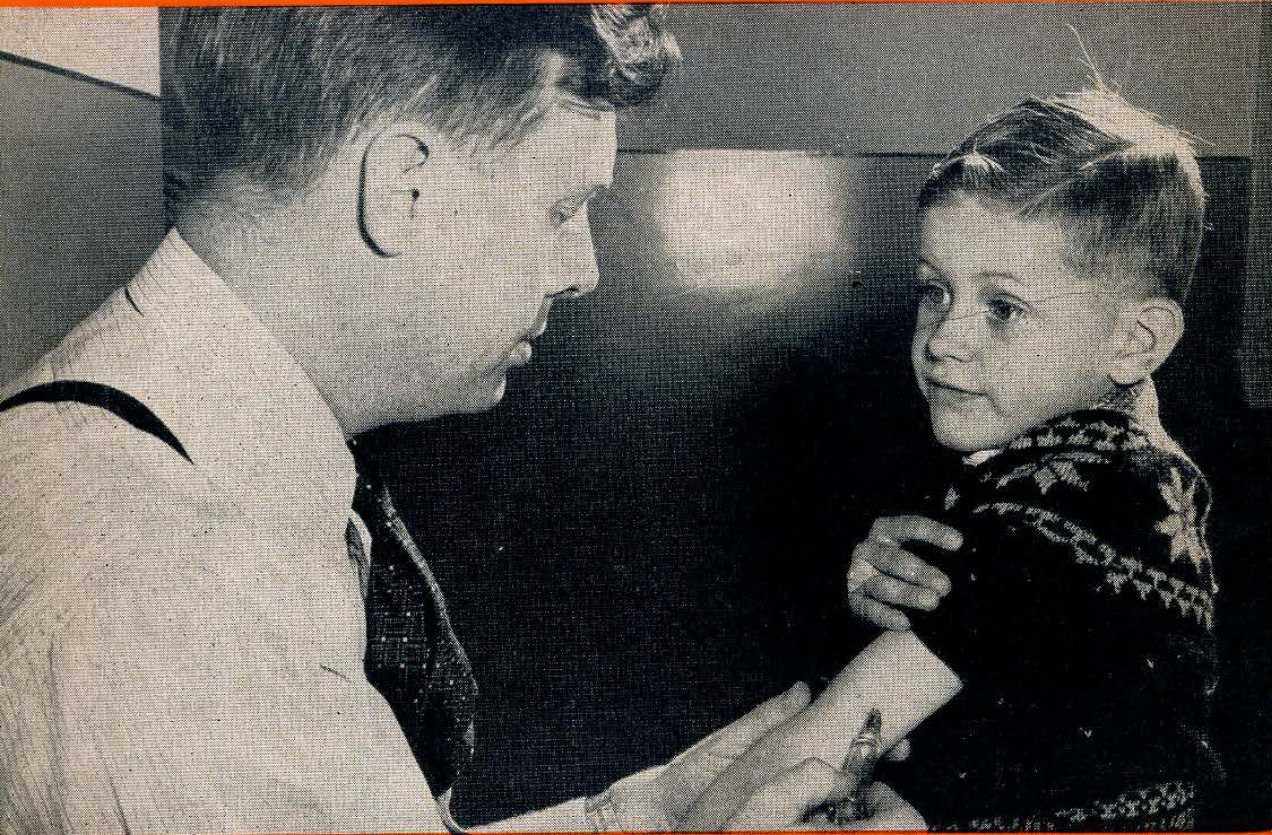


QUEBEC

Mrs. M. Benjamin
720 Aberdare Road
Montreal 16, Que.

HOME AND SCHOOL



In this issue . . .

- The School Bell Rings For ALL of Us
- The Parent Examines the Principal
- Let's Take a Train Trip
- "Our Most Successful Activity"

VOL. IX, No. 1

• MONTREAL, QUEBEC

• OCTOBER, 1956



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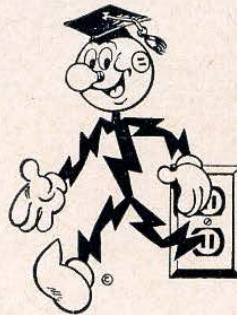
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QUEBEC HOME AND SCHOOL

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DOUGLAS WALKINGTON

THE PRESIDENT REPORTS TO YOU

IT IS with regret that we learn of the death during the summer of two members of the Protestant Committee, Dr. Stobo of Quebec City and Mr. Harold Jones of Bedford. Mr. Jones represented the Committee at our Annual Dinner in May.

Summertime is holiday time for most people but for many Home and School people it is only a little less busy than in the winter. I have heard of plans being made for next season by programme committees and executives of local associations and Federation. Fred Price, magazine manager, Al Hasley, the editor, and Ed. Gross, publisher, have been working on magazine policies. Isobel Shuster, Runa Woolgar and Bob Calder are trying to find ways for Federation to supply some leadership for Regional Council and local association training conferences. Jack Chivers is all ready with the insurance programme, and so on.

Early in June a few of us took part in the Annual Meeting of the Canadian Federation. It is a rewarding experience to meet Home and Schoolers from all over Canada, who are faced with similar problems to those we have in Quebec, but having different ideas of how to go about solving them. We learned that membership in Canada had grown to 284,000 and the number of associations to 3,910.

It was a great satisfaction to see the mortgage on Toronto Headquarters burned by Mrs. Evans as almost the last of her presidential duties and to know that Quebec had played

(continued on page 9)

OUR COVER

Not all of us take our 'needles' as well as the little fellow in our cover picture. Wonder if it's a Salk shot or one of those "before you go to school" deals? Oh, well, whatever it is we're glad he's here and we're us right at this moment but we're all grateful for the vaccines, aren't we?

FRED PRICE
challenges us
with

THE SCHOOL BELL RINGS FOR ALL OF US

*City Schools Add 3,000 Pupils in September
New Schools Cost 8 Millions
Teacher Shortage Problem Faces Local Board*

NEWS HEADLINES like these have become familiar in recent years. More and still more youngsters are reaching school age and commencing their first formal training as citizens. If we are able to keep pace with them it should be an inspiring sight—this great multitude of young Canadians growing up with all the advantages that well-trained teachers and the right equipment can offer.

