

# Quebec

# HOME *and* SCHOOL

*Published Monthly by*

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



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Vol. I. No. 9.

Montreal, Quebec

October, 1949

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# The President's Message

## Interpreting Our Home & School Objectives

In the September issue of QUEBEC HOME & SCHOOL I wrote about ways of avoiding mistakes in Home & School. For this and the following month I would like to continue this discussion by interpreting for you the Home & School objectives, as given in the Constitution which was authorized by your Federation in September 1948.

When you join a Home & School Association, you express your approval of its objectives and accept the responsibility of following them. These objectives have grown slowly and painfully out of more than fifty years of experience in Home & School work throughout Canada and the United States. The success of your Association depends largely upon the degree you allow these objectives — these inherited and tested safeguards — to direct and control your activities.

### **Bringing into Closer Relation the Home, the School and the Community.**

Parents, school teachers, school trustees, community teachers, church teachers and any other persons interested in children who reside within the school district should meet and become acquainted. All share in the work of educating children and youth, with the parents and school teachers playing the most important roles. When they work together toward the same goals, they become partners with an understanding of each other's problems. And with this enlight-

enment, misunderstandings and differences of opinion largely disappear.

The Home & School Association provides such opportunities for cooperation. And here are a few of the effective ways in which teachers and parents may contribute to the cooperative effort of the home, the school and community.



Sometimes it is poverty or sickness or emotional conflicts in the home. Sometimes it is a shift of residence from one province to another or a home with a different background of language, customs and traditions. These are examples of conditions in a child's home which will seriously affect his attendance and work in school. The cooperative school teacher will seek to know these facts and

make the necessary adjustments in her teaching.

Children cannot be expected to do their best work when they do not attend classes regularly and are habitually late. The cooperative parent will see that the child is punctual and regular in attendance.

The child who is sent to school in poor health, suffering from some contagious or infectious disease, will work inefficiently and endanger the health of the children with whom he associates. The child who is subjected to continued periods of emotional strain through parental nagging will be jittery and unstable in the classroom. The cooperative parent will make certain that

her child reaches school each day in a good state of physical and mental health.

A quiet place for uninterrupted study, freedom from too many household duties and few diversions in the form of parties and movies during school nights contribute highly to the success of the child in school. These are responsibilities which the cooperative parent will assume.

The cooperative parent will freely recognize the teacher's professional training and experience in the field of educating children — and will, in every way possible within the home, inculcate respect for the school and the teacher. Community teachers who wish to cooperate will proceed in a simi-

lar manner in their leadership of youth organizations such as the Scouts, Girl Guides and athletic clubs. The child needs to bring this kind of loyalty to the School. Otherwise his moral and intellectual development will be sadly warped and stunted.

The intelligent cooperation of parents and school and community teachers results in a training from which the child develops *one set of habits and ideals* in the home, the school, the church and the community. Such children do not readily become maladjusted in their journey through childhood and adolescence. Simultaneously, teachers and parents develop the democratic habits and attitudes which make for successful living in the home, the community, the province and the nation.

### ***Forming Public Opinion Favourable to Advancement of Education.***

The world is in a constant process of change. New methods of teaching and new courses of study are necessary to keep pace with changing social conditions. The general public needs to understand these changes because in the last analysis public opinion determines the kind of education which the community receives. Through its child study groups, general meeting and committees, the Home & School Association plays an important role in developing public opinion within the community which will favour changes for the advancement of education.

To keep parents in harmony with the changing educational scene, the Home & School Association provides parents with *two avenues of study*. In the first place, it organizes throughout the community Child Study Groups for the study of the *normal* child, his growth and his needs at all stages of his development. Secondly, it interprets the school program and the school curriculum to the parents so that they may see that the education for which they are paying is meeting the needs of their children.

The committee for Child Study Groups organizes groups of not more than 12 parents with a leader, who meet at regular intervals for the purpose of studying problems of rearing normal children. Participating in a study group gives the father and mother an excellent opportunity for becoming better parents.

Parents need to know a great deal about the school its purposes and its methods. Methods of teaching are constantly changing, especially in the elementary school grades. Today children do not learn to read or do arithmetic in the ways their parents were taught. The report cards which they bring home three or four times during the school year are different. It used to be the custom to record the quality of work in figures. Today letters are mainly employed. Perhaps there are schools which substitute graphs and progress charts. Unless parents possess such information, they will lack the understanding which is necessary in creating a sympathetic attitude for what the teacher is doing.

Educators are strongly recommending the increased use of visual aids and radios in the classrooms, and adequate student counselling and a highly diversified course of study in the secondary schools. These changes lead to greater equality of opportunity in the education of boys and girls. They cost money, too. Federal aid for education will be required before the present plans of our educators can be completely realized. This will mean more money from the general public; and this financial support cannot be expected until the public is sympathetic toward these changes.

EDWARD C. POWELL.

# Quebec HOME and SCHOOL

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## Sanity in Sport

Dr. A. S. LAMB, McGill University.

Reprinted from HEALTH,

Canada's National Health Magazine, January-February, 1949.

Our ideas of sanity, as well as our ideas of sport, vary widely. Someone has said that we are all insane but the craziest of us are locked up for safety. Our general conception of a sane person is one who is socially acceptable, but our opinions as to social acceptance are widely divergent. For example, your opinion of my socially acceptable friends may be that they should be incarcerated in an appropriate institution. My opinion of desirable or good sport, may be quite unsympathetically received by you. I may enthuse over tiddley-winks or ping-pong, whereas you may be a dyed-in-the-wool fan of the more vigorous and blood-thirsty sports. What appeals to you does not appeal to me, and so there is a great variance in our ideas, ideals and interests.

