

# Quebec Home and School

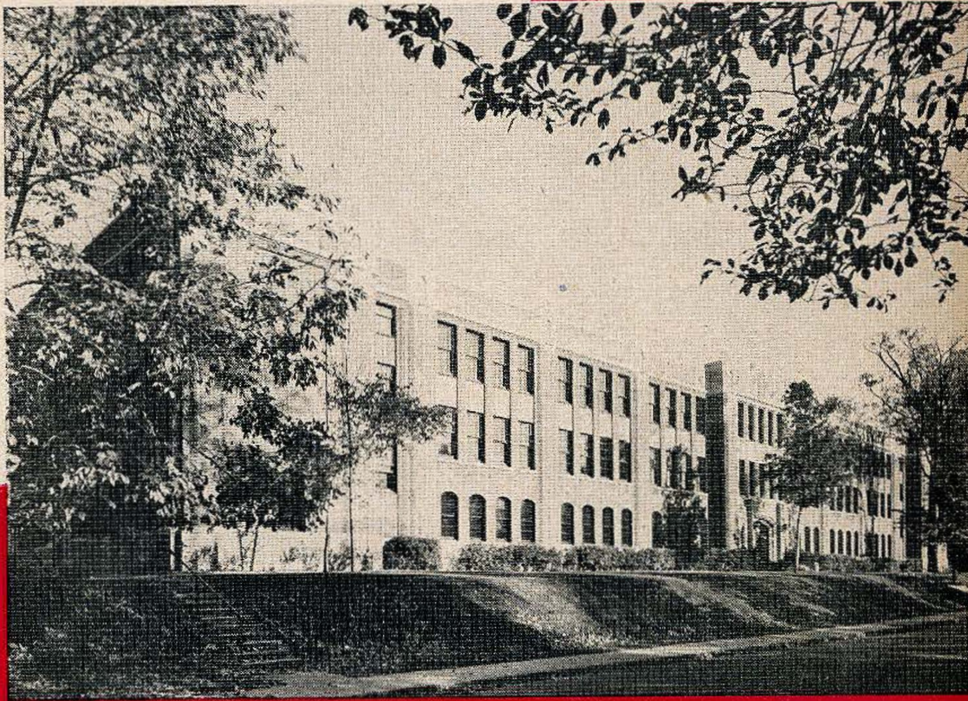
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THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATION

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VOL. III. No. 1

MONTREAL, QUEBEC

OCTOBER 1950



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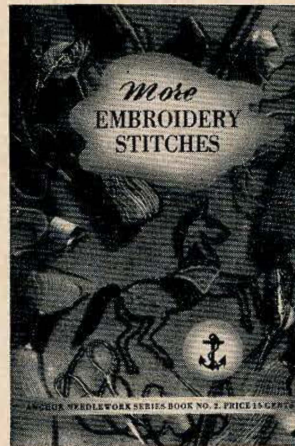
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# Quebec HOME and SCHOOL

Published Monthly by

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October, 1950

## ANNUAL REPORTS 1949-50

### SCHOOL FINANCE COMMITTEE

P. W. GOOCH, *Chairman*

I feel that it is appropriate to explain first of all that I was only recently called upon to take over the Chairmanship of the School Finance Committee and have not had sufficient time to familiarise myself with the affairs of the Committee as much as I would have liked to. However, I will present what information I have been able to gather in the time at my disposal and I trust that the representatives here today will understand if the report is not as complete as they would wish to see it.

Some of what I have to say will be taken from the excellent report prepared by Messrs. W. A. E. Pepler, John McLeish, Leslie Buzzell, David Lockerby, A. M. Patience, Roy Wagar and Lachlan Campbell last year, since it is probable that many of you are not familiar with the details of that report, and I will add as much information as I can to bring it up to date.

First, the terms of reference of the Committee are as follows:

- (1) To determine the funds necessary to supply the new buildings and modifications to existing buildings required to modernise the Protestant schools of the province;

- (2) To determine the revenue required annually to sustain this modernised system and, further, to supply the necessary expanded and new services to provide the highest facilities possible within the improved schools;
- (3) To consider the present financial provisions of the Provincial Government in relation to these new requirements for capital and revenue;
- (4) To compare the expenditures of our province for education in general terms to those of other provinces, particularly Ontario;
- (5) To consider whether our province is justly contributing to public education, whether the funds raised by new and old methods of taxation would meet the needs, whether the methods of taxation were proper and, in such instances where the methods seem prejudicial to general principles of public education, whether more equitable means of taxation for education (or, in general, of fund raising for education) might be found.

Now, dealing with these terms one by one in the order in which they are listed above, I have the following to report:

(Continued on page 2)

(1) It appears that present and immediate future requirements of the Montreal Protestant Central School Board are covered by the \$9,000,000, the borrowing of which has already been authorised by the provincial government. Of this amount, \$3,000,000 was actually borrowed last year and is being used to cover the following projects:

Van Horne Elementary School — This is well advanced, but interior finishing is yet to be completed.

Mount Royal High School — Exterior masonry 50% completed.

Crawford Park Elementary School — Rough interior work done, plumbing and heating well advanced.

Montreal East Elementary School Addition — Exterior masonry nearly completed.

St. Laurent High School Addition — Plastering 90% completed.

Rosemount High School — Excavation started.

Monkland High School — Tenders called.

Bronx Park Elementary School Addition — Contract signed; to be completed during summer.

Lachine-Dixie Elementary School — Tenders approved.

Strathcona Academy — held up by litigation.

tion.

A large proportion of the first \$3,000,000 has already been used up on these projects and some steps have been taken towards floating a further loan of the same amount, this having been presented in the form of resolutions to the local boards affected. When the approval of these local boards is received, it is understood that the loan will be sought.

This will leave \$3,000,000 authorised but still not borrowed as far as the Montreal Protestant Central School Board is concerned.