It may be difficult for us to realize how our schools have grown in the last ten years. And an even more startling expansion faces us in the years ahead.

Exactly how much?

Here are the figures for the Province of Quebec's public schools, elementary and secondary:

	Pupils	Teachers
1945-46	559,792	22,853
1955-56	851,848	35,351
1965-66 (est'd)	1,130,000	38,500

This means that both pupils and teachers increased 50% in ten years, and pupils will more than double in the space of twenty years!

The Province of Ontario has equally striking data to show:

	Pupils	Teachers
1945-46	666,451	22,721
1953-54	933,104	31,870
1965-66 (est'd)	1,591,000	50,800

Again, a doubled enrolment within twenty years!

One interesting—and important!—feature of this growth is that it is just as marked in the towns and villages as in the big cities.

This rate of increase in school population is the highest in our history, exceeding even that of the great immigration period before and after the First World War.

It's a challenge!

If the school administrators and teachers are to do their part in educating our children under the difficult conditions occasioned by such rapid expansion, they must have the support and co-operation of all citizens. That is a trite thing to say, perhaps. What does it mean?

(1) It means, first, that we must willingly pay increased taxes. The new buildings are being erected at top labour and material costs. Teachers' salaries are belatedly catching up with other professions. And we are calling on the schools to do a much bigger job today—vocational guidance, vocational courses, provision for the physically handicapped, etc.

(2) Let us try to understand our school board's financial problems and plans. There is a happy trend toward an annual report along well-written, well-illustrated lines similar to those issued by business firms for their shareholders. When widely distributed among interested taxpayers, e.g. through Home and School Associations, such reports can do much in this direction. Incidentally, here is an area in which home-and-schoolers can assist through a committee, perhaps, charged with co-operating with the local school board in the preparation and production of such a report. The distribution of the report is equally important and this is another avenue for action by the Home and School Association.

(3) Let us try to understand our school board's attitude toward those curriculum matters that concern the children closely. None should be more interested in these matters than parents and once again home-and-schoolers can first of all inform themselves thoroughly on the subject and then take an intelligent and helpful part in the solution of any problems.

(4) Let us be ready to serve on the school board—if qualified and able to devote the time—or on an allied organization such as the Home and School executive.

(5) If we are convinced that the schools are doing the best possible job, let's be boosters for them. And let's encourage more young men and women to become teachers. They will be sorely needed!

*In slightly abbreviated
form we present a most
thought provoking address
delivered by our President,*
DOUGLAS WALKINGTON

THE PARENT EXAMINES THE PRINCIPAL

*To the Kellogg Workshop For
School Principals at Bishops
University on August 16, 1956.*

I APPRECIATE the honour of being asked to represent the parents in your sessions this week. I feel a good deal like Daniel in the Lions' Den—a layman amongst professionals, and I can only hope that I will escape unharmed, as he did.

When I received the subject "A Parent Examines the Principal" I realized it was a tough one, but as I thought about it a little I saw that it was even tougher than I thought at first. One problem is that you are spending your time this week analyzing yourselves and your jobs and it is to be expected that any suggestions I might make will have been thoroughly discussed. The second is that my experience with principals, as a parent has been limited to four, all of whom I think of as personal friends. I did not want any remarks I might make to be considered as relating to them. I can assure them that I think they are doing a fine job.

My final decision was to try to bring to you a message from as many parents as possible. I sent out about 200 letters to Home and School Association workers and others in all parts of the Province of Quebec asking what they thought were the most important aspects of a principal's job. You will notice that I was now looking not so much at the principal, but at the principal's job and it is that which I will talk about from now on.

The response was gratifying. By mail, and verbally, there came quite a large number of answers. Some related to high schools, some to elementary, some came from cities, some from rural centres, from large schools and small.

(Mr. Walkington, at this point, quoted extensively from 39 of the letters he had received.)

These quotations cover a wide field. They don't always agree with each other. There are, however, certain things which stand out.

The first is that the principal is a respected member of the community. The difficulties of your jobs are recognized. I gathered the impression that very few of my correspondents wished to trade places with you in your efforts to do good work and please everyone at the same time. It is also recognized that you are human beings and therefore subject to at least some of the frailties which affect parents. Perfection is not expected, but we do expect a dedicated effort to do your best. Only you can truly tell whether you are justifying the trust which has been placed in you by the school board, the pupils and by the parents.

When we come to the principal's job in more detail, it seems to resolve into a discussion of your relations—relations with your school board, your teachers, your pupils, your parents and the general public. This is the way the parents in Quebec seem to feel.

It has been said that a salesman is the liaison man between a firm and its customers. When talking to the customer he is fighting for his firm and when speaking to his firm he is fighting for his customers' interests. It seems that a school principal should be in the same position with the school board. Fighting for the best for his school, in staff, in equipment, etc. when meeting with the school board; but being loyal to the school board and its policies when dealing with staff and pupils. School boards are made up of people who may or may not have professional educational experience. It is the principal's responsibility to see that these laymen know the background of demands from the school, be told of progress in educational matters which should be considered in relation to the school. But if improvements are slow in coming because of need to convince board members, or because of financial problems, the place to let off steam is to the board not the staff. Dealing with large boards is on a less personal basis.

presumably but the general principles would apply.

Personnel relations, the relation of the manager or supervisor to the supervised, are always difficult, but they are tremendously important. Those who have read the Hornblower series of stories may find some analogy between the position of captain of a ship to the principal of a school. The captain is bound by the policies of his superiors, but has considerable authority of interpretation. He is the leader of his ship. It is not his job to attend to all the details. He must push authority down the line in order to give stature to his staff. He must inspire and train his people to do better work than they thought they could do. He must not interfere blatantly and publicly with the work of subordinates, but rather, by private discussion and training, attempt to raise the standard of performance. His position is one of leadership, of encouragement, of inspiration and of training.

The school principal, too, must divorce himself of as much detail work as possible. He must have time to study the performance of the school in whole and in its parts, to study his job and to exchange ideas with others in his field. As parents, we cannot help but see that some teachers are better than others. We see that some with lower degrees can reach the pupils' minds better than some with more academic training. Is it that they see the need and the ways to dramatize the importance of the various subjects in our daily lives? Each subject has its own usefulness—or should have—whether it be to help in earning a living or in enjoying the finer things of life.

