

QUEBEC

# home & school

the magazine for thoughtful parents

VOLUME XII

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萬事如意  
Feliz Año Nuevo  
С НОВЫМ ГОДОМ  
Meilleurs Vœux  
Season's Greetings



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# QUEBEC home & school

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JACK W. CHIVERS

## TO YOU PERSONALLY

It has been my pleasure since September to visit many associations on the Island of Montreal and many others up to a distance of 100 miles from Montreal. I hope during the next two years to visit many of you at your own local meetings, and I want to tell you about an opinion that was expressed to me. This is related both to you as an individual member of a Home and School Association and to your association as a local association. **ARE YOU CONCERNED WITH FACTS OR FRUIT SALAD?** This may seem like a queer question, but when we consider the primary function of Home and School as related to the welfare of our children, I feel that we have to examine our responsibilities seriously and consider whether we are taking a close look at the facts as they exist in the classroom, in our schools and in our respective

communities. What are the facts that are pertinent to the welfare of each child with which we are concerned and what are we doing about them. Home and School is not a so-called "pressure group", but it is possible for us to accomplish together many advantages for our children which we cannot achieve as individuals.

I use the term "fruit salad" to include those individuals of a few associations who nibble at one problem, take a small bite of a situation, glance at circumstances which may cause some concern, but in the final analysis do not actually accomplish too much because they have been busy as can be nibbling at their salad. It looks nice, it tastes good, but in the end what substance has been added — usually nothing that will last and in the long run many will say, "Just what have we accomplished."

I realize that these latter remarks are the exception, but it is up to each one of us as parents who are concerned with the ultimate welfare of our children to look at ourselves, our schools, our Home and School Associations and decide what can be done collectively to better the educational opportunities for our children.

May I on behalf of the Officers of Quebec Federation wish to each one of you and to your families, the very best wishes for a Joyous Christmas and a very Happy New Year.

# TURNING THE TABLES

by HAROLD DON ALLEN

The class of seventeen- and eighteen-year-olds clearly was out to make a good impression. Hopes were on careers in science and engineering, and this Grade XII class test was a first venture into "college-level maths". The start seemed auspicious: my initial question called only for direct application of a relationship, and thirty pens dashed across foolscap to "express in radian measure" an angle of  $43^{\circ} 13' 30''$ .

No slide rule needed here, and no logarithms!  $43.225$  multiplied by  $\pi$  (taken as  $3.1416$ ), divided by  $180$ . Two or three minutes' task at the most.

Red pencil poised, I scanned through a dozen papers, as teachers sometimes do, looking for an answer that agreed with my  $0.75443$ . I encountered half a dozen different, distinct answers before I chanced upon success. Six different errors in multiplication and division . . . and yet the situation was anything but unique.

They tell you it happens in physics, and in chemistry. Youngsters "know their formulas" and yet they "just can't produce the results". You find it in Grade VIII arith-

*While Don Allen has been best known to Home and Schoolers for his broadcasting activities (1949-1957, he has been a regular contributor of original articles for Quebec Home and School, his special interest being mathematics education. He is on the staff of the High School of Montreal.*

metic, the boy or girl who "understands the problem" and fails an examination because the answers turn out to be all wrong.

How much more often, one must suspect, such a youngster *doesn't* "know his methods", for the (to him) quite sufficient reason that methods never seem to get him correct results!

\* \* \*

You learn many things in the first years of teaching that no teacher-training ever could hope to teach. My first startled observation, I must confess, was that many of my pupils, while perfectly civil in the classroom, would "stare right through me" if they noticed me on the street. Of course!—their minds were elsewhere, they never saw me, and when I spoke to them they suddenly would come to life! I take credit for a corresponding discovery in my first teaching of high school mathematics. It wasn't the long square roots that would "throw" these youngsters rather, they just weren't too sure, or too concerned, whether 7 times 8 was 48, or 42, or 54, or 56!

*(Continued on page 5)*

# EDITORIAL

PHILLIP ROSENBAUM



## CHRISTMAS 1959

Behold, the dawn of yet another day!