The requirements for the Protestant system off the island are likewise estimated to amount to about \$9,000,000 during the next few years. Grants are being made of \$750,000 per annum, with additional assistance from local taxes. Considerable money has already been borrowed for the purpose, and twelve new schools and additions are being or have been opened this year, for example:

Waterloo High School — open May 5th

Rawdon Intermediate

School

— open May 12th

Ayers Cliff High School — open June 9th and others.

(Continued on page 5)

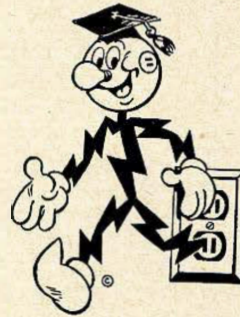
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# THE PRESIDENT'S MESSAGE

## *Why Join the Federation?*

What benefits accrue from affiliation with the Quebec Federation? This is a question which interests parents when they are in the process of forming a Home and School Association within their school community. It is also a question which is asked at periodic intervals by some members of our long-standing, affiliated Associations. The latter is easily understandable when the constantly changing membership factor of an Association is taken into consideration.

What obligations do Associations assume on affiliation with the Quebec Federation? This question, too, must be considered because joining the Federation involves obligations as well as benefits.

### *Different Levels of Work*

When an Association joins the Federation, it is simply joining other Associations in setting up democratically the machinery for working out regional and provincial Home and School problems. An Association only handles problems which are peculiar to its own school community. All other problems are phrased in the form of resolutions and passed along for implementation to its Regional Council or the Federation. Only the problems common to a particular region are handled by a Council, but the problems common to the whole province or of vital importance to the cause of Home and School are dealt with by the Federation. Of the provincial problems, there are always a few which are common to the other provincial federations. These are forwarded to the Canadian Federation for action.

The search for a satisfactory solution of the traffic problem for school children in two different geographical areas of Montreal

during the past few years is a good example of Home and School work carried on at a regional level.



The federal legislation last December forbidding the sale in Canada of Crime Comics was largely the result of the efforts of Home and School working on the national level.

### *Program Planning Information*

The gathering and distribution of program planning information can only be done in an efficient and economical way through the Federation. Without this service Associations would find difficulty in drawing up satisfactory programs for their monthly general meetings.

### *Child Study Groups*

The provision of trained leaders for Child Study Groups for parents within different Associations could only be carried out efficiently on a provincial level. Until September, 1948, the Parent Education Committee of the Federation had assumed full responsibility for this service to Associations. This past year the course for Leaders-in-Training has been jointly sponsored by the Parent Education Committee and the Mental Hygiene Institute of Montreal. Furthermore, the course had to be repeated in order to supply the demand of Associations for these highly qualified leaders. Certainly the education of parents within many different school communities has been furthered by these Child Study Groups.

### *Other Committees*

The Federation conducts special research on behalf of all of its member Associations

*(Continued on page 4)*

in such fields as Citizenship, Community Standards, Health, Special Child Needs, School Finance, and Vocational and Higher Education. Most of the Associations have found this information useful in their search for solutions of problems within their own school communities.

### *The Monthly Magazine*

Approximately half the members of each affiliated Association receive free of charge one copy each month of the magazine 'Quebec Home and School'. This magazine is designed to keep the membership of Associations fully conversant with important Home and School activities throughout the whole province. Its value to Associations will depend upon how extensively it is read by the general Home and School membership.

### *The Weekly Broadcast*

'Home and School on the Air' is another service of the Federation to the cause of the

Home and School movement in Quebec. Parents, pupils, young people, teachers and educators participate in these broadcasts. Radio programmes are planned four months in advance and schedules of them are made available to all Home and School Associations. Through the ever-widening circle of radio listeners, Home and School is becoming recognized more and more as an important Educational Force for the improvement of homes and schools.

Space does not permit me to mention any further benefits which an Association obtains through joining the Federation. In my next message, I shall be able not only to complete this phase of the subject, but also the other phase which deals with the obligations which an Association assumes upon affiliation.

EDWARD C. POWELL,

President.

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*Sélection du Reader's Digest*

October 1950

(4)

Quebec Home and School

(Continued from Page 2)

(2) The revenue of the Montreal Protestant Central School Board for the year 1948/1949 was as follows:

School Taxes .....	\$4,940,744.72	78.1%
1% Special Sales Tax (estimated April 1 —June 30) .....	250,000.00	3.96%
Ordinary Provincial Grants .....	364,507.14	5.76%
School Fees .....	209,058.91	3.3%
Miscellaneous Revenue .....	5,530.85	0.87%
Deficit, to be covered by Special Provin- cial Grant .....	556,344.22	8.8%
	<u>\$6,326,185.84</u>	

The expenditures for the same period were as follows:

Instruction Salaries Supplies and Expenses .....	\$4,459,465.51
Pensions and Leave of Absence .....	174,545.07
Auxiliary Activities Operation and Maintenance of Plant .....	1,312,787.69
Administrative Expenses .....	242,367.24
	<u>\$6,326,185.84</u>

It is expected that the 1% Special Sales Tax will provide some \$1,350,000.00 this year, and consequently it will not be necessary for the Montreal Protestant Central School Board to request any special grant from the Province. In short, the Board will be living on its income and will be solvent. The Board will, however, continue to receive certain statutory grants to cover special services, such as training of abnormal children, etc.

It is apparent that the operating expenses of the Board will increase as the capital investment increases but, on the other hand, it is probable that due to the rapidly increasing investment in real estate and to the readjustment in assessments in accordance with the new powers of the Board, the revenue will show a considerable increase also and it therefore seems likely that a balance between revenue and expenditures can be maintained for some time at least.

With regard to the item of School Fees in the above statement of revenue and expenditures for the year 1948/49, it is

interesting to note that these fees were collected chiefly in the higher grades, i.e., X, XI and XII, and not in any elementary schools, and therefore do not indicate any implementing of the permissive legislation passed by the Provincial Government. It is also of interest to note in this connection that a resolution is being presented at this conference concerning the legislation referred to above.