Sport — recreation — the spirit of play — is basic and fundamental. Recognition of the values to be derived from play and recreation have always formed a characteristic and important part in the history of the British Empire.

From the religious festivals in honour of Zeus, down through the modern era, a discriminating insight has woven into the fabric of our recreative lives an understanding and an appreciation of that which is fair, that which is good. To "play the game" is no hollow and meaningless platitude. It forms an integral phase of British character in all walks of life. It would, of course, be incorrect to look on recreation as assuming only a physical form; surely there are equally important phases from the mental, moral and social aspects of our nature.

If we analyze the rightly directed instincts of play, we will see that they may exert important educational influences. The old traditional attitude in which play was thought to be a waste of time and that children, when playing, were kept out of mischief, was a negative one. We know to-day, that children learn more and develop better through their wholehearted interests, and the very essence of play life is the interest which is displayed in it. And so the modern view is a positive one, in that we should be constantly striving to utilize the play instincts in all measures which lead toward better citizenship.

*The social values of recreation are many.* There is, perhaps, no force so powerful in removing racial and religious prejudices, in developing companionableness, co-operation and the stimulation of one's social nature. Where can comradeship, friendship and the spirit of loyalty to a group or an ideal be so easily and so thoroughly fostered?

It is hardly necessary to mention the obvious *values to his physical being*, such as speed, skill, strength, endurance, bodily vigour and efficiency. The more of these he acquires, the more resourceful and self-confident he becomes. He is hardened and strengthened against the disastrous consequences of pampering, fatigue is counteracted. Comparative studies show that the mental and physical capabilities of children who have had proper play activity are vastly superior to those not so favoured. The vigour and robustness of the adult are largely traceable to active enjoyable play activities in childhood.

*The mental and moral values arising from play are many.* The thrill of the contest and the joy of battle offer normal opportunities for the satisfaction of fighting impulses, the desire for combat and the instinct for adventure. The losing and winning, the fortitude, the happiness and joy enable the emotions to be harnessed; self-restraint, self-control, modesty, loyalty and courtesy should be the result.

The innumerable choices of action under strain and excitement give wise parents and leaders the opportunity to assist in sorting out the jigsaw puzzles of puberty and adolescence, and it is often the case that emotional maladjustments and social frustrations are averted through participation in play.

Thus, attributes of character are acquired, habits and reflexes are fixed so that they serve specific and desirable ends. There is no other aspect of the child's life in which there are so many opportunities. The rules of the game become the rules of life. Show me the dishonest, selfish and disloyal man and I can almost guarantee that he exhibited those same qualities in unsupervised youthful play. What truer picture can you get of any person than to play with him? Who wants to play golf with the man who cannot count? How many bridge games are wrecked by selfishness and intolerance?

These values do not occur automatically. *Guidance is necessary.* It is well recognized that play and sport can be double-edged swords and that mis-directed play can be exceedingly harmful, as is so often the case in juvenile delinquency. Honesty, loyalty or any other attributes of character cannot be imposed, they must grow from within, as a result of guided situations which call forth the right responses.

The values of sane sport vary with age and other conditions, but "playing the game" has a depth and wealth of meaning which extends beyond the game itself into the activities of life. The values of sport are no longer values unless they live with us in all our relationships. The rules of the game are the rules of life.

As our children grow and develop, they naturally drift into *competitive sport*. Should we not ask ourselves some questions concerning the present day tendency in some of these matters? What are we doing to preserve the spirit of chivalry, the habit of fair play, the true sporting spirit?

What are we, as a public, anxious to see in recreation? And what is our reaction to the things we see and hear? Are we not becoming a bit gory-minded, clamouring for blood, as the Romans of old? Are we in our support blessed with one eye only, an eye that can see only those things we want it to see, or are we generous enough to spare the referee's life and recognize the penalty when it is called on our side? Is our enthusiasm becoming an uncontrolled passion? Are we satisfied with a display of courage, initiative, strength, speed, endurance, skill and strategy, or must we clamour as the caveman to get someone's scalp?

Are we blind to the abilities and worth of our opponents or do we recognize the other side which makes the contest possible? Are we true to those fine traditions of our race which dictate that the fair thing is the right thing, whether we win or lose? Partisanship is to be expected, but often we find the most unfair and brainless invectives hurled at the officials and competitors alike. Surely you must agree that this is misdirected enthusiasm and yet, is public opinion opposed? Where is this public opinion going to lead us and the young people in whom we are trying to sow the seeds of fairness, honesty, justice and sportsmanship? *Is this sanity in sport?*

I realize that sporting spectacles offer a splendid release from the stresses and strains of modern life. But, may I suggest that we are too careless and indifferent in our attitude toward such matters. Published statements of expected fights, grudge battles and bitter feelings often are considered as good box office attractions. Should the lionizing of unnecessarily rough and brutal tactics be set up as approved standards? It is not smart to countenance despicable and dirty tactics, nor does it smatter of the weakling to call attention to manly and noble acts of unselfishness, courtesy and chivalry in sport. Is it not possible, even in the most vigorous sports in which our young men take part, to strive toward a national consciousness, which is the equivalent of "playing cricket"; a national consciousness of fitness, courtesy and sportsmanship, based upon our glorious traditions of play and adaptable to our Canadian citizenship? That would be *Sanity in Sport*. I am convinced that the habits, reactions and attitudes of our young people are of far greater consequence to society than any special physical skills they possess.

Are we satisfied with the "What do I get out of it" attitude, which is permeating far deeper into our competition than we care to admit? Is the love of the game for its own sake being forsaken for the returns it may bring? Intensive competition, the desire to win and gate receipts are masking our vision as to the more important functions which sport and recreation should serve. The attendant evils are apt to make very rapid inroads on our

traditions of play, which may become so impregnated as to create a most serious situation for the rising generation.