And earth, revolving, finds its proper place,

Despite big-power politics' display

Of artificial moons and displaced space.

From two extremes, the galaxies are rocked

With man-made missiles. Masking fear with fire,

Friendship feigned, both East and West look shocked:

With savage scorn, again count down to — higher!

To reach a star lies cradled in each man.

To journey out is first to stifle strife.

Then truth, new-found, and practiced man to man

Rekindles peace, and satellites succumb to life.

**TURNING . . . from page 3**

I discovered this through end-of-the-period run-downs in mental arithmetic, ad libbing at normal speaking pace a sequence such as:

Eight, plus 4, divided by 2, plus 3, times 3, subtract 2, divide by 5.  
*Answer?*

I found that the average group couldn't follow me unless given time to pause and "think through" every step.

Their "tables" were anything but "at their fingertips": mathematically, they never would see the forest for the trees.

\* \* \*

I do not know any final answer to such pedagogical road blocks as unlearned multiplication tables, and I very much doubt that anyone does. (Will the world be a better place when and if such tasks can be mastered through some gimmick which substitutes for hard work?) Yet, to many a youngster (and, particularly, in a competitive atmosphere), those mental run-downs seemed to provide good stimulus and, perhaps, training. They would seem to possess merit as a form of "home training". You might, as I do, ad lib them, though having a tape recorder in front of you helps with the kind of audience which asserts that *you* made the mistake. If you prefer the sequences ready-made, you could try this one for a start:

Six, times 9, plus 2, divided by 7, subtract 3, multiply by 7, add 1  
*(over)*

## **When is a Right a DUTY?**

**T**oday everyone enjoys as his birthright, privileges which once were the possession of only a few. But his birthright also includes responsibilities with respect to the privileges he enjoys.

**E**ducation is one of the privileges which carry responsibilities. All of us have the responsibility, for example, of helping to ensure that every young person has the opportunity to complete his education, and of seeing that the quality of instruction at our schools and colleges is maintained at a high level.

**S**un Life Assurance Company of Canada is preparing, for free distribution, a series of booklets on educational matters of importance. These booklets, issued as a public service, discuss problems in which all of us share responsibility. Inquiries about this series should be addressed to:  
**VALUES IN EDUCATION,  
SUN LIFE ASSURANCE  
COMPANY OF CANADA,  
SUN LIFE BUILDING,  
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divide by 6, add 1, multiply by 9, add 1, divide by 8, add 3.

Should the young generation find such a sequence insufficient as a challenge, one solution would be to quicken your speed:

Ten, time 3, subtract 3, divide by 3, subtract 3, divide by 3, subtract 3, divide by 3.

What do you mean, "Can't do it"? Zero the answer is!

Along a similar line, your pupil who feels he has mastered the subtleties of the tables should appreciate this sequence, in which the value never rises above ten:  
*Quickly:*

Two, plus 2, times 2, minus 2, divided by 2, times 3, subtract 3, divided by 3, times 2, minus 2, minus 2, times 2, plus 2, times 3, minus 4, times 5, minus 6, times 1, minus 2, plus 1, minus 2, times 1, minus 1, times 2, plus 3, times 3.  
*Answer?*

Such a sequence, I am convinced, must prod the slow thinker, and guesswork is pretty well out, since a brisk pace demands that a first guess invariably be right.

Other sequences, incorporating more sophisticated notions, challenge admirably at more mature levels. \* \* \*

The beginner in high school, while still a bit shaky on tables, finds himself confronted with the newly-learned concepts of square and square root; receives two-fold drill as he takes on a sequence such as this:

Three, squared, add 7, square

root, plus 1, squared, plus eleven, take the square root, subtract five, square, subtract 1, square, add 1, take the square root, double, then square, double, square again, subtract 1, divide by 7, take the square root, add 6, square, subtract 1, divide by 4. *Answer?*

For simplicity, and an element of sanity, we restrict ourselves at each step to consideration of the non-negative square roots!