Industry, for example, needs men and women trained not only in the skills of chemistry, engineering, accounting, etc. but people who can put their ideas in understandable, interesting language, who through a knowledge of geography can get the feel of transportation problems, of opportunities for industry because of density of population, of raw materials, power sources, etc. We need a sense of history, so that we may know about the past in a broad, or a narrow sense, and build on the foundations of history the progress of the future.

It has been said that our schools are turning out educated robots full of knowledge but incapable of using that knowledge. I cannot accept that as a general statement but if we are to encourage our students to think, they must not be fed knowledge unrelated to the use to which that knowledge can be put.

The principal, whether man or woman, is a person of wider experience than most

teachers. It is his responsibility to see that teachers grasp—and put over—the importance of the subjects being taught.

The principal is the head of his school and while he will listen to suggestions and sometimes act on them, he must give leadership in controlled enthusiasm for the task of educating our young.

One of the quotations given earlier, stresses the powerful influence of the principal on the scholars. Do they think the principal is fair, biased, too strict, too slack, approachable, frightening, revengeful, irritable, inconsistent, reliable, sloppy, pompous, or what? Probably all principals have been thought almost all of these things at one time or another by some student. We are all changeable. The weather and digestion can affect actions.

We parents hear a good deal about principals and teachers from our sons and daughters. The stories are not always the same and we discount a great deal of what is told. But we can tell what the overall opinion is. It may surprise some of you to know that you are better liked than you think, and that a friendly word or gesture can be an important factor in the morale of a youngster or a class.

Children notice the dress and the idiosyncrasies of principals and teachers. The woman teacher who is letting herself go in grooming, with stains on dresses and so on, has to be extra good to get the attention of her class of teenage girls. The externals mean a good deal.

It is in the question of discipline and punishment that troubles may arise. Discipline is necessary. If there is less respect for authority than there was in past years, we parents will accept a good deal of responsibility. A school needs discipline, but not rigid conformity to a set of arbitrary, unexplained rules, indiscriminately enforced.

Punishment of some kind there must be. Whether the strap or other physical type is to be used can be the subject of a long discussion. It must be fair and unemotional. We do not like to have children come home in tears complaining about unfair punishment. We will discount the stories, but sometimes it might be wise to review the ways in which you and your teachers have inflicted punishment, in the past few days. Did you feel a sense of satisfaction in some punishment you gave? If you did, you were probably emotionally upset—the punishment was probably the wrong one at the wrong time. On reflection, did the punishment fit the crime and did it affect only those who deserved it? We parents can talk feelingly on this subject as we are such offenders ourselves.

Never forget that by your character, your actions, your discipline, your contacts, your smile, or your frown, you can affect a young person's life. It is a serious responsibility. A private talk with a boy or girl can be an important turning point. As parents we are looking to you for a lot of help in raising our children.

I am sure that most principals feel that next to the children,—yes, possibly even ahead of them—their biggest problem is the parents. There are still, I am afraid, some principals who feel that the parent's job is in the home, and the school is sacred ground for the educator.

But after all—they are our children, and most of us love them and want the best for them. True we should not interfere unduly, but please tell us what is going on.

Recently I was moderator of a panel of parents who were discussing the "Parents Look at X School". Many things were said, most of them complimentary, but the big thing the principal found out was that these intelligent parents did not know what they were talking about in many cases.

Do you realize how few notes reach home, particularly as the messengers grow older? Do you realize how little the parents know about changes in methods of teaching? You should, after the success of that book "Why Johnnie Can't Read!" Do you want parents to help with homework? Do you want them to assist on the nightly chore? Why do some in the same class seem to have more homework than others? Is there any reason why you want scholars to arrive at school early—or close to opening time? Who should or should not take Latin or Science? And a multitude of other questions do not get adequate answers—or at least the answers do not get across to the parents in many schools.

We parents want to help with our children's education. To do so intelligently we must know what to do—and what not to do. Is the answer in a mailed bulletin service? Is it in more pre-arranged parent-principal or—teacher interviews? Is it in planned discussion groups—in meetings of parents of children in one class or grade to learn about the subjects to be covered in the current year? All of these ways have been used to advantage, but the local situation must dictate the preferred method.

The parents of today are in many ways different to those of fifty years ago. No longer is mom or dad one who has barely finished elementary school. More and more parents are high school and university graduates,

(continued on page 11)

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TEN WAYS TO KILL AN ORGANIZATION

1. Don't go to the meetings.
2. If you do, go late.
3. If the weather doesn't suit you, don't think of going.
4. If you do attend a meeting, find fault with the work of the officers and members.
5. Never accept office, as it's far easier to criticize than to do things.
6. Get sore if you are not appointed on a committee, but if you are, do not attend committee meetings.
7. If asked by the president to give your opinion on some matter, tell him you have nothing to say.
8. After the meeting tell everyone how things should have been done.
9. Do nothing more than absolutely necessary, but when other members use their ability to help matters along, howl out that the organization is run by a clique.
10. Hold back your dues—or don't pay at all.

ANONYMOUS

MARGUERITE C. KNAPP
of Lennoxville High School
intriguingly suggests

LET'S TAKE A TRAIN TRIP!

*A Grade I or Grade II project
that mothers might help to
organize and carry out.*

AT THE BEGINNING of the school year I discussed places of interest that might be visited during the session with my pupils in Grade I. One boy quickly suggested that we go to the railway station and watch the trains, especially the diesel engines. During the days and weeks that followed, I noticed that the class was unusually interested in watching the trains go by. Sometimes lessons were interrupted to go to the window to "look and see." And so the decision was made—why not take my class for a ride on one of these fascinating trains?

In subsequent discussions about trains I discovered that twenty-six of my thirty-four pupils had never ridden on a train. The next step was to consult my principal on the possibility of making such a trip. My suggested project received his whole-hearted approval and encouragement.

On making inquiries at the station about arrivals and departures of trains I found that the agent's enthusiasm almost excelled my own. At first, I thought we might go by train to the nearest town and return by school bus which would be on hand to meet us; however, after a careful check of timetables, I found that we could make a return trip to Coaticook, a town about sixteen miles distant. The train journeys would be exciting and cause little concern, but what would we do in Coaticook from 12.25 a.m. until 2.20 p.m.?