I wish to make it perfectly clear that I am not opposed to professional sport. I am not decrying, not criticizing its excellence and showmanship. It is a form of public entertainment, just as there are many other forms. What I am opposed to is to be one thing and pretend to be another.

I confess the conviction that amateurism and its traditions should be promoted and preserved. It is unsound and unhealthy to think in terms of compensation every time an athlete steps on the field. It is our responsibility to see that the many thousands of boys and girls who want to play for love of it, have the opportunity to do so. It is our obligation to see that *participation* receives the proper emphasis. That would be *Sanity in Sport*.

What of the future? The course seems perfectly clear. There are well over two million children in this country under ten years of age and four and a half million under twenty years of age. Should we not combine our energies with a unity of purpose to furnish for all children:

The right to be well born,

The right to give expression to their natural play instincts,

The right to adequate facilities and equipment,

The right to leadership and guidance?

Agreement upon the basic and fundamental rights of our children would be a worthwhile co-operative adventure toward physical, emotional and social health, not only for the present generation but for the generations to come. There could be no more attractive investment, and there could be no richer returns.

#### TREASURERS' BOOKS

A new standardized cash-book for Association Treasurers is now available from the Canadian Federation of Home and School. All Associations are urged to seize this opportunity to facilitate the work of their Treasurers. The book is suitable for any size organization and will last for several years. Place your order now with Quebec Federation, 1461 Mountain St., Montreal 25. Price 75 cents.

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# Parent Education Committee Report

Mrs. H. MARSHALL (*Chairman 1948-1949*)

At this time, it is interesting and profitable to look backwards to 1944 when the framework of the present Parent Education Committee was first set up. It was a very simple start, consisting of a chairman, secretary-treasurer and several members at large. Step by step during the ensuing five seasons the scope of this committee has sturdily grown. As each new avenue of adventure appeared, willing hearts and heads were found to give the particular kind of help that was needed.

We have reported to Home and School membership about the course in Leadership Training sponsored by the Mental Hygiene Institute and the Quebec Federa-

well as arranging for individual observation in study groups. Miss Bailey, who presented the course of sixteen lecture discussions, has given the new leaders a good grounding in Parent Education. The leaders, new and old, met weekly for a two hour session at the Mental Hygiene Institute from the 4th of January until the 19th of April. Topics covered included:

- 1 lecture — Parent Education — What it is, and its function in the community.
- 2 lectures — Growth and Development.
- 4 lectures — Emotional Growth and Development.
- 2 lectures — Social Development.



*Mrs. Marshall (centre) and delegates at Spring Conference*

tion. To members of the Parent Education Committee this is the most important milestone that we have reached yet. It has been made possible by the sincere and serious efforts of all our committee, but particularly those of Mrs. Crowe's Leadership Training Committee, Mrs. H. R. C. Avison and Mrs. T. B. Hughes. These ladies have given unstintingly of their time and energy in working closely with Miss Nora Bailey of the Mental Hygiene Institute in planning the course, interviewing and selecting the applicants as

- 2 lectures — Behaviour Guidance (Discipline).
- 1 lecture — Developing a Wholesome Attitude to Sex.
- 1 lecture — The Significance of Play Activity.
- 1 lecture — Maturity.
- 1 lecture — The Purpose and Method of Group Discussion.
- 1 lecture — The Planning of Parent Education Groups.

Mrs. H.R.C. Avison led the discussion on techniques of Group Discussion. One afternoon's discussion was led by Dr. Karl Bernhardt of the Institute of Child Study of Toronto, who also spoke to a general Home and School meeting in the evening. Our committee was also able to arrange a special luncheon session with Dr. Alice Keliher for leaders who were actually leading groups. Both Dr. Keliher and Dr. Bernhardt were most encouraging and helpful. Again, during these discussions, the committee realized the soundness of its approach to Parent Education in that we had early established the importance of trained leaders.

An article written by Mrs. E.W. Crowe emphasizing this fact appeared in the National Home and School Publication as well as in the Quebec Home and School Bulletin. An interesting radio interview was arranged by Mr. Price who interviewed Mrs. Crowe and Dr. Silverman concerning the course for leaders. From a recent meeting with Dr. Silverman, Mrs. Crowe is able to report that the Mental Hygiene plans to continue the course next year. Leaders trained this year will receive a refresher course as well as practical group experience. It is a splendid partnership. Home and School and the Mental Hygiene Institute. We are grateful to Dr. Silverman for his vision and understanding and we are proud to be part of a movement that acknowledges the importance of education for parenthood. Our thanks go too, to the ladies who have undertaken this responsibility of leadership with such zeal.

#### **Promotion and Organization.**

Taking advantage of "Home and School on the Air", Mrs. T.B. Hughes and Miss Olive Whitehouse, a teacher, were interviewed by Mr. Price in August on the topic of "Getting Your Child Ready for School."

A promotional notice was sent to Home and School membership in early September containing suggestions for interested associations in the practical organization of study groups. A second notice was also sent out as a reminder which included announcement of several series of radio programs related to Parent Education. Mrs. Hughes also gave a tremendous amount of detailed and personal help to Child Study Convenors. As a suggestion to representatives at this annual meeting, we pass on the information that the groups that had, as Child Study Convenors, someone who was vitally interested

in Parent Education, were the best organized and the most profitable group to both the leader and group members. We regret that we were unable to send a leader to two groups. We suggest that associations would do well to appoint Child Study Convenors now, so that application for leaders may be made early in the Fall. There were 21 groups in 16 different schools led by nine leaders. This means that some leaders led groups before and after Christmas. It is hoped that with the new leaders beginning active leadership in the fall, the load will be made a little lighter in some places.

