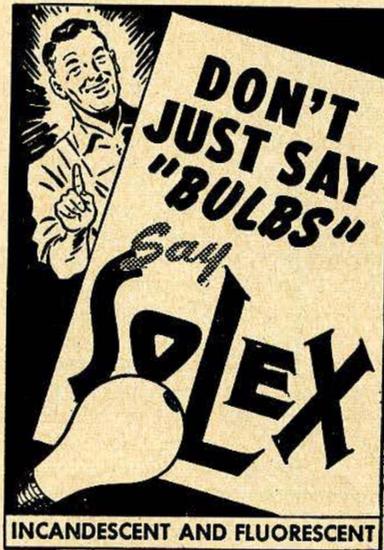


Fig. 3

use of windows on the dark side placed high up on the wall. This permits using glass Blocks without fear of heating the building up from the action of the sun as the high windows will let the hot air escape. This form of lighting gives excellent results but presents certain construction difficulties.

Good seeing could be improved by other factors affecting the quality of light, such as floor coverings, wall and ceiling decorations, chalkboards et cetera. Artificial light is also an important factor but this rates a separate article and will be dealt with later.



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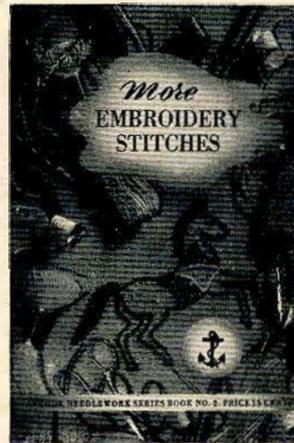
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