At the suggestion of my principal I wrote to the principal of Coaticook High School, outlining my plans and accompanying problem. Within a few days the Grade I teacher telephoned me and graciously extended an invitation to us to visit the school and to have lunch in the cafeteria.

With this problem settled the subsequent details were attended to in easy and rapid succession. The local ticket agent volunteered to write the passenger ticket office in Montreal for reduced "tour" rates—forty-five cents for each return trip. Letters of explanation were prepared and sent to parents, and their formal permission was sent to the school authorizing the journey of each small traveller.

In school we were predominantly train-minded. We collected train pictures, drew train pictures, sang train songs, read train stories, heard train records, played train, and watched the trains more intently than ever before. In class discussions we added considerably to our knowledge of trains.

Finally, after three weeks of preparation and planning, the great day came. Accompanying us were another teacher, who shared the trip responsibility with me, and a friend who went along to take pictures (35 mm. transparencies). Before we left school to walk to the station each child had his name printed on stiff cardboard, which was then pinned to a coat label, and each youngster carried a strong brown envelope containing trip expenses. At the station the throng of excited passengers proudly purchased their tickets which were then placed in envelopes for safe keeping. While waiting for the train we were interviewed by a reporter from the local newspaper, and a press photographer took pictures of us buying our tickets and of us boarding the train. One of the boys had the special privilege of being photographed in the cabin with the engineer.

As the train pulled out of the station a few children appeared tense and afraid, but, when they saw the others making themselves at home, their fears quickly vanished and they happily joined their friends in a line-up to have a drink and go to the toilet. The few passengers in the new stream-lined coach obviously enjoyed and shared the children's delight in their new adventure. For the genial conductor it surely was a red-letter day. As we left the train he proudly remarked, "I have always wanted to have a tour like this on my train. I like these children. They have given me a lot of pleasure."

(continued on page 12)

THE PRESIDENT (from page 3)

its part in making this possible. The new National President is Mrs. J. D. Taylor of Hamilton. Mrs. C. S. Evenden of Winnipeg is Central Vice-president, with jurisdiction of Manitoba, Ontario and Quebec. Mr. H. H. Simpson of Sydney, N.S. is Executive V.P. Quebec is well represented by Mrs. Heard who was elected Chairman of the Parent Education Committee.

About the middle of August I spent a very interesting 24 hours with a group of School Administrators who were holding a week long workshop at Bishops University. I heard part of their discussions on Promotion policies and Discipline. My already high opinion of principals as a class was greatly enhanced by listening to the serious way in which they pooled their experiences and tried to work out better ways of handling these troublesome problems. We parents can be assured that our principals are as anxious as we are to work in the best interests of our children.

My job was to speak on the subject of "A Parent Examines the Principal." I passed on the ideas sent to me by so many of you as a result of my appeal for help. Many thanks to all my correspondents.

It was a pleasure to hear favourable words by many on the subject of Home and School. There were men and women present from all over the province—Noranda, Baie Comeau, Aylmer, Sherbrooke, Quebec City and places near to and far from Montreal. Some had associations and some did not. Who can tell? May be some school not now on our list will join us because its principal was enthused by his fellows at the Workshop.

In one respect at least, the principals were in agreement with officials of Quebec Federation. They stressed that programmes should be concerned strictly with the interests of children in home and school. They want parents to know more about the school, its problems, its curriculum, its new methods of teaching some subjects. They seemed willing to help us plan programmes along these lines. They have no patience with associations which spend all their efforts in money raising, although they agreed that this has its place. They see no point in getting crowded meetings by means of stunts, such as the one used by an Ontario association which secured a crowd of fathers by bringing in a famous wrestler. Name speakers are in order only if their subject is within the sphere of Home and School interests.

The new season is on. Let us all, officials and members at large, all work together in the spirit of our creed:

"For the welfare of children and youth." ☉



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"I shall now burn the mortgage," said Mrs. R. S. McLaughlin, Honorary President of Canadian Federation. With that the last vestige of Canadian Federation's indebtedness disappeared in smoke. Looking on in huge delight were Mrs. Lillian Evans, the President, and G. F. Bruce, past president and Chairman of the Board of Trustees of National Headquarters.

Book Review

BRIEF CHATS WITH PARENTS . . . How To Help Your Child Grow Up . . . by S. R. Laycock . . . Copp Clark, 185 pp . . . \$2.00
Dr. Laycock needs no introduction to Home-and-Schoolers, or, indeed, to the listening and viewing audience in Canada. Elsewhere in this issue will be found an announcement of his new series of radio broadcasts.

This excellent collection of little talks is designed for parents of children ranging from the baby in the crib to the teenager in the family car. Hardly a parent could read the book without some profit—if only the gratification of finding some of his or her views well substantiated by an authority. At the end of the volume there are four to six questions on each chapter for discussion and no doubt many a group will find the book an interesting source of discussion material.

A.R.H.

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October, 1956

[10]

Quebec Home and School

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THE PARENT (from page 7)

with training in many skills which make them capable of understanding and helping the educational programme. And not only can we, but we want to, understand the needs and problems of our individual children.

It is this desire to understand that has led to the growth of the Home and School and Parent-Teacher organizations. It is true that in a few cases associations have been organized on a basis of a desire to criticize and thus they have antagonized school principals. However, destructive criticism is disappearing fast. The Home and School Associations of the Province of Quebec are based on the much higher plane of a desire to understand and help the school. They are friendly to school and staff. They want the school to succeed. They are composed of people who want to be better parents. But they cannot succeed without the active—not passive, support of the school staff.

Here is an opportunity for the school to help the home—and vice versa.

A survey of parents and teachers was made in the United States recently and one of the findings was that many parents were not sure that teachers understood the children's needs and how to meet them, and that teachers felt that certain parents were more understanding than others. They agreed that a much wider knowledge of children and their behavior was needed.

In view of the importance of both home and school in the life of a child, surely a cooperative endeavour to find better ways of going about things has tremendous advantages. Home and School overlap so much that we must exchange ideas and learn from each other.