Off the island, I am advised that the 1% sales tax has been put into effect in Sherbrooke and will be applied in Quebec City as of May 1st. I understand also that collection of school fees is fairly general, the rates being not more than 50¢ a month up to Grade VII and \$1.00 a month for Grades VIII and IX.

With regard to Items 3, 4 and 5 of the Terms of Reference, the following comments are offered:

Report No. 26 of the Canadian Education Association is appended to this report, and is in effect the latest issue of Report No. 17 that was presented last year by this committee. Actually the usefulness of the figures given in Report No. 26 is extremely doubtful because it is practically impossible to determine whether the figures given for the various provinces are on an exactly comparable basis, for example, to determine to what extent capital expenditures are included and whether the expenditures indicated were made or not. In addition, it is hard to determine whether the items considered as educational expenditure in one province are considered under the same heading in another province.

In addition, there is the point that the ratio of provincial grants to total expenditures for any province does not have a great deal of significance when viewed from the standpoint of the Protestant System in Quebec, since the use of the provincial grants will vary in each province. As mentioned above, provincial grants will be a relatively minor item in the financing of Protestant education in the Montreal area, even considering the fact that the Provincial Government has taken over the debts of the various local school boards.

However, this Report does in effect alter the picture given by Report No. 17 in that the total expenditures and per capita expenditures for the Province of Ontario are shown to be greater than those of Quebec,

(Continued on page 6)

this being the opposite relationship to that indicated in the last report. It does seem that the present figures are more nearly comparable as to the date of application. It is hoped that by the time this committee is called upon to present another report more useful figures will be available since the Canadian Education Association are now putting out a new questionnaire which, if properly answered, will bring forth more detailed information.

In conclusion, it might be said that the financial situation of the Protestant System of Education in the Province has improved considerably over the last few years, and that there is every promise that we will have a modernised system with which we can feel

considerable satisfaction, and that the present means of taxation give some hope of being able to carry the system. However, it is apparent that it would be very desirable from the standpoint of the public at large to have a detailed breakdown of all revenue and expenditures on account of education in this province, and this is evidently information that the public is justified in asking for. With regard to other possible sources of revenue, the most interesting suggested at the present time is obviously that of federal aid; this possibility should, of course, be thoroughly explored, even though it may be ultimately concluded that such aid is unnecessary.

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## COMICS — CRIME AND LOVE

Report by F. R. HANNEN, K.C.

At the Conference on April 28th, Special Committee Chairman, F. R. Hannen, K.C., made a final report on "Crime Comics". He referred to the article in the November issue of "Quebec Home and School" and mentioned that on December 5th, 1949, Section 207, Criminal Code of Canada was amended by Parliament in a very satisfactory manner as the words "knowingly, without lawful justification or excuse" were deleted in reference to Crime Comics and it was provided that ignorance of the accused of the nature or presence of the objectionable thing would be no defence to a charge. The publishers immediately ceased publication of about 25 Crime Comics.

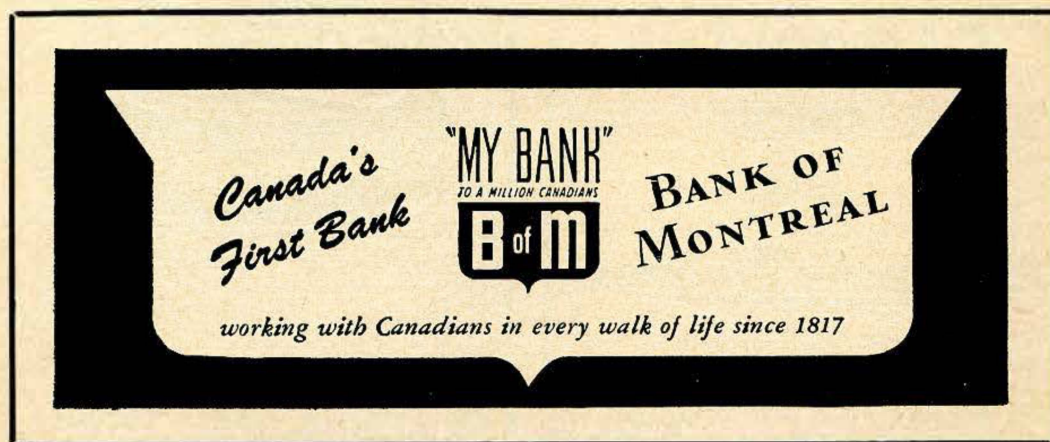
Mr. Hannen pointed out that it was felt by some that Crime Comics had been replaced by lurid so-called "Love Comics". He read his letter to the Executive of the Federation wherein he said " . . .

"The first question you ask is whether the new legislation covers these "love comics". In my opinion the answer is "No" for the new legislation referred only to "publications depicting crime, real or imaginary" etc. However, the same section of the Criminal Code already provided that it is an offence to "make . . . sell . . . any obscene book or other printed written matter, or any picture, photograph, model or other object tending to corrupt morals . . ." If the above comics can be brought under that section, a complaint would lie but I would doubt whether they would come within that category.

I feel quite sure that the Attorney-General would do nothing unless these "love comics" are much worse than I understand them to be. In that connection, it is to be noted with regret that, to the

best of my knowledge, all these comics, "love" or "crime" are exclusively in the English language and we may be asking a lot of the authorities here to prosecute if we cannot point to successful prosecution in Provinces in which the majority are English-speaking. So, my practical suggestion would be that you take up this matter of "love comics", if the Executive consider it to be really serious, with the National Executive or directly with, say, the Ontario Federation and learn their attitude. Obviously, I am not suggesting that the morals of youth are being improved by these "love comics" but that is not the question; some dangers to the morals of our youth must be met by the Home, the School, the Church and particularly the first-mentioned."