#### **Parent's Bookshelves.**

Mrs. R. D. Hamer kept in close and helpful contact with bookshelf convenors. She reports that there are now sixteen Parent Bookshelves in the city schools, some more active than others. Mrs. Hamer also organized a cross index of books and libraries to help convenors in selecting useful and popular books.

#### **Radio.**

Our committee is deeply indebted to Mrs. J.F. Ware, who has done such outstanding work in dramatic writing for our committee.

#### **Films.**

Keen interest has been shown by associations in films on Parent Education. With this in mind, our committee decided to use a film at the convention. Mrs. Robert Ayre has undertaken, with her husband, to do the job of keeping in touch with the films on Parent Education and exploring the possibilities of what can be done with films in this field. It is expected that suggestions will soon be ready for associations.

#### **Leader's Library.**

With a balance in hand, we decided to make a beginning in developing a leader's library. Mrs. Nichols of Rosedale has been in charge of purchasing and distributing these books. As well as these books, the Library of the Mental Hygiene Institute was made available to our leaders.

This year has been a satisfying one. It has been a year of real progress and maintained interest. We have seen that it pays to build slowly and well. To the membership at large, I would like to say, thank-you, for your interest and support. When average parents support Parent Education so strongly, it shows a real need, and Home and School is to be congratulated for being so progressive.

## Other Angles to 'A Matter of Public Interest'

On further investigation into the question of "A Matter of Public Interest", new angles have appeared with which our readers should also be well acquainted. The searching out of these facts and the presenting of them to the general public through the medium of our magazine are indeed responsibilities of our organization. One of our objects is to assist the public in developing an opinion on a matter of this importance which will be in the best interests of our boys and girls.

Let us once again examine the ruling of the Central Board of Examiners which limits the granting of permits to teachers over forty years of age with extra-provincial qualifications to a period not to exceed five years. Some may interpret this ruling as an obstacle in easing our present problem of an acute shortage of teachers. Others may look upon it as one of the safeguards set up by the Department of Education to protect our children.

There is no doubt that school administrators throughout our province today (or for that matter throughout the whole of Canada) are finding difficulty in securing the services of well qualified teachers. The most acute shortage of qualified teachers, however, is experienced in the remote, rural school districts of our province where living quarters for teachers are hard to procure.

The Department of Education often receives applications from teachers with diplomas obtained outside of the province who are over sixty years old. Indeed, there have been applicants who have exceeded the three score and ten in age. There is little need of saying that such teachers are not capable of doing satisfactory work in the classroom. Again, a teacher who is highly competent at 45 may not be able to work efficiently at 65. True, this teacher may only wish to teach a few years after 45, but everyone is well aware that the minds of people have a habit of changing with the years. It is also a well known fact that the policy of many of our school boards is to retire their teachers at

60. This ruling of the Central Board of Examiners prevents the profession from becoming burdened with teachers who are too old to give our children and youth the type of education which we want.

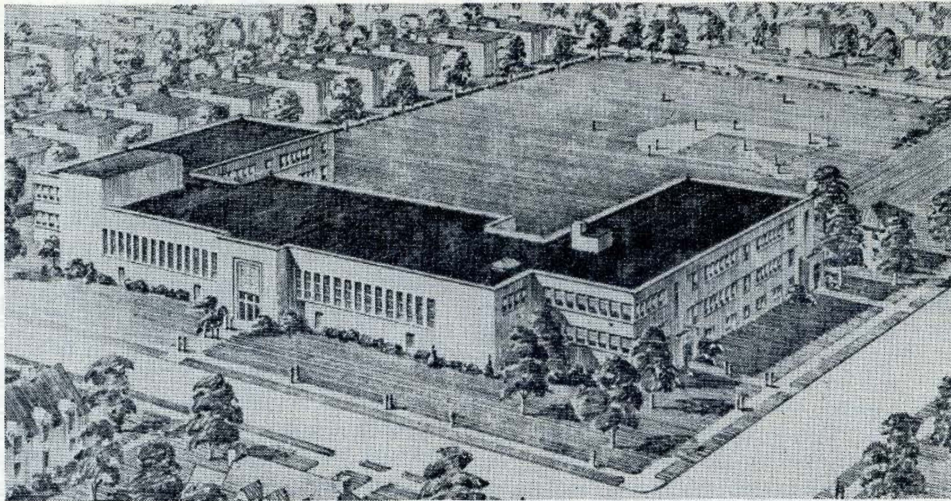
Protecting the educational interests of the public is a policy of the Department of Education which manifests itself in other ways, too. For example, it has for many years resisted the practice of some of the other provinces of Canada in giving short, six week courses in teacher-training for which diplomas for teaching are issued. The Department has refused to meet the question of teacher shortages in this way. It feels strongly that the mere securing of a teaching diploma should *not* be the criterion for qualifying a person to teach. Hence the reason for its insistence upon the satisfactory completion of one full year of teacher-training to qualify a person for a teaching diploma.

The Department of Education is an agency of the government and must at all times uphold its laws. The Education Act compels all teachers with or without a diploma for the province of Quebec to pay into the pension fund. This necessitates the age limit ruling. Unfortunately when a line is drawn in this manner, someone suffers.

Nevertheless when it is done with the greatest educational good of our children as the motive, the Department of Education is deserving of our whole-hearted commendation as would any educational system which places the pupil foremost in its administration.

Your Federation is now of the opinion that the solution for this problem lies beyond the boundaries of our province. It appears to be a question which concerns the whole of Canada. Perhaps the answer will be found in the present study of the Canadian Teachers' Federation on the dominion-wide certification of teachers.

EDWARD C. POWELL.  
*President.*



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## VAN HORNE SCHOOL

This school is being built in a new section of Montreal and is a three track school or 21 standard classrooms. There are, in addition, special rooms for Kindergarten, library, Social Science and music. As the course of instruction only goes to seventh grade, no shop work or Home Economics is envisioned. These subjects being left to the Junior High School.