Maybe I am prejudiced, but I think every school should have a Home and School Association where parents and teachers can get to know—and like one another; where parents can learn of school ways and school problems, and teachers may see the earnest desire of parents to give their children every opportunity to grow in the best and broadest way. Home and School Associations have helped in practical ways, sometimes financially, sometimes in sport, in providing a friendly atmosphere for lonely teachers. Do you want more money spent for education in your community? If so, in the Home and School Association you have the nucleus of a favourable and potent public opinion. Do you want higher salaries? Here are people who will be sympathetic to your desires.

(continued on page 13)



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At Coaticook we were met by the Grade I teacher. We were taken to the school by school bus. Dozens of children were on hand to extend their hearty welcome to the adventurers—never shall I forget the warmth and enthusiasm of their greeting.

After leaving our "duds" in a classroom we washed our hands and went downstairs to have lunch. We ate and ate; the food was so good, and we were so hungry. Immediately after lunch we went to the gymnasium where we were entertained by the pupils in Grades I and II. Later, guests and visitors played games and many new friends were made. The discovery of identical Christian names caused much wonderment and excitement among the children. All too soon our short stay came to an end with the good-bye wish that "our new friends" would come and visit us in Lennoxville High School.

There was much to take up our attention on the return trip—watching things go by and seeing the additional passengers board the train at two intermediate stops. There was no lack of animated chatter about new playmates, and a few girls found time "to play house." To complete the happiness of the trip there was the now familiar conductor! Parents and friends greeted us at Lennoxville station. This train trip had been an exciting adventure, nevertheless, facial expressions revealed the joy and security of once again being home.

The following day, Saturday, some of the boys and girls came to school to paint a picture of our train ride. Their combined efforts produced a mural eighteen feet long which was eventually displayed in a store window during Education Week.

A few days after our trip the complete story with accompanying pictures appeared in the local newspaper. Excitement was at fever pitch. Shortly afterwards, one of the boys received a letter from his grandmother who lives five hundred miles away, telling him that she had heard about our train trip on the radio. How proud the little fellow was to tell his classmates of their fame!

Parents and friends received an invitation to come to school one evening to view the coloured slides of our trip. Grade IIB saw them with us at our Christmas party and "our new friends" will see them when they come to visit us in the spring.

For pupils and teacher our unpretentious trip will assuredly be an unforgettable memory. To the majority it brought the exciting thrill of adventure and to all it contributed increased knowledge, widened social relationships and appreciative insights. The new or enriched experiential data provided by the trip supplied unlimited topics for subsequent creative expression. Crayons and paint brushes were wielded with inspired fervour and tireless tongues wagged incessantly—eventually, an illustrated volume, "The Train Story," was produced. (The oral contributions were recorded and duplicated with accompanying illustrations.)

New experiences have followed, but almost every day at 11.40 a.m. I can hear a happy little voice say, "There goes our train!"

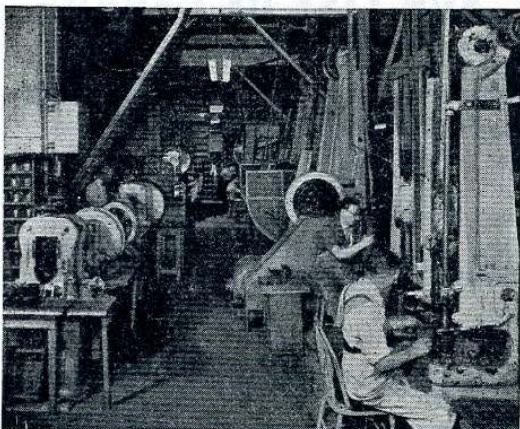
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(continued from page 11)

You, as principals, can make or break a Home and School Association. We realize this so clearly that one of the first questions asked of a new association seeking affiliation with Quebec Federation is "Do you have the approval and support of your principal?"

We parents want to cooperate with you and make your job as principal more effective. You have to guide us in this and I would like you to consider the suggestions made. If you want to try some experiments in Parent-School relationships we will be glad to help you.

Relations with the general public are, in general, a composite of those with school boards, teachers, pupils and parents. However, if our educational system is to grow in stature, it needs financial, political and every other kind of support from those who have no children as well as those who have them. It needs the support of industry and the professions. For this, the principal needs to be respected in his community. He is the school to many people. For the sake of the school he should play a sufficiently active part in the community to gain that respect. There has been some criticism that the principals and staffs of many schools do not play a sufficiently vital role in the planning, as distinct from the money raising activities of welfare agencies; that they do not know enough about the programmes and opportunities for help available, and that because of this, children in financial or mental need are not given the help which is available. In Quebec Federation of Home and School we are trying to find out how we can help with the problems of broken homes, mental retardation and other problems which are hindering education in the rural parts of our province. Maybe this is a place where a principal can give leadership and while giving help, also raise his status in the community.

In closing I want to quote twice more from my correspondence—One lady wrote:

"To me, the work of a principal is best defined by object No. 5 of our code."

"To obtain to the best of his ability and aided by his teaching staff, parents and school board, the best for each child according to his (or her) own physical, mental, social and spiritual needs."

And a businessman wrote:

"Take Oliver Goldsmith's Village School Master, remove a bit of his arrogance and pomposity, add a bit more knowledge, sophistication and tolerance, and you will have a pretty good picture of the average school principal."

I wonder if you think as highly of yourselves and your opportunities as we parents do! ●



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Rough Notes

by Al. Rough

Teen-age Commandments: The following code was posted in all Boston school classrooms, grades 7 to 12, and read aloud every two weeks for two months. It mightn't be a bad idea to clip it and hand—or mail!—to your 'teenager:

1. Don't let your *Parents* down—they brought you up.
2. *Stop and Think* before you *Drink*.
3. *Be Smart*—Obey. You'll give orders yourself some day.
4. *Ditch Dirty Thoughts* fast—or they'll ditch you.
5. *Show-off* driving is *Juvenile*—don't act your age.
6. Pick the right *Friends*—to be picked as a friend.
7. Choose a *Date* who is fit for a *Mate*.
8. Don't go *steady* unless you're ready.
9. Love *God* and your neighbours.
10. *Live Carefully*—The soul you save may be your own.

Incidentally, the italics are those of the students who drew up the code!