Signed numbers give a good work out, and rare would be the boy or girl who could begin by taking this sequence at full pace:

Nine, times a negative 5, add 16, subtract 1, divide by a negative 3, subtract 1, take the square root, subtract 2, square, cube, subtract 2, square again, add 1, square, cube, subtract 1, divide by a negative 9, add 8, cube the result, and add two. *Answer?*

Why keep to integers? There's good mental gymnastics in a sequence such as this:

Seven, divided by 2, times 4, plus 2, square root, plus 1, divided by 2, times 3, plus 2, times 2, plus 1, divided by  $\frac{1}{2}$ , times 2. *Answer?*  
\* \* \*

Such sequences are good wit sharpeners, and I have tried them in slow classes and fast ones, in a busload of elementary school youngsters and before the elite of a high school senior mathematics club. The pace can be adjusted to them all!

For home use, to add confidence and experience with tables, your  
*(Continued on page 20)*



# HOW TO TELL YOUR CHILD ABOUT SEX

A child ponders many things: what makes it rain? . . . how does a car work? . . . where do bananas grow?

But the biggest mysteries concern the human body — and sex.

Sex questions are often the hardest for parents to answer. Many feel “unqualified,” feel only a medical expert can offer a suitable explanation. Others succumb to anxiety or embarrassment and evade the problem. They bury simple facts in fables about angels and storks.

Aware that improper sex education creates a distorted view and lays the foundation for future unhappiness, the Public Affairs Committee — a non-profit educational organization — recently made the problem one of its projects.

Publication of a pamphlet in simple language that tells parents how to give the right answers — was the result.

First thing to realize, advise the Committee experts — is that sex is an all-embracing part of life. It doesn't “begin” in adolescence — it starts at birth.

Holding and fondling an infant . . . caring for him when he's hurt or hungry . . . playing with him — *these* are the first steps in sex education. They help show a child what

love is, build in him a capacity to achieve love and affection.

Practical care serves another function. When you change a diaper matter-of-factly and without fuss, you show a child the workings of his body are human and normal.

Instilling a child with confidence is another step. A youngster who learns to make decisions — playing, dressing and feeding himself — establishes a sense of responsibility on which later sex decisions can be based.

Children explore their bodies from the start. They are soon aware — and interested in — the sex organs.

When the child is old enough to speak, the wise parent uses the proper names to identify “testicles,” “buttocks,” and “vagina” are just as normal as “ears,” “eyes” and “toes.”

Invented, baby-talk words might be easier to say, but they hide reality and create mystery. Proper terms establish a language that can grow with a child.

Perhaps the greatest asset to a parent in sex education is simple patience. Learning about sex — as with everything else — is a slow, over-the-years process. Forced ef-

*(over)*

forts, and concealment confuse the child — and compromise *you*.



The best policy is to answer questions honestly, as they arise. You know when a child is ready for more knowledge by the amount and nature of the questions. Don't worry . . . and don't hurry him.

Of course, answers don't always mean words. Giving children a chance to satisfy their curiosity by observing pets and other children's bodies increases their understanding.

When sexual curiosity approaches the more advanced stages — puberty and menstruation, reproduction and childbirth — the same rule applies: Clear and simple explanations are in order.

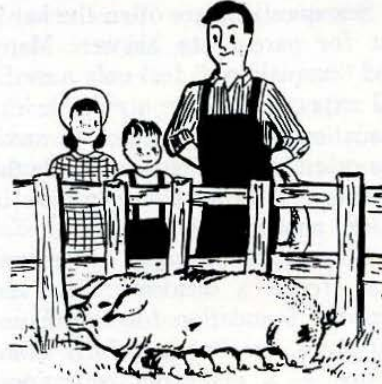
Where do babies come from? From inside their mothers. How does the baby get out? There is a special opening for the baby to come through.

With a vocabulary and mutual trust established . . . with no fantasies to dispell, later revelations come easily.

The information compiled by the Public Affairs Committee on sex education is only one phase of its work.

Topics range from history, medicine, finance, family relations and social problems. The goal is "to see that important social and economic facts reach the largest number of people."