However, he also pointed out that Quebec, in March 1950, passed Bill No. 34 "An Act Respecting Publications and Public Morals" which contains provisions under which illustrations of "morbid or obscene situations or attitudes tending to corrupt youth and to pervert morals" may be challenged; that there might be criticism of this legislation as ultra vires of the Province, to the extent that it deals with criminal law, and as constituting censorship without prior recourse to the Courts. The law has come into effect since, by proclamation as of May 1st. Under it the Film Censorship Board examines illustrated publications submitted by the Attorney General and if it concludes that an immoral illustration is involved it issues an Order accordingly. So Mr. Hannen suggested that any association, convinced of the immorality of any such "comic" should test the law by submitting the said "comic" to the Attorney General and requesting his action under that law.



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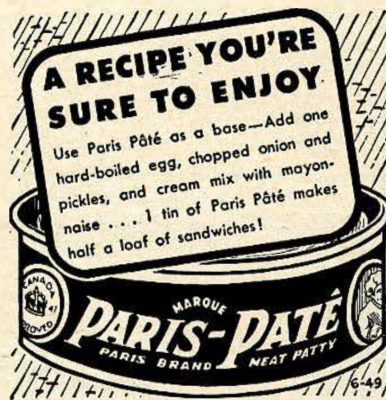
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# Parents Page

## Sick-in-Bed

When the children are convalescing, the bed tray is too small for all a child's precious junk, isn't it?

The Bell family cut down the legs of a card table to a new height of about eight inches. It is a much better size for a child, than a bed tray, and will hold meals, games, blocks, mecano, and such. Best of all, it can be folded and put away, when not in use.

In the Mitchell family, some toys, books, especially the play-in-bed books, and so forth, are hidden away and taken out only at convalescent times.

The MacLeans put a small radio by their sick child's bed. It brings about a considerable lessening in the number of calls for "Mummy!"

The Bentley kid's mother had a hard time carrying out the doctor's orders of "Plenty of liquids plus sugar" in the fever period. Popsicles and all day suckers did the sugar trick, and made the children thirsty as well. Ginger ale poured in the ice-cube section of the refrigerator makes ginger ale ice which a feverish little mouth finds hard to resist. Have you any ideas about making convalescence easier? Send them in to us, won't you, so that they may help out other parents and children?

## Shoe bags

Handy things, shoe bags . . . hold shoes and things. Especially things. The Millars hang one on the back of the cloak cupboard door. Each of the four Millar children has his own row of pockets in it. In the winter it holds chiefly mitts, but it has been known to hold a bag of marbles, balls, jacks, skipping rope, candy, beanies, etc. Mrs. Millar found a bottle in Bill's section, its label laboriously written in an eight-year-old's best writing, "Cureall medisim; curs all diseases."

In the Currie kitchen, the shoe bag hangs on the back of the pantry door. It holds dust cloths, furniture polish, silver polish, etc. It is, according to Mrs. Currie, both handy and neat.

In the Simpson's jampacked apartment, there is one on the back of the cupboard door of the twins' bedroom. It holds mostly socks, but suspenders and belts are at home there too.

There probably are homes, in which shoe bags are actually used for holding shoes. It's an idea, anyway.

## Thoughts on Marriage

Wayne and John, aged four, both talked about which one was going to marry Kathleen. One day John watched his father bring a breakfast tray to his mother, who was ill. "I'm not gonna do that", he observed, "when I grow up and marry Kathleen." "Oh," said his father, "so it's you she is going to marry!" "No", said John. "Wayne's really going to marry her all right, only I'm going to have her sometimes for a lend."

Bruce came in one day rather disconsolate. "Shirley," he said, "says she is gonna marry me, and I don't wanna." "It takes two to make a bargain, you know," said the mother. "That's all right," replied Bruce sadly, "but there's nothing I can do about this, she's made up her mind!"

## If You Knew Susy

"Susy," said the first grader, "got the prize. She was the most pugnitive and showed the most susyasm. What is susyasm, mother, and why do they call it after her?"

## Etiquette

Marjorie, in grade eleven, was excitedly talking about a new evening dress for a very special school dance. "Are the boys going in dress suits?" asked her mother. "Oh, no," she replied. "it's *semi-formal*; only the girls wear evening clothes; the boys just wear their best suits or a blazer and flannels."

# ASSOCIATION

*In the highlights brought to conference are reports of successful meetings as well as good ideas for association projects. Perhaps your association will find a suggestion here that suits the needs of your community. In any case, do keep us informed about your activities. We want to hear from you and will print all we can.*

## *St. Lambert*

"The highlight in the past year's program of St. Lambert Home and School was Citizenship Night, on January 31st. At this meeting our president, Major F. T. Brown, who is also chairman of the Federation's Citizenship Committee, presented to the principal of our High School a poster of the United Nations' Universal Declaration of Human Rights. The presentation was preceded by the showing of a film strip with a running commentary, which brought home to the audience the sacred nature of the Articles of the Declaration. Boy Scouts from two local troops, symbols of citizenship, formed a guard of honor during the ceremony. Our High School principal promised to have the poster displayed in a prominent place, where all might see it and absorb the ideals set forth in the charter."

## *West Hill*

"The event which might be considered the highlight of the past season at West Hill was the March meeting. At this meeting a panel of experts representing a wide field of endeavour answered questions from the audience of parents and older students, on almost every type of vocation.

As a high school association our objectives must necessarily differ somewhat from those of an elementary school and we feel that one of our responsibilities is to assist our students in that very important decision that must be made before graduation, namely, the choice of a career.

Another feature of our season at West Hill was an attempt to get away from the "lecture listening" type of program. Every effort is being made in our association to encourage the general membership to take an active rather than a passive interest in our work and our programs in future will be planned along lines to permit as much audience participation as possible."

October 1950

## *Shawinigan Falls High School*

"The Program Committee for the year 1949-50 decided to further develop the theme of last year, namely, Citizenship. It was felt that some thought should be given to the use of activities outside the school for developing youngsters into good all round citizens. It was also felt that due to the present day high geared way of life, with rapid mechanical development, and the accent on high pressure living, that many children lacked an appreciation of, and an interest in, very important items such as nature and their everyday surroundings. Nature study, nature photography and all types of handicrafts are examples of ways in which parents could develop in youngsters an appreciation of their surroundings outside of the school. To demonstrate the possibilities of hobbies, a hobby show was held at the school. This show was the highlight of the season's program and will likely be expanded into something bigger and better next year."