Of People: **Mrs. Mary Weil**—organizer of our Province-wide annual art competition for school children—was the subject of a most interesting profile type of article in the July 21st issue of *Saturday Night* . . . **Mrs. Runa Woolgar** and **Mrs. Isobel Shuster**, our two top Vice-Presidents, accompanied **President Walkington** to the National Convention in Winnipeg . . . **Dr. Walter Percival**—a past President of the National body and for many years our Honorary President and good friend—also attended that Convention in a personal capacity.

Others' Opinions: It was interesting to learn that the **Bedford Teachers' Association** recently passed a resolution regarding quarantine similar in intent to our own Resolution on the subject passed at our Annual Meeting last May . . . **The Quebec Association of Protestant School Boards** resolved in May that supervisors' time should be spent in "giving teachers the necessary assistance and instruction so that the scholastic standing of the pupils, in their schools and the efficiency of the teachers is kept at the highest standard . . ." . . . **Compton County Protestant Central School Board** has urged a close study of the Tremblay Commission Report.

To Make Us Think: **Dr. Laurence Patterson**, Director of the School for Crippled Children, Montreal, and a Past President of the Canadian Teachers' Federation—in addition to being one of this country's outstanding educators—addressed the Quebec

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Association of Protestant School Administrators and the Quebec Association of Protestant School Boards in a joint session. Following his address the 150 attendees divided into 5 groups to discuss these points: (1) Does every child have a right to an education consonant to his abilities and needs? (2) Should we segregate pupils according to abilities? (3) What do we expect of our Curriculum and does it achieve these aims? (4) What is the responsibility of the teacher? (5) What is the school board's responsibility in curriculum development? Our Editor hopes to secure permission to publish Dr. Patterson's address and suggests that meantime some Associations might consider one or all of these questions and then check their recorded thoughts against some of the things Dr. Patterson had to say.

Of Books: *The Montreal Daily Star*, reviewing "Making Democracy Work"—a short, simple book on the democratic state and its working—had this to say in part, "When an author tries, in the simplest possible terms, to explain the democratic process, both in its political and economic terms, he deserves praise, and this praise should be bestowed on a Montrealer, **Francis Hankin.**" It went on to say, "If it were widely read by students . . . it would help many a young man or woman, plunged into the specialist courses of modern education, to get a glimpse of the wider horizons which the mid-20th century calls for so urgently." . . . If you want a gift for that new mother of your acquaintance to put beside what will be her well-thumbed copy of "Canadian Mother and Child" it is recommended that you give "**Babies Are Human Beings**", an interpretation of growth by Aldrich and Aldrich. The first Aldrich is professor of pediatrics at the Mayo Foundation; the second is his equally talented wife. ●



Three of those who participated in the final panel, "The Road Ahead In Home and School", at the National Conference in May were **Tom Jones** of Nova Scotia, **Mrs. Armstrong** of Manitoba, and our own **Douglas Walkington**, President of Quebec Federation.



"Hello...Coke!"



"OUR MOST SUCCESSFUL ACTIVITY OF THE YEAR"

(continued from June issue)

Logan Home and School Association's first meeting of the season was one of our Highlights.

The occasion was the presentation of the Association's Annual Award to the students, two in number, a boy and a girl, who, in the opinion of a Committee consisting of the Principal, Senior Teachers and the President of the Association,—were voted to be outstanding during the previous school year.

The awards are made not only on scholastic record, but on evidence of leadership, responsibility and all-round achievement.

We had as guests all the students of the Senior Grade to excite their interest in competing for the award for the current school year.

In addition to receiving prizes, the name of each of the two successful students was inscribed on a large plaque, which is permanently displayed in a place of honour in the School's Entrance Hall. Incidentally, the very artistic plaque was the work of a member our own Association.

The proceedings were interspersed by a musical programme presented by some of the children.

The meeting attracted a very large number of parents, and was an excellent start for the Association's subsequent meetings.

During the past year the programmes presented at the meetings of the **Longueuil and Montreal South Shore** Home and School Association have been very interesting. It is, therefore, difficult to isolate the most successful session. However, because of pupil and teacher participation, the following meetings were memorable: "Meet the Teachers" night; "French for the School Child", when pupils presented a French unit;

and "Education" evening, when a Spelling Bee was held.

If any Association wishes to stir up community interest we would suggest that they hold a discussion on "Fluoridation of Water". Our October, 1955, meeting will long be remembered, as we encountered some organized anti-fluoridation at that session.

Our Annual Meeting this year was also interesting, as the pupils sang the numbers they had performed so capably at the Chambly County School Concert, sponsored by the South Shore Regional Council.

During the past season funds were raised for the following projects—our annual Scholarship; a Christmas treat of candy and fruit for each child in our three schools; provision of free soup and hot chocolate at lunch-time to the pupils (during the winter months); donation of books to classroom libraries; donation of gymnasium equipment to our new school; and donation of special prizes at the end of the school year.

At **Macdonald High** Home and School Association a panel of teachers treated the parents to a most interesting evening considering the subject of "Audio-Visual Aids as Used in the Modern School". Mr. Grant Taylor, Chairman of the committee on Audio-Visual Aids at the school, was chairman of the meeting and introduced the other members of the panel as they dealt with several types of equipment and illustrated their use.

Miss Joan Cumine demonstrated the "flannelgraph," not a new device, but one which is finding many new uses in the school program. It is used largely in the Kindergarten and first few grades, and may illustrate many aspects of the curriculum, from stories and poetry, to games which stimulate new interest in the reading and arithmetic program.



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The tape recorder, and its many uses was shown by Mr. Roger Malboef. In the development of more fluent and colorful speech, it is an invaluable aid. Taking a recording and playing it back shows up clearly, good and bad points in diction. This can be equally the case in showing to students their progress with a spoken language such as French, or in their interpretation of a musical selection. Often the teacher will have a record taken of a significant radio broadcast, to be used later in the classroom at the most convenient time.

Mr. David Hill, whose main interest is Science and Biology in the high school, displayed devices which he used to make these subjects more interesting and more quickly understandable to his students, than a mere lecture could do. He brought to the meeting large models of plastic and plaster, which could be taken apart and reassembled to show the workings of the eye, the heart, a flower. In this three dimensional way, the functioning of these items, their minute details and relative sizes are easily apparent. A most interesting classroom aid was demonstrated which fulfills many of the functions of a microscope and can be seen by the whole class at once. This device, the bioscope projects especially prepared slides onto a screen, magnified many times.