An unexceptional objectivity is always maintained.



If you'd like the pamphlet on sex education, it can be obtained for 25c a copy from the Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N.Y. The Committee will be glad to send you facts about other pamphlets upon request. ✓

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"Loss" shall mean, in respect to hands and feet, actual severance at or above wrist or ankle, joints, in respect to eyes, entire and irrecoverable loss of sight.

**EXCLUSIONS:**

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# IMMIGRANT, EDUCATION AND HOME & SCHOOL

by WILLIAM ASHERMAN,  
*Chairman Citizenship Committee*

Immigrants in this country are faced with a number of problems regarding education of their children which become especially acute if enrolment into school has to take place right after arrival.

There is the problem of language, meaning in many cases that children have to start school here in a lower grade than they would in their old country.

Besides language, there are other matters which puzzle immigrants. Most of them come from countries where the educational system is more rigid and the atmosphere in schools more formal than here. In European countries, education relies more on past experience whereas here we look constantly for progress, for improvements, for new ideas in this sphere. Education here is decentralized, viz. in the hands of the provinces whereas in European countries, regardless of political system, education, especially in secondary schools (comparable to our high schools) and in universities is directed and controlled by the ministry of education of the central government. The division of schools into elementary and secondary groups, according to age and curriculum is different.

All this makes it more difficult

for immigrants to get adjusted here, especially for those with a lower educational background.

It has been repeatedly emphasized that we in Home and School have an important part to play in the process of adjustment and, to go one step further, integration of immigrants, above all in the sphere of education. But our efforts are hampered to a considerable extent by the fact that most immigrants come from countries where there is nothing or very little in the form of a Home & School movement. Consequently they do not know what it is all about, they are indifferent to our activities and a certain shyness connected with lacking knowledge of language, with social standing etc. adds to the problems.

The following, are some suggestions as to how these can be overcome by associations concerned.

Attention of immigrants who have language difficulties, should be drawn to language classes arranged by the Quebec Department of Education through the School Boards or by various organizations such as JIAS etc. In some cases, it may be necessary that associations arrange such language classes of their own and this committee is prepared to give assistance in this regard gladly.

If there are larger numbers of parents involved who belong to various nationalities, representatives of such nationalities, who have a sufficient knowledge of English, should be invited to serve on association executives and should be made familiar with school system, curriculum and with aims and special projects (insurance, study groups etc.) of Home & School. Then these informations should be conveyed by the representatives to their group of parents, either in separate meetings or, if not feasible to convene such separate meetings, in a general meeting called on a program of curriculum and Home & School and broken up into groups according to language. Translations of our aims into ten languages are at the disposal of associations.

For another meeting of associations with larger numbers of immigrants, the film "The Threshold (the Immigrant sees the school) is especially recommended and here again this committee offers its assistance.

Invitations to meetings should be prepared in several languages, according to need.

Another suggestion would be arrangement of an international evening, featuring folk dances and songs of the nationalities represented in the association concerned, with participation of children. If refreshments are being served at such occasions, immigrants should be asked

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to contribute some of their national dishes.

Class mother looking after membership and attendance at meetings should be given special instructions with regard to encouraging immigrant parents to become members and come to meetings.

Needless to say that, at all times, non-immigrants should make immigrants feel that their problems are understood and that they are treated as equals without the slightest trace of discrimination.

Associations having a parents' bookshelf should place pamphlets and booklets on this shelf which can assist immigrants in their integration and naturalization, such as "The Steps to Canadian Citizenship" and "The Canadian Scene". This committee will gladly procure booklets and pamphlets on request.

In conclusion, it ought to be said once more that every effort has to be made on part of Home & School to assist in the integration of immigrants. Whatever we do in Home & School is in the interest of education of all children, including those immigrants who, after all, have become citizens and will help to build Canada's future. ✓

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## THE FIELD OF SAFETY

*Address delivered by Mr. Olivier Quévillon, engineer in charge of the Safety Division of Montreal traffic Department, on the occasion of The Quebec Federation of Home and School Associations meeting, held at Laurentian Hotel, November 7th, 1959.*

I first would like to express my deep appreciation for the extended invitation to participate to this meeting and for the opportunity to set forth some topics of paramount importance in the field of safety.