## *Farnham*

"Early in the association work we set up a Recreation Committee who have since taken care of the children's recreation. An annual field day is held and the committee provides coaching and transportation for district events. Last year the association provided the school with a 16mm. projector and this year with a film strip projector.

While maintaining other activities, this year we organized a Handicrafts Committee who provided sewing for grades 5 to 8, girls, fretwork for boys in grades 5 and 6, leather tooling for boys and girls in 7 and 8 and elementary electricity for the same group. To complete this a hobby show and exhibition was held."

## *Drummondville*

"On the financial side the highlight of the year was the purchase of a grand piano for the Auditorium of the new High School. However, the matter most worthy of mention at this time is that we have just completed the formation of a Blue Cross Hospital Group within the framework of the association. On first thought it might appear that such an undertaking is somewhat out of line with Home and School as instructor.

Quebec Home and School

# HIGHLIGHTS

aims and objects but further consideration will show that it is well worth the attention of any Home and School Association. Especially is this true in rural communities where large families and low incomes so often go together and the children are most frequently the sufferers from the inability of the parents to pay for adequate medical care and hospitalisation."

## *Chambly-Richelieu*

"As a result of numerous requests received from parents in the community for a kindergarten, the Chambly-Richelieu approached the School Board but found that lack of funds would not allow them to meet this need at present. It was therefore decided to attempt the operation of a kindergarten. A committee was formed to make the necessary arrangements. We were fortunate in having a qualified teacher living in Chambly who agreed to take on the work at a very nominal fee. A charge of \$4.00 per month per child was levied. The I.O.D.E. assisted through a grant and other friends of the association and members contributed by making sand tables, building blocks, easels and frames for blackboards and benches."

## *Cartierville*

"The Association is proud of two projects which were started only a year after the Association was formed and have been successfully maintained each year since then. The first project was the equipment and operation of an outdoor skating rink. Located within the school grounds, the rink is complete with boards, floodlights for night skating and a heated shack. All this equipment was obtained by the association and the operation, maintenance and supervision of the rink is carried on entirely by the voluntary efforts of the members. An annual event in connection with the skating rink is a masquerade skating carnival put on by the Association for the children of the school. The children regard this as one of the highlights of the winter. Fancy skating classes for the girls were conducted last winter for the first time with a talented member of the association acting

The second project, is the serving of hot soup, daily, to the fifty odd children who are obliged to stay at school for lunch. The popularity of the hot soup as an adjunct to a daily diet of sandwiches is evident by the fact that the amazing number of 4,212 individual servings of soups was recorded this past winter."

## *Beaubarnois*

"We held our Fourth Annual Hobby Show this year with over 250 exhibits from our pupils numbering just over 100. This year the Chairman set up a committee from pupils of the school. There were five sections . . . Penmanship and Literature, Collections, Art Crafts and Household Science. As an added attraction, we added a Pet Show. All pupils who were awarded the first and special ribbons were taken in to the Westmount Hobby Show through the kindness of some of the people of our community."

## *Maisonneuve*

"In connection with our Girls' Club, in which we have about seventy registered members between the ages of eight and thirteen years, besides the usual sewing, knitting and handicrafts classes, we have added, with the help of the St. John's Ambulance Association, a course in first aid. This resulted in approximately sixty girls being presented with the elementary first aid certificate.

We have nearly 140 mothers enrolled as voluntary aids in the school cafeteria. About 150 full meals and approximately 50 "snacks" are served a day but during the three day period prior to the Christmas holidays, apart from those taking the usual menu, at least 625 turkey dinners were served.

Another new venture for the season was the setting up of a Child Study Group. In conjunction with this was the inauguration of a Parents' Book Shelf. Each session of the study group was attended with unflagging interest and those who participated requested that we carry studies further in this field next season."

### *Fairmount*

"Our association sponsors Scout, Guide, Brownie and Cub troops as well as classes in Art and Dancing for the children. Suitable movies are shown every Saturday afternoon with an average attendance of 350.

We have an enthusiastic Child Study Group with a leader supplied by the Parent Education Committee of Federation and sewing classes for mothers. This year we bought cups and saucers for the teachers and donated \$50.00 to the school for the purchase of film strips. We also donated enough money to buy about 75 books for the school library.

Each year the Association sponsors a party and dance for the graduating class, which is becoming more and more popular. Class pictures are taken and the children have a memento of their stay at Fairmount School.

In order to make the lunch hours and recess periods interesting and a little less rough, we have bought several ring games and horseshoe pitching games for the boys' basement. These are a great hit with the boys.

We are members of the North End Regional Council, and enthusiastic supporters of the Quebec Federation, for whose work our association has the greatest respect and admiration."

### *Pointe Claire*

The association recorded the highest membership in its history of 135 family memberships. An average attendance of 60% of this membership was ensured by (a) an advertisement in the Lakeshore News, (b) a personal mimeographed notice sent per Cedar Park School with the children to each family, 1 or 2 days before the meeting, (c) a telephone call to each family concerning the meeting 3 or 4 days ahead. These calls were well received and in most cases members were grateful for the reminder.

A member of the Council attended the School Board meetings regularly to keep in

touch with school matters, and to report back to the Executive or Council at their regular monthly meetings.

A successful Child Study Group was organized under the leadership of Mrs. Hughes.

A "20 question" program was the feature of the annual meeting. A team of 6 parents was challenged by the same number of high school boys, and a very lively interrogation ensued.

### *Montreal West*

The Montreal West High School has all grades from Kindergarten through Grade 12. This presents an unusual challenge to our Home and School Association.

A most interesting and successful parent-teen-ager panel discussion of problems concerning both, was held. The students from the High School grades were invited as guests and attended in large numbers. Questions were submitted at the meeting, anonymously, in writing. The panel consisted of three boys and three girls of teenage, together with two mothers and two fathers. The chairman of the meeting was the guidance teacher of the school. The program was completely un-rehearsed. The questions were read by the Chairman, who then invited frank comments from the individuals on the panel and our members and from teen-age guests. For each question the Chairman summarized and related the views expressed. The purpose was "to hear all points of view and make up your own mind".