Most parents are aware of the excellent educational films available for use in the classroom. Mr. Robert Overing of the social sciences department at the high school, showed how a film is chosen and integrated into a particular classroom situation, how it illustrates and enriches the understanding of the students in a given field, how it may be used on the one hand to elaborate on material already learned, or to introduce perhaps a new series of lessons.

Many questions were raised during the discussion which followed, with regard to the use of radio, television, film strips and other aids which logically fall into the audio-visual field. The meeting was most rewarding in furthering the understanding of the many ways in which teachers make lessons meaningful and interesting to their students.

This proved to be our most significant and interesting program for the past 2 years. The reasons for this were simple. The program was closely related to our own school and our own children. We as parents were directly concerned and involved.

The demonstration of audio-visual aids was so organized for the meeting, that we had a feeling that we were involved in a

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classroom lesson using the latest aids. Few of us went home still convinced that such devices were "just frills."

As programme convenor of the **Maison-neuve and John Jenkins** Home and School Association, I have been asked to tell you about our most successful programme. We had two or three outstanding events this year, but we feel that our January meeting was the most successful.

We presented "Small Fry Frolics" with Frank and Dorothy Heron in person. We feel we were very fortunate in having this wonderful couple with us. They presented the programme and made up the questions.

Sixteen children were chosen to take part, which made up the four teams. Eight children were chosen from the Sixth grade and eight from the Seventh grade. It was girls versus boys. Well these children had a wonderful time. The winning teams were presented prizes purchased by our association. This programme proved to be education as well as a lot of fun for both parents and children.

The attendance at this meeting was very good and comments were for more of the same. The parents and children were served refreshments in our cafeteria ending a most successful evening.

May I suggest that this type of programme could be presented with two teachers making up the questions and quizing the children.

The Elmer Committee was formed at Maple Hill School by the **Maple Hill** Home and School Association on May 23rd, 1954.

Having little knowledge on Safety matters, Mr. Dorrell volunteered to take on the chairmanship of this committee and with a few volunteers to assist him, set about the formation of this most important committee.

This committee met once a month, planning and debating their campaign in order to make this the great success it is. Every detail was worked out and at each meeting something a little different was needed, something the Children would always remember about Safety. A committee member had the brilliant idea of having Elmer the Safety Elephant appear in person. A costume was rented and this was done, much to the delight of the children. It was a wonderful success.

The inauguration date was set for Sept. 22nd, 1954, when Maple Hill School was presented with the well known Elmer Safety Pennant, the first school of the year to be awarded this honour.

While accidents decreased at the School and the Pennant kept flying, still frequent

accidents were occurring away from School in the Community.

On the evening of Oct. 4th, 1954, this committee asked for a hearing before the Mayor and his Councillors in an attempt to curb these accidents. This was granted and the committee demanded more rigid supervision on traffic violators, more stop and safety signs at vulnerable points in the community, a playground with a well lighted rink to keep the children off the streets. This was done.

Maple Hill Safety Committee refused to stop here. They contacted the various heads of all organizations of Montreal North with a view to forming a Community Safety Council.

Several meetings were held with representatives of the various organizations, the Mayor and the Chief of Police.

Their never tiring efforts brought results. After many months of hard work the forming of this Council was finally realized in 1955, to be known as the Montreal North Traffic Safety Council.

You will hear more of the Montreal North Traffic Safety Council as time goes on, because it was promoted by the Maple Hill Home and School Association.

The most successful activity of the **Rose-dale** Home and School Association for the year was the Meeting under the leadership of our Child Study Group.

The main feature of this Meeting was the presentation of a short one-act play entitled "And You Never Know". This play illustrated very effectively various situations and problems which might arise from time to time in any average family—jealousies, misunderstanding, self-pity, differences of personalities and the like. The play itself was very well

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written and was most entertaining as well as being thought provoking.

Immediately following the presentation, the audience were divided into Groups, of not more than 10 or 12, in each group. Each of these groups was given a typewritten question about one of the situations which arose in the play. They formulated an answer to the question which was then presented to the Meeting at large by a spokesman appointed by the Group. Each of the groups in turn gave their answer to the question being considered by their own Group.

The Meeting was next developed into a most interesting general discussion, where all members were given an opportunity to discuss the answers which were given by the various groups. Much interesting and stimulating discussion occurred during this session.

We feel that the outstanding success of this evening was the fact of its being the type of activity which permitted, or rather, required, audience participation. Members of the Association, acted in, directed and produced the play, and had a great deal of fun in doing so. The entire audience were divided into Groups and all had an opportunity of expressing their own opinions, either within their group or to the Meeting at large in the general discussion.

With the profusion of professional entertainment which is so readily available today in so many forms, it is very difficult for Home and School Associations to attempt to compete effectively in the entertainment field. They still can, however, compete in offering an opportunity to their members to entertain themselves, and this from our experience proved to be a very warmly welcomed offer.

In the month of May last, **Rosemere** Home and School Association having dis-

cussed at previous meetings what were the requirements of our new School in Rosemere, decided that Gym equipment was the most pressing need of the School staff and the most practical immediate benefit the H & S could make available.

A carnival was organized in the auditorium Hall and for a full Saturday afternoon, we made available to the public in Rosemere all games that would be of interest to the children, booths and so on and for a charge of .05¢ or .10¢ a game we were able to gross approximately \$650.00. Pet shows, art exhibits and other attractions were also included. This money eventually bought the equipment in mind and what we felt was a successful project was thoroughly enjoyed as well by all who attended.

This year we made a concerted effort to make available to Sub-teens a program of activity; amongst other facilities the use of the school auditorium every Friday night, we permitted the youngsters to set up their own board of directors, do their own financing, mete out their own punishments for infractions and made available instructors to advise and supervise, and although the results and ultimate goals have not been achieved as yet, we feel that we are well on the way to success in supplying a solution to a difficult problem.

The highlight of the activities of the **South Shore Regional Council** was a concert at the Chambly County High School.