Your very presence is a testimony of your interest in traffic safety and thus facilitates my task.

Though some of the members present present may be familiar with the two subjects we are about to consider I would feel it a breach of duty not to impress and stress upon the importance of two specific approaches to school safety.

For those less acquainted with the aerial school lights and safe school routes & crossings, let us briefly review the steps leading up to those projects.

In the field of school safeguard, the Province of Quebec is faced with a problem quite at variance and much more complex than that of any other province and this problem is particularly so in Montreal.

Owing to the various necessities arising from a school-age population of mixed nationality, faith and spoken language, the number of schools to accommodate a deter-

mined number of pupils is 3 or 4 times greater than that required to accommodate an equivalent number of children in other provinces where the majority of inhabitants are of one faith and language. The number of educational centers is still further enlarged through the addition of colleges, convents, kindergartens & independent schools. All in all we have upwards of 400 schools, many of them presenting problems of very special nature.

Inasmuch as a well-ordained traffic arrangement must strive towards proper traffic flow facilities on the one hand and protection of motorists and pedestrians on the other hand, the problem involved consisted in striking a balance without trowing all the odds on one side at the expense of the other.

Among its various duties the Safety division of the Traffic Department has, during the past 4 years, devoted a tremendous amount of attention to the question of school safety.

Thousands of individual school site inspections, coupled with surveys of local conditions and supplemented by information from the return of several questionnaires forwarded to all schools enabled us to assess the requirements of each school, locate the danger-spots and take steps to provide for proper action.

The adopted safety measures have taken on different forms such as:

- a) School-zone signs, posted up 300' ahead of crossings.
- b) No parking-zones in front of school premises and alongside exits and entrances.
- c) School crosswalks painted yellow, for intersections in periphery of school premises.
- d) Sandwich-type panels to be set up in the middle of the roadway at school entrance & dismissal hours.
- e) Stop-signs where feasible.
- f) Traffic lights where traffic conditions warranted their use.
- g) Measures directed at providing proper visibility at street corners.
- h) Adult crossing-guards assigned at specific locations.

Although this multiplicity of measures was sufficient in number and scope to meet all requirements, steps beyond and over the normal range of protection were taken to make doubly sure about the children's safeguard.

(over)



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Those extra arrangements taken by our Safety Division were:

1. The design of a new type of safety zone equipped with flashers to provide midway refuge at crossings.
2. The design of an aerial school signal for the exclusive use of children.
3. The establishment of safe school routes & crossings.

I must however underline that with the addition of school lights, we have reached a ceiling or border line over which no other physical means of protection can be contemplated. Safety physical measures cannot logically be multiplied indefinitely and we are now attaining a saturation level.

Inasmuch as any mean of protection is effective only to the extent that people conform to its requirements and since traffic safety is not a one-sided affair but a bilateral proposition we now must bank on the acceptance and willingness of the public to cooperate to this end.

The only field of activity which has not been deeply exploited is that of education, that is to say, education of children by parents and other persons exercising authority over school-age children.

The word "Education" must strike a familiar sound as it has been often waived & flourished without concrete follow-up in many a case.

The traffic Department has adopted a new and practical approach to this problem of public

education, said approach being designed to facilitate the task of parents in instructing their sons and daughters in the ways of school traffic safety.

Our Safety Division has initiated a movement whereby a large size plan or "master-plan" is drawn up for each school.

Were I to consider the possibility of voicing a suggestion, I would respectfully and strongly submit to your consideration that a committee be formed by this Federation, which committee would have for mission to see to it that school routes and crossing be established for each school, and that individual Home and School Association participate in the draft of said safe routes.

I sincerely believe that if there is any association or organization which could see this project through with full satisfaction and efficiency the Quebec Federation of Home and School Association, is certainly the group to look forward to.

I wish to call your attention to the fact that tangible results definitely cannot be hoped for, in the matter of safety, through a one-sided participation alone.