We feel this type of audience-participation program is very desirable, since it brings out in the open many problems about which the child is equally as concerned as the parent. The views of the parent and child are revealed in a spontaneous manner. Most important, the child in school is made to feel that his or her problems and opinions are important to parents and teachers; that the child's problem is our problem.

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## Children at Home



Readers of the magazine are invited to write to this column for information relating to their children's adjustment to family life. Replies will be provided by a panel of accredited Leaders of Child Study Discussion Groups with experience in helping parents solve the difficulties which may arise in normal child development.

Letters should be addressed to Mrs. J. F. Ware, 15 Heath Rd., Montreal 29, P.Q.

QUESTION: "I wish I knew how to make my nine-year-old son a more responsible person. He has the annoying habit of leaving his mittens or school books or the odd sweater at a friend's house or in the school yard; and I think he's old enough to know better."

ANSWER: This is a subject which produces a wealth of discussion in a Child Study group. It resolves itself into several main questions such as:

1. Is this habit characteristic of the average nine-year-old?
2. Is this an instance where some form of punishment is in order?
3. How can we help him to overcome the habit in the interest of developing a sound responsible personality?

The answer to the first question is "Yes". Many nine-year-olds cause their parents this same sort of worry. And most of them have been, formerly, fairly careful and dependable children. The reason, probably, is that this approximate age is noted for its increase in freedom from parental control and direction plus a great expansion in interests and activities. At the same time there is what psychologists describe as "a lessened ability for immediate recall"; or, in other words, "a short memory". The result is a boy who drops his windbreaker in the schoolyard to play a game of ball, stops at a friend's house to look at some new stamps, and arrives home late for supper without books or windbreaker. So the whole family hears, in no uncertain terms what a careless character he's growing up to be; and he uses up a half hour of the evening retrieving the lost property.

Naturally, this thoughtlessness about things that represent money to hard-working parents is a source of annoyance. If you believe in the eye-for-an-eye philosophy of punishment you might well look on this as an instance when the child should be made to suffer in some way. Some parents have found it helpful to put misplaced belongings that they pick up around home in a special box; then exact a fine when the child wishes to recover something.

The most effective sort of punishment, it is agreed, is where the child suffers the logical result of his acts. But this is difficult to bring about in the case cited. You cannot let him go to school without mittens in wintertime, nor expect him to do his work without schoolbooks.

Before condemning your child as hopeless or yourself as a failure, you should try to look at him as a personality in the process of growth towards a fully adult sense of responsibility. Look at the immense distance he has progressed from dependent infancy in taking care of himself, in making plans and carrying them out, in doing things about the house for the benefit of the family as a whole.

In any learning process there are periods of going forward and periods of apparent recession. It is practically impossible to lay down universal laws as to what stage a child of a certain age should be at. Neither do all children make equal progress in the same area of behaviour. One child may be careless of his own belongings, yet very dependable about the household chores that are given him. Another may be just the reverse. In estimating his capacity for taking responsibility we should ask ourselves first is he *growing* from one degree of achievement to another.

There is no better way to ensure your child's growth to responsible citizenship than by setting a good example; by being the sort of people who can make their own decisions, stand by them, and take the consequences; and by being people who

(Continued on page 14)

take a share in the life of the community. In this way we make full use of the child's natural urge to imitate the grown-ups whom he loves and are closest to him.

We can help children to learn to make decisions by providing opportunities at an early age that fall within the limits of their understanding and experience. In everyday practice, that means that a small child might be allowed to choose between wearing a blue or a brown sweater; but, on the other hand, might not be capable of making a decision between wearing overshoes or rubbers, because of the factors of weather and health that are involved.

Along with this practice in making decisions, we need to give our children a strong

sense of belonging in the family group and of having a part in its privileges as well as its duties. You do it in countless ways such as speaking of "our house, our dog" etc., by playing together as a family and by working together; and to promoting the child's sense of importance as an individual in the family group. The standards of integrity by which his family lives are the standards which the child will take with him when it is time for him to go into the world as an individual.

These are the broad principles by which we may help our children to grow up to be responsible citizens. When we keep our minds on them, it is surprising how many of the minor issues will fall into place.

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## RURAL PROGRAM PLANNING COMMITTEE

MRS. F. WILLOWS, *co-chairman*

Due in part to the fact that the number of member Associations of the Quebec Federation of Home & School Associations was increasing so rapidly, and in part to the fact that the Provincial Executive was aware that there were differences in problems faced by Associations in the Montreal area and those off the Island, it was decided, insofar as Program Planning was concerned, to divide the Associations into two groups. These two groups are, first, the Associations on the Island of Montreal plus a few in the other metropolitan areas of the Province, such as Quebec, Three Rivers, etc., and known as the "Urban Group"; the second comprises all the remaining Associations in the Province and is to be known as the "Rural Group". Mrs. Coutts was chosen to look after the Urban Associations, with myself to attend to the Rural Planning.

The Board of Directors is well aware that the "Rural Group" includes a number of Associations that are definitely not rural in any sense of the word, but the division has been made after due consideration and the designation adopted in the interests of clarity, and brevity, rather perhaps than suitability.

At the time of my appointment, I had just completed my work as the first program planning chairman of our own local Association. After this experience I was quite well aware of many of the difficulties that might be encountered by the novice planner, and equally well aware of the small amount of sketchy information readily available.

As the manual that was distributed to Home and School Associations several years ago was out of print and as the speakers and movies lists were outdated, it was felt that it might be wise to start afresh to compile a brochure on program planning, new speakers lists and new movie lists, for distribution to each of the local associations.

The lists of the speakers and movies were prepared by Mrs. Coutts, with the preparation of the descriptive matter relating to program planning being undertaken by myself.