In addition to the classrooms, there is an auditorium seating 800, having a well equipped stage. There is also a gymnasium large enough for three badminton courts. These rooms have adequate dressing rooms and locker rooms, all of which are designed for Community use, gates closing off the teaching sections.

*(Continued on page 14)*

# VAN HORNE SCHOOL

(Continued from page 13)

Conventional playrooms are omitted but recreation areas for boys and girls are provided and it is intended to furnish these rooms with chairs and tables. There will be facilities for games such as pingpong, shuffleboard, etc.

The standard classrooms have been given careful study and provide all the necessary storage areas and teaching facilities. There is generous pin-up space and storage cubicles for the storage of books or projects, one for each pupil. There is a large bin for the storage of charts and large sheets of paper.

At the rear of the rooms there is a project space with counters, shelving and storage cupboards. A sink and drinking fountain is located in one of the counters. Also at the rear of the room on the counter side is a cloak room space. This space has a rod with fixed coat hangers. There are storage bins, one for each student. These are intended to

hold lunches, samples, books, etc. In addition there are spaces for running shoes.

The construction is a steel frame with steel joists for the floors, The slabs are 2-1/2" of concrete prepared for linoleum.

The building is generally constructed of terra cotta, plastered while the exterior walls are veneered with buff brick.

The windows are wood with glass blocks for special areas. Generally they are the double double hung type. Special diffusing glass is used for the front windows to prevent glare on the blackboards.

Heating is forced hot water with oil fired boilers.

Ventilation is by open windows with mechanical exhaust from the corridors.

The Architects are Shorey, Ritchie & Douglas, with A. Leslie Perry, as Associate. The Contractor is Frank Ross Construction Ltd., who is building the school at a cost of .65 a cubic foot.

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ENTREPRENEURS EN VENTILATION ET SYSTEMES D'AIR CLIMATISE

# The Enchanting Playground

By Ed. McNAMARA

*reprinted through the courtesy of Woman's Day Magazine*

Not far from where that famous tree once grew in Brooklyn, lies the enchanting playground. It seems all the more magical because it glimmers in the middle of a somewhat seedy neighborhood that surrounds Fort Greene Park.

A child entering the Fort Greene playground for the first time, stands amazed at the absence of familiar swings and seesaws. A jungle gym is the only concession to convention. What then delights his eyes is a conglomeration of mounted sewer pipes, playlogs, foxholes, waisthigh concrete walls, steps that lead nowhere and even a section of railroad ties!

For city children this is a heaven of suppressed desires and forbidden pleasures. The playground exudes an aura of creative play to which every child is instantly 'sympatico'. In few other places can children be observed playing with such intensity.

The Fort Green playground is primarily the creation not of poets, not even of child psychologists, but of architects. It is the handiwork of the Landscape and Planning Division of the New York City Housing Authority, though necessity, as usual mothered the invention. During the war years, metallic material for playgrounds was impossible to obtain. Alexander Moffatt, who at that time was manager of the Red Hook low-cost Housing Project, discussed the matter with his landscape architects. Catherine Lansing, recreational expert, was asked for her ideas, and even young Brooklyn burghers were consulted.

The result was the "Dodger". Soon Brooklyn children were entranced with a low wall of concrete blocks, with cross sections jutting out to form compartments. Since it was expressly designed for no specific purpose, the children were free to improvise any game of their own invention.

Milton Smith, a reporter from the Brooklyn Daily Eagle, passed by and felt in sympathy with the underlying idea. He was

inspired to suggest a play "foxhole". Since the majority of the children had fathers and big brothers fighting in real foxholes, the suggestion materialized into a second success. It was not so successful with adults. Brooklynites taking a short cut home at night, frequently fell in. This was corrected when the architects began to go to work on the newly constructed Fort Green Project. Smith's foxhole was built above the surface of the ground so that it was more like a pillbox, which was perfectly alright with the children.

Meanwhile, Smith, who reputedly hates children, laid another suggestion on the drawing boards of the Landscape and Planning Division. This almost defies description and is fittingly named the "Whatnot". The Whatnot is a flight of steps leading to a small ledge not more than three feet high, or it may be a seat or a squatting buttress or there's no telling what not it might be. Children are drawn to it as though to a magnet. Its hilarious impracticality is obvious and compelling. They know how wonderful it is to skip up steps that lead to nothing.

Milton Smith, child-hater, explains, "My inventions keep the children off the streets and out of my way."

It was shortly after this that one of the staff passed a near-by construction job. He noticed huge sewer pipes swarming with children.

"I can't keep them out" a watchman complained. "If one of those pipes began to roll, those children would get hurt."

The architect dashed to his drawing board and soon the playground was adorned with another fascinating contrivance, a number of sewer pipes cemented in place. The pipes are three feet wide so that no child can possibly become wedged in one. They are only four feet long, thus eliminating any dark tunnel, frightening effects.

The mere sight of these unusual features prompted many people to write in further

suggestions. One came from Julian Whittlesey, the noted architect. He designed the "Playlog". It is simply a log about twelve feet long, raised a few inches above the ground, yet the children swarm happily over it. The Landscape Division added variations which formed a U-shaped enclosure and added more possibilities for play.

Then a Dodger was combined with a Whatnot and a number of interesting games evolved. For instance, there was the one where a number of Fort Greenies were observed jamming themselves hilariously within the stone enclosure. A small boy, perched on an abutment of the Whatnot, shouted a command and immediately the children pushed and squealed their way out of the narrow exit. Upon another command they all shoved and pushed their way back.

"We're playing rush", the small boy explained, "and I'm the subway guard."