This was not an ordinary concert. The talent was provided by over four hundred and fifty (450) pupils, from all Protestant schools in the county, trained by their respective teachers.

Practically all the classrooms in the high school were used to assemble groups of students taking part. Senior high school



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students helped to keep order and prevent congestion in the halls.

Tickets sales were stopped at eight hundred and fifty (850) and all the proceeds turned in several days before the concert. Flowers, advertising, tickets and services were donated to the point where total expenses were seven dollars and fifty cents (\$7.50). The net proceeds were over four hundred and twenty dollars (\$420.00).

Nearly eight hundred (800) people attended including leaders in civic, church and education. Our Quebec Federation President Mr. Walkington and Mrs. Walkington were there.

I am sure they all enjoyed the accurate timing, wide variety and excellent quality of the entertainment.

The receipts will provide two bursaries of two hundred dollars (\$200.00) each and a start toward a third. These bursaries are eligible to worthy students graduating from Chambly County High School and are applicable toward a course at a recognized school for teachers.

Much credit is due to Mr. Napper and his committee, particularly Mr. Templeton, Principal of the High School; and to the teachers and helpers from all parts of the County. Their excellent co-operation made the concert an outstanding success.

The most interesting meeting of the **Sutton High Home and School Association** is always our Fashion Show held at the May meeting. The girls of the Household Science classes model their dresses, skirts, blouses and evening dresses they have made during the school year. There is appropriate music and the girls are taught to walk slowly and gracefully to display the garments. The teacher describes the clothes and comments on the difficulties of some special detail or why a certain pattern or material was chosen. The younger girls have on display the aprons, face cloths, needle books etc. that they have made during the year. We feel this is all most interesting to the parents and educational for the pupils.

The awards for the Public Speaking contest, sponsored by the Home and School at an earlier meeting are presented.

The boys and girls give a short description of their school trip taken with their teachers. Last year they went to Quebec City for three days and this year are going to New York for four days.

The reports of the delegates to the Provincial Conference are given.

The afternoon finishes with a formal tea served by the Household Science girls. A

tea table with flowers and candles is presided over by our Honorary President, who was also our first President nearly thirty years ago, and by the President now in office or his wife if the President is a man.

As you see this is a busy afternoon. This one meeting of the year is held in the afternoon, and although not many men are able to be present there are many of the mothers from the country who look forward to this meeting and who are not able to get in during the winter. It helps to make a liaison between the regular working members and others who are interested and always willing to help but do not have the time or opportunity to come regularly. ●

DR. LAYCOCK BROADCASTS

The 14th annual CBC SCHOOL FOR PARENTS will be broadcast on TRANS-CANADA MATINEE for nine Thursdays beginning November 1 and continuing through December.

Dr. S. R. Laycock, former Dean of Education at the University of Saskatchewan, will be speaker in this series which he has conducted since the first was broadcast on the CBC in 1942.

Dr. Laycock is a recognized authority on child psychology and parent education. His new book, *Brief Chats With Parents*, just published by Copp Clark, embraces the kernel of his talks over the CBC.

For many years Dr. Laycock has worked closely with the Home and School and Parent-Teacher Federation, serving for a time as their national president. He estimates that he has spoken to more than 1,000 Home and School and Parent-Teacher Associations from the Maritimes to the Yukon.



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- 5.00 Let's Go to the Museum
 5.15 The Magic of Music
 10.00 Talks and Public Affairs

WEDNESDAY

- 5.00 Hidden Pages
 7.30 Disneyland
 9.00 Kraft Theatre
 10.00 Folio

THURSDAY

- 5.00 Maggie Muggins
 5.15 Mr. O.
 10.00 Concert Hour (alt. weeks on Channel 2)

FRIDAY

- 5.00 Pierre Radisson
 8.30 The Plouffes
 9.00 Graphic

SATURDAY

The Last of the Mohicans (Time to be set)

SUNDAY

- 2.00 Junior Magazine
 3.00 Citizen's Forum
 4.00 You are There
 4.30 Lassie
 5.00 Fighting Words
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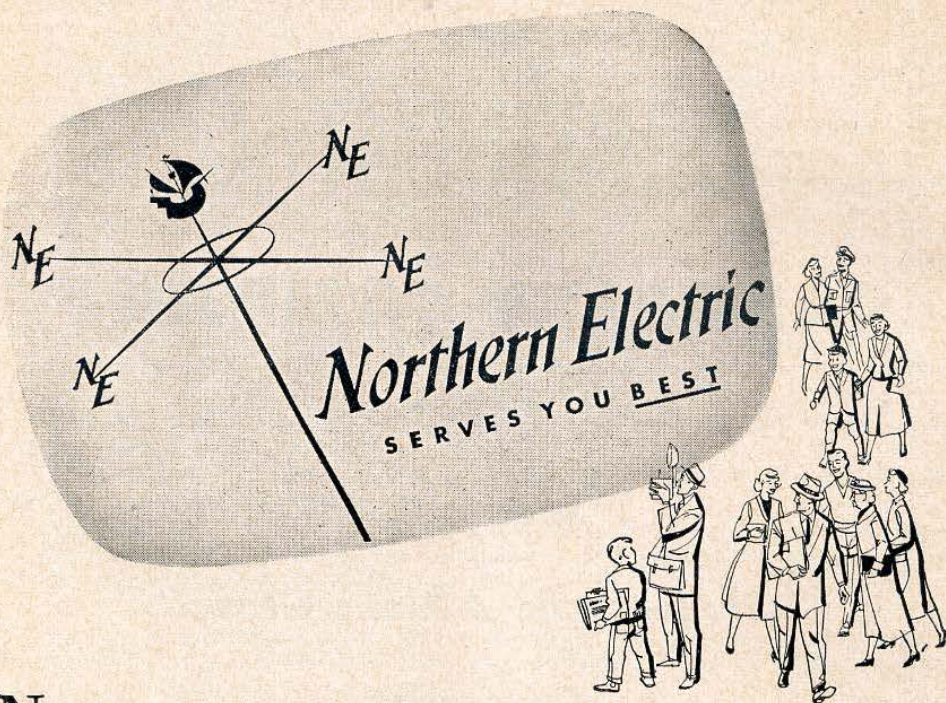
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