The cooperation of the parents through education is the punch required for the existing safety measures to bring about the expected level of protection.

May I again submit that the formation of a committee on safe school routes and crossings be given your full consideration. ✓



# Federation Notes

**LEADERSHIP WORKSHOPS** — Leadership Workshops have been held in Outremont High School for the Associations in the Outremont area and Cote Des Neiges area. A very successful workshop was held in Magog and a third, Saturday afternoon and evening workshop under the auspices of the South Shore Regional Council. This is an opportunity for executive and members of local associations to get together with members of neighboring associations, add an idea — take away an idea, and all who participate have gained.

\* \* \* \* \*

**TRAFFIC SAFETY** — I am certain that all the members of Quebec Federation would wish to express to Mrs. Cousineau, our sympathy on her recent bereavement. Art Cousineau and Mrs. Cousineau acted on our behalf as joint chairmen of Traffic Safety and set the ground work for this work as it exists today.

\* \* \* \* \*

**YOUR ASSOCIATION SCRAP BOOK** — As individual members, make certain that your association President obtains any article concerning your local Association which may have been released to the Press, any pictures which you may have taken of your activities as parents or on behalf of the children, and please do your part to make your Association scrap book both worthwhile and interesting. Your association President has agreed to donate 3 tickets to the closing banquet at the next Annual Meeting to the Association with the award winning scrap book.

\* \* \* \* \*

**COMMITTEE CHAIRMAN AND COMMITTEE ACTIVITY** — If you are interested in taking part in any phase of your local Association work, please contact your association President and offer your services as a member of a committee, a class President or as a participant in any project which your Association may undertake. It is the help of each individual that results in the whole work of the Association achieving final success.

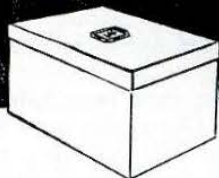
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**NORTHERN QUEBEC ASSOCIATIONS** — Runa Woolgar visited the Associations in Northern Quebec at Noranda, Rouyn, Perron, Malartic and Bourlemac — Val D'Or area and was graciously received and greatly impressed by the work of the Associations in this part of our great Province.

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**TRAFFIC SAFETY CONFERENCE** — An inspiring Traffic Conference was held at the Laurentian Hotel on Saturday, November 7th under the Chairmanship of Sam Maltin. This committee considered traffic safety from the point of view of the individual child, street safety and traffic control, bicycle safety, automobile safe training program and last but not least Elmer the Elephant.

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*"If a child lives with criticism, he learns to condemn . . .*

*If a child lives with hostility, he learns to fight . . .*

*If a child lives with fear, he learns to be apprehensive . . .*

*If a child lives with jealousy, he learns to feel guilty . . .*

*If a child lives with tolerance, he learns to be patient . . .*

*If a child lives with encouragement, he learns to be confident . . .*

*If a child lives with praise, he learns to be appreciative . . .*

*If a child lives with acceptance, he learns to love . . .*

*If a child lives with approval, he learns to like himself . . .*

*If a child lives with recognition, he learns it is good to have a goal . . .*

*If a child lives with honesty, he learns what truth is . . .*

*If a child lives with fairness, he learns justice . . .*

*If a child lives with security, he learns to have faith in himself and those about him . . .*

*If a child lives with friendliness, he learns the world is a nice place in which to live . . .*

*With what is your child living?*

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## **COUPLES GROUP**

The Mental Hygiene Institute, 531 Pine Avenue West, Montreal is offering a course for couples, for which both husband and wife must register. It will begin on January 11th, 1960, at 8.15 p.m. and continue for 8 consecutive weeks. The registration fee is \$3.00 per couple.

Each session will commence with the showing of a film on some aspect of family living, followed by discussion lead by a staff member of the Department of Family Life and Parent Education.

This course will deal with the family as a unit, with all its interdependent relationships, and the way in which the family can fulfill the needs of each individual member, particularly the husband and wife.

Applications are now being accepted for this course. If interested, call the Department of Family Life and Parent Education, VI. 4-3971.