This latter involved considerable research and delving into material from our own and from other Provincial organizations, and from the Parent Teachers Associations in the United States. The work was completed by mid-October and was published

*(Continued on page 16)*

## URBAN PROGRAM PLANNING

MRS. R. W. COUTTS, *Co-Chairman*

On August 11th, 1949, at a meeting with Dr. Powell, Mr. Price, Mr. Banning and myself it was decided to prepare a loose-leaf program planning kit. Until such time as this extensive material could be collected and arranged an interim list of speakers and films was sent out at the end of August to each affiliated association. Without the much needed guidance and encouragement of Mr. Fred Price this initial task could not have been completed.

During the months of October and November the job of compiling a worthy list of films and speakers entailed numerous visits to National Film Board's screening room for preview purposes, many pleasant visits to local association meetings to estimate for ourselves the speakers-to-be, and, of course, the business of telephoning and checking with each proposed speaker. Thanks are due to Mrs. John Stairs, (Town of Mount Royal High School) by whose efforts this last task was considerably lightened.

By December the revised list of speakers and films was completed. This contained 141 speakers, 96 films and 26 topic headings and together with the Program Guide prepared by Mrs. Willows it was finally launched under the title: "Program Planning Manual". Copies of this manual were sent to each affiliated association in the Province of Quebec. Ten copies were sent to be redirected to each Federation across Canada. Copies were made available at this time to our National President and Director of Protestant Education, Dr. W. P. Percival, to Mr. Norman Wood, National Chairman for Visual Education, Mr. Joseph Beauregard of N.F.B. and Mr. Gilbert Fournier of Ciné-Photographie.

That this manual filled a very real need was apparent by the marked decline in mail and telephone calls of an enquiring nature and a most welcome influx of those in a complimentary vein.

May I, at this time, thank all those who took the trouble to convey their appreciation of this manual. Such tokens of friendly feeling go far in cheering us on and inspiring us to greater effort.

*(Continued on page 17)*

by the Provincial organization early this year in a format which allows for the easy addition of new pages as the need for them arises.

**Liaison with Federal Organization**

As mentioned earlier in this report, we have no truly rural groups, in the sense that some of the other Provinces have — that is, groups at the one room, little red school house level. We are, however, maintaining contact with the rural program planning committees of the Federal Organization and with that of several of the Provincial Organizations for the purpose of exchanging information in the hope that we can give—or get—pertinent help from our neighbours.

**Questionnaire**

The group of rural associations is scattered quite widely across the Province, and the various groups are quite as different in their organization as they are in their geographical location. While it would be quite desirable to visit the different local groups, it is quite obviously impossible for other than a full time field secretary to do so. In order to acquire some slight working knowledge of these various groups, a questionnaire asking for a good deal of pertinent, and perhaps some impertinent, information was distributed early in the year. Our sincere thanks and appreciation to all of you who returned completed forms so promptly. These questionnaires, we expect, will prove most useful in several respects.

1. They will provide a handy reference if and when an Association requests help with any program planning problem. This is the reason for including such questions as. How big is your membership? What is

your average attendance at meetings? Where do you meet? etc.

2. At the present time the whole rural program planning committee consists of myself. This is, understandably, an undesirable state of affairs. It is hoped to enlarge the committee in the coming year with representation from as wide an area as possible. We feel that this questionnaire should provide a fairly good basis for determination of the areas from which individual members of the committee should be drawn.

3. From the survey we have ascertained the names of the local newspapers of all the associations. It is the intention of the committee to attempt to have these newspapers print Home and School news regularly. One direct result of the survey has been to bring to this committee's attention the widespread dissatisfaction, in the rural areas particularly, with the library facilities in most of the Schools.

The Canadian Federation of Home and School has a committee on Children's Reading. This committee has done a good deal of work and issued a pamphlet in this connection for Young Canada's Book Week last November. The pamphlet is very well written and makes several quite good suggestions. It does, however, leave a good deal unsaid. *We would like to suggest to the incoming executive that they consider appointing a Provincial Library Committee to work with the Canadian Federation Committee on Child Reading.*

I should like to express my appreciation to Mr. Banning, without whose help it would have been impossible to assemble all the material for the Program Planning pamphlet.

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(Continued from page 15)

At the invitation of the Quebec Association for Adult Education we attended their annual meeting on Saturday, April 22nd, and took part in a seminar on Educational Films, their production, distribution and use. One noteworthy recommendation resulting from this meeting was that Q.A.A.E. plans a one-day conference at which those interested will be instructed on the techniques for presenting films for the purpose of discussion.

With a view to assisting local associations in arranging worthwhile programs next season, a suggested theme "Education — Whose Responsibility?" with an accompanying display has been provided at this, our third Annual Spring Conference. This has been divided into four main headings: Home, School, Church, Community, and

we are grateful to sixteen agencies for supplying us with the necessary materials to make this display possible. A very special bow goes to the Department of National Health & Welfare who not only supplied us with samples of Health Education material but also sent along from Ottawa their very personable Information Officer, Mrs. Helen Marsh, whose table of exhibits has since been on view.

I could not conclude this report without expressing appreciation for the support of our ever-gracious President, Dr. Powell, for the wise counsel of our energetic Secretary, Mr. Fred Price who has proved himself a seemingly bottomless pit of information, and for the cordial relations enjoyed with our Co-Chairman of Program Planning — Mrs. Fred Willows.

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# COMMUNITY STANDARDS COMMITTEE

C. L. BROWNLEE, *Chairman*

The goal towards which this Committee has been working has been explained a number of times: as in a 'Home and School on the Air' broadcast of last October and again in an article in the official magazine of November. Our special effort for the past year was also brought to your attention through a letter sent out to local Home and School Associations in November. You are, therefore, no doubt familiar with our aims and I shall not bore you with repetition.