One of the biggest attractions is the railroad section. Two long planks substitute for metal rails and boys in the mischief-making stage find it perfect. It is expressly designed to furnish the maximum of fun for the minimum of danger.

Child psychologists and educators have given their accolades. These learned gentry aver that the traditional seesaw and swing do not furnish any incentive for children to develop imagination and initiative, whereas the enchanting playground does nothing else but. It is also functionally perfect, most of its features being indigenous to a city child's background.

The highest critical board in the land also found the Fort Green playground exemplary. Neighborhood mothers decided that the unusual paraphernalia were no more dangerous than the traditional. They thought their children played longer, more happily and with less supervision.

One mother, however, detected a seeming flaw.

"My children like it too well," she said, staring at her offspring who were clambering over the Dodger. "They play so hard they wear out their clothes faster than they would on a seesaw or a swing."

But another mother pointed out: "Yes, but the children would fool around these same things in the streets or on construction jobs and maybe get in trouble with the watchman. Here they can do it with us to keep an eye on them. I have no complaints."

However, child psychologists maintain there is one flaw in this paradise of playgrounds. They say that what is lacking is a type of equipment which the children could move safely and to their hearts' content. Rolling something is supposed to satisfy a deep, primordial urge in children. So the Landscape and Planning Division is at present working this one out over its drawing boards. Knowing their Brooklyn children, they want something movable but not removable.

Any suggestions, anybody?



The advertisement features a central graphic with a double-line border. Inside the border, the text reads: *working with Canadians in every walk of life since 1817*. Below this, the logo for "MY BANK" is displayed, with the tagline "TO A MILLION CANADIANS" underneath. The logo itself consists of a stylized "B of M" inside a shield-like shape. At the bottom of the graphic, the words "BANK OF MONTREAL" are printed in a bold, serif font.



# — PARENTS PAGE —

This page is yours, mothers and fathers! We want it to be composed entirely of your contributions, whether they are letters, good ideas, poems, short articles, cartoons, etc. We will publish your contributions over your signature, or anonymously, as you wish. So start them rolling, won't you, to Mrs. G. N. Moseley, 225 Carlyle Ave., Montreal 16.

\* \* \*

## **Now I Understand**

Beverley's mother had tried to make her understand about "Conscience", but her mother felt that Beverley didn't quite grasp the idea. One morning after a rather slow breakfast, Beverley started upstairs. "I didn't want to wash my teeth this morning," she said, "so I wet the toothbrush, in case you'd notice, and you didn't, but I still don't feel good. Now I guess I understand about conscience. I'm going upstairs to wash my teeth."

\* \* \*

## **Cover Picture**

Have you a good snapshot, preferably an action one of children, which you think might make a good cover picture for this magazine? If you have, will you send it to us? If it is an 8 x 10 enlargement, so much the better. We will return it to you, if you include a stamped, self-addressed envelope. We know that there are a great number of excellent photographers among our Home and School membership. Here's your chance to show your good results.

\* \* \*

## **Skipping Chant**

by

**Barby. (Overheard).**

I love Peter.  
I don't love Ross.  
When I marry.  
I'm gonna be boss.

## **How About This?**

Here's an idea sent on to us by the mother of three young children. We would like you to think it over, discuss it with others, and then write us a letter about it. The snowball of opinion will roll, how about helping to guide it?

This mother would like to have the week of school holidays which accompanies Easter week-end, scheduled for the end of February or the first week in March; and only the long week-end retained as Easter holidays. The reasons for considering a mid-term holiday more satisfactory than an Easter one are:

1. It would seem that a winter holiday would be healthier than an early spring one. Every parent knows that Easter holidays are usually wet and slushy; the children either play out in the cold rain or in the house. While considering the children's health, consider as well the strain on the family nerves, if the children play indoors for a week.

2. That this Christmas to Easter term is felt to be too long, can be proven by the recent granting of a Monday as a mid-term holiday.

3. It would give many parents a chance to have a winter holiday with their children, or at least of having outdoor family recreation.

4. It might be much preferred by the teachers themselves, who would thus get a chance to be outside in good weather, for their spring respite.

What do you think?

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# Exploitation of High School Athletes

DO YOU REMEMBER THIS ONE?

What do *you* think about the exploitation of our high school athletes? Here's what Mrs. Wm. Bulford (University District) and Mr. J.G. Lang (M. P. C. S. B.) had to say about it on "Home and School on the Air" last year. Do listen regularly, it's worthwhile!  
Time: Saturday, 1.10 p.m., Station CFCF.

MRS. BULFORD: I notice that a good deal of publicity has been given to the school boy athletes participating in outside teams. Isn't participation in outside teams a long standing practice in Montreal?

MR. LANG: Yes. Naturally, any school boy is apt to give some outside time to Y's, Scouts and neighborhood clubs. This kind of activity is outside however, only in the sense that it is outside the boys' regular school time. A good deal of this activity is innocent and harmless. This afternoon, we are talking about something much more menacing — the exploitation of boys by commercial teams for the publicizing of the commercial product.

MRS. BULFORD: And you mean that this creates a new situation of danger to a boy's high school career, which never existed before?

MR. LANG: That is right.

MRS. BULFORD: Was it the war that created this demand for school-boy stars?

MR. LANG: Partly, because the war suspended intercollegiate athletics and focused attention on the school boys in the sports pages.

MRS. BULFORD: You don't feel then that school boys can carry their school work and outside playing schedules as well?

MR. LANG: They certainly can't but it is much bigger than *that*. Even in athletics alone, the boys lose all interest in inter-school sports and are absorbed in practice schedules that drain their strength as well as their marks.

MRS. BULFORD: Just a minute Mr. Lang, do you mean that the practices, for example, are held at hours regardless of a boy's physical condition?

MR. LANG: That is very right, and of course, the heavy playing schedule plays havoc with a normal boy's school work and life.