Recommended by the Family Life Committee of the Quebec Federation of Home and School.

## **WEEKLY RADIO PROGRAM**

**MRS. KAY CROWE**

Director of the Department of Family Life and Parent Education  
of the Mental Hygiene Institute

gives a five minute talk about "FAMILY LIVING"

on station CJAD Monday mornings between 11.15 and 11.30

during November and December

## **MENTAL HEALTH PAMPHLETS FOR SALE**

The Mental Hygiene Institute, 531 Pine Avenue West, Montreal is now offering for sale a wide variety of pamphlets on all phases of child development, family living and mental health. This function was previously carried out by the Adult Education Service of Macdonald College. When this was discontinued their extensive pamphlet library was purchased by the Department of Family Life and Parent Education of the Mental Hygiene Institute.

These pamphlets are of particular interest  
to individual parents and teachers  
for use in discussion groups  
to stock a Parents' Bookshelf of your Association which  
can be operated as a lending library at each monthly  
meeting.

Prices range from 35¢ to 85¢.

Lists are available from the Mental Hygiene Institute (VI. 4-3971)  
or the Quebec Federation of Home and School, 2100 St. Mark Street,  
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### TURNING . . . from page 6

best technique for "turning the tables" might be to pose sequences approaching the calibre of these:

Five, times 9, minus 5, divided by 8, plus 3, times 7, minus 2, divided by 6.

Eight, times 9, plus 9, divided by 9, minus 3, times 6, minus 1, divided by 7, times 8, plus 2.

Eight, times 7, plus 6, minus 8, divided by 6, times 3, minus 3, divided by 3, minus 3, times 4, plus 4, divided by 4.

One minus 1, times 1, plus 1, times 1, minus 1, times 2, plus 2, times 2, plus 3, times 4, minus 3, divided by 5, times 6, plus 6, minus 1, divided by 7.

By this point you should have the knack of producing, perhaps *ad libbing*, your own sequences, arranging the "number facts" in patterns which prove both attractive and instructive. Note, in passing, how many basic multiplication-division "facts" this final sequence includes:

Nine, times 9, minus 9, divided by 8, minus 3, times 8, plus 1, divided by 7, times 9, minus 9, divided by 6, times 5, minus 3, divided by 7, times 6, minus 1, divided by 5, times 4, plus 2, divided by 5, times 4, plus 1, divided by 5, times 8, minus 8, divided by 8, times 9, add 20, divided by 8, add 1, multiply by 8, add 3.

Answer 67? Speed good? Then you've mastered your tables of multiplication; that is, at least as far as 9!

### THE UNITED NATIONS CHILDREN'S FUND

On behalf of the Province of Quebec Committee, I would like to express a deep appreciation of the wonderful support given UNICEF this year and to thank all of those from four to seventy-four who have given unstintingly of their time and energy to the success of this endeavor. The amount of money collected represents far more than a certain number of dollars and cents to buy milk and food for hungry children. It measures as well an increasing interest on the part of our children to learn and understand more about conditions and the way of life in other parts of the world. Surely this is an important step on the road to world peace!

(Mrs.) D. W. HEYWOOD,  
Chairman,  
Province of Quebec  
Committee.

Are there any Associations willing to partake in a bowling tournament with other "Home & School" Associations?

Anyone interested please contact G. Jarvis, 4731 Lafontaine St., Montreal 4, Que. CL. 5-9932.

QUEBEC HOME & SCHOOL

# RECORD REVIEWS

## HERCULES

LBY-1036  
RCA-Victor

This recording of the story of the mightiest hero of classical mythology is taken from the actual movie soundtrack. It contains not only the background music but also the dialogue and the sounds of battle and toppling cities. To bridge the scenes and clarify the action, there's dramatic narration by well-known actor Conrad Nagel.

## TV TERRYTOONS

LBY-1031  
RCA-Victor

Terrytoons! The wonderful cartoons that are the favorites of motion picture audiences and tele-

Here are six exciting stories that will delight the youngsters over and over again.