At the beginning of the Home and School year, we sent out to the 'locals' copies of a Study Outline the topic of which is "The School as a Community Centre". We believe this subject to be one of vital importance for a number of reasons: the greater amount of leisure time which people today generally enjoy has given great impetus to the community centre movement. One aspect of this has been a great and growing interest in adult education and in various activities in which people can take part in groups. All this presupposes a place in which the people of a community can meet to work and study and play together and discuss matters of common interest. Where there is no community hall to provide the necessary facilities, the school seems the logical answer to the question "Where shall we meet?" Add to this the fact that there has been recently much new school construction and more to come in the near future. In the planning of new school buildings, then, the provision of suitable facilities for community use is a matter that calls for serious consideration.

The use of school buildings by outside organizations in turn raises certain problems some of which are suggested in this Study Outline as topics for discussion by Home and School groups.

This Study Outline was sent out again in November (by which time we had become somewhat disturbed over the lack of response) with an accompanying letter urging local Associations to study the questions and offering the loan of certain books to interested groups. We also offered to provide expert consultative services if these should be required. I regret to report that we have had only one request for these publications and that *not* from a Home and School Association.

In October, I took part in a Home and School broadcast in which the chairmen of

the various standing committees described briefly the work of their groups.

We also prepared a list of speakers who were particularly interested in some phase or other of the use of schools as community centres. This was incorporated into the larger list prepared by the Program Planning Committee of the Federation.

In January, this Committee was granted an interview with Mr. Dunton, Chairman, and officers of the Montreal Protestant Central School Board to discuss the functional planning of new schools. Out of that meeting came several suggestions which we believe to have some merit and which we are going to propose as recommendations to the Board of Directors of the Federation.

In closing I wish to submit the following recommendations:

(1) The establishment of liaison between local Home and School Associations and local School Boards which might avoid some of the friction and ill-feeling that have risen in some cases through the independent action of one of these bodies in making recommendations to the Central Board without any previous consultation with the other body. It is suggested that a member of Home and School might be given a 'listening brief' as a visitor to local School Board meetings.

(2) That the Quebec Federation should have a Building Planning Committee which would take the long-term view of studying school building developments. Continuity of tenure would be desirable in this case because otherwise valuable cumulative experience would be lost.

(3) That a member of the Town or City Council should act, where feasible, with representatives of the local Home and School Association and local School Board in studying questions of building sites and functional planning of school buildings for use as community centres.

## CALLING ALL PRESIDENTS !

You are reminded of the Conference of Presidents of all Home and School Associations in the Province—on Saturday afternoon, October 14, in Divinity Hall, McGill University. Address: 3520 University Street, Montreal.

You will find all necessary details in the official Federation letter to you.

## YOUNG PEOPLE'S SYMPHONY CONCERTS

No doubt many parents heard or read about the splendid concerts series known as the Young People's Symphony Concerts which took place this past winter. This new series of eight concerts was organized last fall by Les Concerts Symphoniques expressly for the English-speaking children of Montreal, and the greatly increased attendance at each successive concert, plus the enthusiastic response of the children proved that this new venture was a great success. The second season of such concerts is commencing this fall with four concerts in each of the fall and spring terms.

The concerts were held in the Montreal High School Auditorium on Saturdays at 10.30 a.m. and lasted a little over an hour. The age group ranged from 4-21 years. At least a third of these were 10 years and under, and many parents who are fond of good music availed themselves of the opportunity to accompany their very young children.

The concerts were played by the orchestra of Les Concerts Symphoniques under the direction of Dr. Wilfred Pelletier, who took time out from his conducting duties at the Metropolitan Opera House, in New York, to come to Montreal especially to conduct the Young People's Concerts. He is keenly interested in the children and devoted much time and thought to arranging the programs, and to selecting music especially for new listeners and young ears . . . music which is strongly rhythmical, tuneful and colourful, in fact much of it was chosen from the hundreds of requests from the children themselves. Dr. Pelletier made the concerts all the more interesting and fun by telling the children something about the music to

be played, what to listen for, and had the orchestra players illustrate the various musical themes on their instruments.

Basically, the programs consisted of an Overture, something light, fanciful and humorous such as "Peter and the Wolf" "The Worried Drummer" or "Tubby the Tuba", followed by music of a little more profound nature for the older group, . . . a short question and answer period, and then a "surprise" . . . a guest artist, sometimes one whom Dr. Pelletier brought with him from New York, or, as on several occasions, outstanding young players from Montreal of the piano, clarinet, trumpet, French horn and violin, all of whom played with exceptional ability and musicianship and to the very evident delight and interest of their young audience.

The support of the Protestant School Board and the various music teachers in our city in the launching of this project was invaluable. The final concert was attended by many interested representatives of these two groups and their enthusiasm more than justified the committees efforts to bring this interesting and educational series to the Montreal school children.

The concerts this season begin on October 28th. There is a limited number of subscriptions available and it is felt that the Home and School groups are best qualified to publicize this worthwhile venture throughout their various schools. If more information is desired, Les Concerts Symphoniques office will be glad to supply it. Also, members of the Young People's Concert Committee will be pleased to attend any Home and School meeting and speak briefly about the series.

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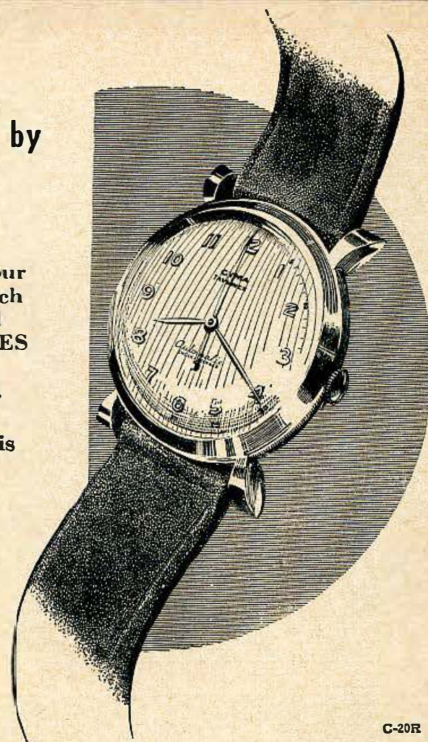
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