MRS. BULFORD: What draws school boys into these commercial teams then — money, publicity or what?

MR. LANG: Well I suppose they are lured on by the hope or *even* the promise that they will become the big N.H.L. stars of tomorrow.

MRS. BULFORD: Are there any real grounds for this hope or is it a sort of will-of-the-wisp?

MR. LANG: Well, let the record speak. Statistics show that right now there are only about 200 athletes in the National Hockey League and perhaps another 300 in the farm teams, whereas, there are something like — 60,000 school boy athletes in Canada turning out for regular practise — to say nothing at all of the thousands in the Northern United States.

MRS. BULFORD: And I suppose, the 4 or 5 hundred big stars are there for at least ten years.

MR. LANG: That is right, and by the way, you might be interested in hearing the opinion of so important an official as President Clarence Campbell of the National Hockey League. He told a large mass meeting of high school masters and athletes recently, that the prospects of a big time hockey career for the *even better* than average high school athlete are just about zero. He told the boys that they were utterly foolish if they sacrificed high school graduation for the prospects of a professional hockey career.

MRS. BULFORD: Do you think that the Commercial firms in question are aware of these facts?

MR. LANG: I don't think they care. But whether they care or not — it all adds up to exploitation.

MRS. BULFORD: Mr. Lang, we are a large Parent's Organization. What do these boy's parents feel about the matter?

MR. LANG: I am afraid that only too often they cling to the illusion that a head-line means a career. If you are interested in this question Mrs. Bulford, you can't say often enough to the parents of school boys, that a boy must resist a little glamour and publicity today, in order to live a worth while and wholesome life tomorrow.

## A Federation Committee Reports on

# Charges for use of Schools

Many Associations have reported difficulties arising from the charges made by the Montreal Protestant Central School Board for the use of schools for meetings and other activities. As you know, your Federation has been working on this problem. We print below a copy of a brief submitted to the School Board outlining the opinion of the Federation on the subject. As soon as a reply is received, we will report it to you.

Mr. P. A. G. CLARK,  
Montreal Protestant  
General School Board  
3460 McTavish St., Montreal.

August 26, 1949.

Dear Mr. Clark,

As agreed upon at the meeting of our Committee with the Board, we have reviewed the varied activities of our member Home and School associations and classified the major ones in two groups. The purpose of this classification is to separate those directly concerned with the educational welfare of the child, which is the primary objective of Home and School Associations, from those which are more in the line of Community Standards Improvement projects.

In the first group we list the following:

1. Regular General Meetings of the Associations except when these coincide with an evening of entertainment for which a fee is charged. Briefly the program for these meetings is either a discussion of problems with direct application to child welfare, or general business of Home and School relations.

2. Meetings of Association Executives at which the administration of the affairs of the Association are determined and decided upon.

3. Meetings of the Child Study Groups. These are meetings of parents to discuss and study child behaviour problems and their solution. They are held under the leadership of volunteers who have had special training and under the sponsorship of the Parent Education Committee of the Federation.

4. Children's classes which are open to all pupils and for which the fee per session

is a nominal one. Tentatively we believe 15c per session may be considered nominal. These classes are usually in Art, Drama, Dancing or Music.

5. Adult meetings necessary for the organization and promotion of any of the above purposes.

In the second group we include the following:

1. Adult activities such as woodworking and language classes or hobby groups. It is assumed that arrangements regarding payment of the instructor's fee by the Board will be possible on similar basis as in the past.

2. Children's activities and entertainments when a fee greater than 15c is charged.

3. All fund raising ventures.

4. Scout and Guide meetings and other community projects which may be sponsored by a Home and School Association.

I hope that you will find this classification reflects the purport of our discussion with the Board, and that it is acceptable as a basis for modification of the charges made for the use of schools after school hours.

We submit that the uses in the first group are such as to fully justify waiver of the charges being made. The activities in this group are part of the program of all associations, in accord with our constitution and essential to progress towards Home and School objectives.

The activities in the second group are more in the nature of community activities, and while we regret that charges must be made for these worthy projects, we appreciate that the Board must make some distinction in regard to the opening of schools after hours for any and all purposes.

We have not gone into any lengthy explanation as we know you are familiar with Home and School programs. We realize that there will be marginal cases and that they will require individual study, but feel that at this time it is more important to arrive at general principles.

*Yours very truly,*

W. A. E. PEPLER,  
*Director.*

# RADIO NEWS

Of special interest to the parents of teenagers is the radio series "School for Parents", which will be on the C. B. C. national network on the Thursday afternoons of November and December, 1949. The topic of this year's "School for Parents" is "How to Guide Teenagers".

The dates and titles of the talks are as follows:

- Nov. 3. To Count for Something.
- Nov. 10. To Make Decisions.
- Nov. 17. To Hold Friends.
- Nov. 24. To Plan Marriage.
- Dec. 1. To Gain Independence.
- Dec. 8. To Enjoy Recreation.
- Dec. 15. To Choose a Career.
- Dec. 22. To Acquire Health Habits.
- Dec. 29. To Find a Life Purpose.

The talk of December twenty-second will be given by a health authority, the others by Dr. S. R. Laycock, Dean of Education, University of Saskatchewan. Dr. Laycock has prepared discussion materials for each of his talks so that they may be used by listening groups. These will be published in the September edition of the Canadian Home and School, a copy of which will go to every Home and School Association in Canada. There will also be pull sheets available.

Watch this section of your magazine for further information.