## TALES FROM THE GREAT BOOK, VOL. 2

LBY-1029  
RCA-Victor

In this second volume of Biblical stories, two of the most fascinating in the whole of the Bible are presented. The story of Joseph is retold by Brian Aherne and Ronald Reagan handles the narration for the story of Abraham. Both actors show remarkable storytelling ability

and make their accounts both exciting and understandable to children and absorbing and interesting for adults.

## BINGO

LBY-1034  
RCA-Victor

This Secret Spiral Record features a process whereby no two games will be alike. Players simply start the tone-arm at any place on either side of the record and let "caller" Sandy Becker (host of two New York television's most popular children's shows) continue until someone get a "Bingo!" There's a five second pause between each number so that young children will have a chance to follow. Comes complete with eighteen bingo cards, a supply of cover markers and detailed rules. Loads of fun for the entire family.

## SANTA CLAUS — IN PERSON

LBY-1033  
RCA-Victor

Santa Claus (veteran actor Staats Cotsworth) is narrator of this well-balanced collection of songs (Jingle Bells, Silent Night) and stories ('Twas the Night Before Christmas, The Fir Tree). Santa also describes the countries where they originated, highlighting the universality of the great Christian holy day. Included in the package are a "Santa Claus In Person Song Book", which invites the children to "sing along" with the Polar Elves, as well as "Santa's Christmas Toy Game". ✓

# BOOK REVIEWS

MAY, JULIAN

There's Adventure in Chemistry.

Randy Morrow, an average teen-aged boy, inquisitive and eager to learn about the world around him, delves into the mystery of chemistry with the help of his father, a writer of science books. Youngsters will go with Randy as he experiments with plants, chemicals and sets up his own laboratory. All the family will want to join in on experiments in plant growing and removing stains from clothing. All the information is here, woven into an exciting story of a young boy and his quest for knowledge.

HOLIDAY, JOE

Dale of The Mounted—

Atomic Plot.

Set in the fascinating world of atomic energy, it is an engrossing adventure of high intrigue that gives young readers a close look at what Canada is doing in the atomic field. The main action takes place at Chalk River where a plot has been laid against a visiting scientist. There's colour, excitement and high action in this fast-paced story.

WAITE, HELEN E.

Valiant Companions.

The story of a world-famous pair; Helen Keller, blind and deaf, and her teacher. Anne Sullivan

Macy. Written with sympathy by a successful author of books for young people.

SEUSS, Dr.

Happy Birthday to you!

Fans (and they are legion) of Dr. Seuss's other delightful rhyming fantasies, such as *And To Think That I Saw It on Mulberry Street* and *The Cat In The Hat* will give a loud zum from their highest local sounding-off place to greet this first of his books to come entirely in full colour. And what could be more appropriate for a birthday book for, as the Birthday Bird says, if we didn't have birthdays you wouldn't be you, or worst thing of all, you might be a Wasn't! A Wasn't has no fun at all. No, he doesn't. Mainly for little ones, but parents will want to take a gander too at the funniest book in ages.

Illustrated by BROWN, MARCIA

Peter Piper's Alphabet

Montreal, Nov. 24.

Everyone knows how "Peter Piper picked a peck of pickled peppers" but almost no one will know the other alphabet rhymes in the original book published in 1813 in England. What about "Billy Button bought a buttered biscuit" or "Humphrey Hunchback had a hundred hedgehogs"? These and many other tongue-twisters are given lively illustrations in four colours by Marcia Brown, who last year gave us *Felice*, the story of a cat in Venice. Age 6-10.



BAKER, LAURA NELSON

*Illustrated by Nicholas Sidjakov*

The Friendly Beasts.

It was the first Christmas Eve and the animals in the stable at Bethlehem, a cow a sheep and two doves and a donkey watch the glowing star and hear the angels sing of the coming of the Christ child who is to be born that night in a manger. Each tells the other what they will give the Son of God as a gift. Tender and sensitive, this story adapted from the 14th Century carol of the same name, was nominated as one of the ten best illustrated children's books by *The New York Times*.

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