Other programmes highly recommended to your listening, and to that of your children are:

1. In Search of Ourselves.  
This programme will be broadcast over the Dominion network of the C. B. C. on Friday evenings from 8 o'clock to 8.30, E. S. T. beginning in November. Listening groups for this programme have been organized by Home and School Associations both in Ontario and in the Maritimes. Associations may send in requests immediately for copies of the Discussion Guide, stating numbers of copies desired, to F. W. Price, Corresponding Secretary, 1461 Mountain Street, Montreal 25.
2. Citizen's Forum.  
Time: 7.45 to 8.30, Thursday.
3. Farm Forum.  
Time: 8.30 to 9.00 Monday.
4. Kindergarten of the Air.  
Time: 10.15 to 10.30 Monday to Friday, C. B. M.
5. Children's Stories.  
Time: 5.30 to 5.45 Monday to Friday.

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## JOHNNY APPLESEED

"Love, and Faith, and the Apple Tree". With these key words as the theme, RCA Victor has produced an album for children with Dennis Day as narrator of the story of Johnny Chapman, remembered now as Johnny Appleseed. It's a particular pleasure to recommend this delightful work for your children, because JOHNNY APPLESEED has not only the colour of pioneer wagons moving westward, the voices of forest animals, the war chants of Indians, and the lively folk dances of the early settlers, but takes them and blends them into a wholesome and moving story of courage and love which is good for both adults and children. Himself small and without confidence, Johnny Appleseed is visited by his Guardian Angel, an amazing and jolly apparition dressed in a coonskin hat and buckskin breeches, who convinces him that "Shucks, he has faith, and courage, and a level head". And so Johnny Appleseed begins his own journey westward among the pioneer wagons and encampments, in the midst of many dangers and rough places, to become a welcomed and beloved figure wherever he goes, carrying with him the seeds of apple orchards, but also of love and faith. Then, as the story closes, Johnny's "Gardeen Angel" reappears. He tells Johnny that he has one long last trip to take, and when Johnny demurs, reminds him that "You'd think in Heaven we had what we please, But we hain't. We're kinda short on apple trees". Joyfully Johnny cries, "Then what are we waitin' for? Let's go." This is an album which you and your children will want to play over and over, and treasure among your collection.

JMcL.

## PIGBOATS

"Pigboats", by Commander Edward Ellsberg is a splendid story for boys of high school age. The novel deals with adventures of submarine warfare and is written by a submarine expert. At the time of its publication some years ago, the Toronto Globe printed the following comment about this book: "No one can read this gripping account without paying silent tribute to those who went into battle like a lot of tinned sardines but lived and died like the stout fellows they were." Dodd, Mead & Company are the publishers.

HELEN LEWIS.

## ATTENTION PROGRAM CHAIRMEN!

There seems to be some misunderstanding as to the functions of the Federation's Program Planning Committee. The co-chairman, Mrs. Coutts, has been asked recently to make arrangements for speakers and films for various associations. Mrs. Coutts has been good enough so far to fill these requests. But it's really not her job! It's yours! You have received the lists of speakers and films available compiled by her committee for your convenience. Now it's up to you to make use of those lists for your own association. Mrs. Coutts will be very glad to help any time you need her, but for individual program arrangements, you are on your own.

*Good luck and pleasant meetings!*

Film sources:

Available to all associations:

Mr. G. Fournier, Ciné Photographie, 1265 St. Denis St., HA. 6181.

Mr. A. Proulx, Ciné Photographie, Government Buildings, Quebec.

Available to Montreal Associations:

Miss Jacqueline Lacroix, 1210 Sherbrooke St. E., HO. 2551.

## JORDAN SPORTSWEAR INC.

1435 ST. ALEXANDER ST.

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## FILMS YOU MAY HAVE MISSED

If your school has a sixteen millimetre machine, why not ask the principal if he will let your members in on an early showing of a beautiful film which can be ordered from the fine Department Film Library at Quebec? The name of the film is "Wind from the West"; it is a Swedish film production, narrated, however, in English, and is the story of a Lapp boy's adventures during a daydream among the high mountains of his native land. In photography and production as well as in theme it is one of the finest productions of its kind to appear in recent years. It runs, as we recall, about 20 minutes, and it will do much to give some early meeting of your association a great lift if you can arrange to present it.

And here are two others you should keep in mind. . . also available from the Department through your school order: "Listen to the Prairies", the delightful film presentation of the Winnipeg Music Festival for Children, an experience you won't forget in a hurry. And, "High Over the Borders" another 20 minute production which will take you on a survey of bird migration which also teaches a dual lesson in citizenship and beauty.

Did you know that Canada's new Public Health Program really impressed the American Public Health Association last year? So much so, in fact, that the Convention passed a resolution extending "hearty congratulations to the government and the people of Canada for a step which makes the year 1948 memorable in the annuals of the public health on this continent".

## Do you need more magazine copies?

Quite a number of associations are writing in telling us (1) that they like the Magazine (2) that they don't get the number they want.

Thanks a lot for the nice things you've said about the Magazine. It is sent to you free as a service of Federation, and owing to financial limitations a quota system has had to be established. Now here is the way to get extra copies. If your President will write to the Quality Press Ltd., 1030 St. Alexander St., Rm. 611, Montreal, and name the extra number desired, they will be sent each month, beginning the *number following the request letter*, at a nominal charge of *six cents per copy*. If you need 60 extra, you will get the 60 plus your original quota for only \$3.60. A fair arrangement? We think so, and you can have as many or as few extra as you wish.

And let us have your comments on the Magazine. *And do write in the highlights of your work monthly. We want them.*

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Did you know that the Canadian Food and Drugs Act, passed in 1875, is the oldest act of this type on the North American continent?

\* \* \*

During the National Health Week, Sir Eugene Fiset said — "I appeal to the entire population of our Province to take stock, at this moment, of their health. Is their health good? — or is it bad? If it can be bettered, KNOW HOW. If it is good, it should be maintained as such through every possible health measure."

## MID-DAY FLUORESCENT FIXTURES REG'D.

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