

Quebec

HOME *and* SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



HEALTHY AND HAPPY

Vol. I. No. 4.

Montreal, Quebec

February, 1949

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The President's Message

"A Fellowship From Sea To Sea"

In the days when I was Provincial Vice-President of Quebec Federation, my work made it necessary for me to visit a number of widely-separated communities in Quebec province. One would get on a train or bus, sometimes in mid-afternoon or earlier, if the distance were far enough, and watch the fields and forests and the small villages along the rail or route slip by, and behind them the big horizon which is the backdrop of every Canadian setting. Perhaps at dusk in the fall or in the crisp cheery cold of a winter evening, one would get off at terminus or station, to be welcomed by the warm hand-shake of fellow-Canadians whose community feeling had led them to take a constructive interest in Home and School. Occasionally one only had time to go direct to the schoolhouse where the hall was lighted up, and the people were coming in, but whenever possible I would accept a previous invitation to get in a bit earlier and have dinner with one of the families in the town. To share in the fellowship of a home in the community, to meet the children and become a guest in the family circle if only for an hour or two, was a grand preparation for the subsequent meeting. And what impressed me more and more as I multiplied these experiences was the sense I obtained of an essential something common to all these homes and communities, call it what you



will... an essential wholesomeness of character, an essential strength and goodness, something which is the spiritual sowing-ground of all movements for community good.

The result for me was a certain liberation of the spirit. I have never since those days been able to lose the feeling of Home and School as a province-wide movement; those of our members in northern towns and the Eastern Townships, and beside the old Chateauguay River, coming out of their meetings after a cheery cup of coffee and walking or driving home in the cold winter air are sharers of a common fellowship with our association members

in Montreal and the lakeshore areas.

Province-wide! And yet even beyond this there is a further liberation: the time when as Home and School members we become actively and deeply conscious of our movement as one extending in fellowship for active good from sea to sea. When I meet Home and School folk who seem to have little feeling for the work as something province-wide, and not at all for it as nation-wide, I am sorry, and keen that the balance should be righted... but I don't feel querulous or critical. I realize that I have had unusual opportunities in both respects to gain that wider feeling. First as a national committee chairman, and then as your representative to two national conventions at Saskatoon and Sackville, I went through in a wider

sense the experience which province-wide work made possible.

For one could hardly imagine centres more different, at least theoretically, in background and outlook than the western city out on the prairies, and the old Maritime town down by the Bay of Fundy. Nor could one imagine in theory any group less likely to see eye to eye than a convention of a hundred or more delegates coming in from points as widely-separated as Victoria and Hamilton, as Halifax and Montreal, people from areas typically rural and typically urban, the points of view of East and West, of Central Canada and the Maritimes, meeting in an area of discussion as potentially controversial as are many of the problems of Home and School.

Yet the final impression was once again one of fellowship, of mutuality, of an essential wholesomeness and strength which supported and moderated the big questions of national significance; and

which brought one to a further conviction both of essential Canadianism as a people and of the great role which Home and School is playing from sea to sea in preserving the tone and cleansing the abuses in our life as a Canadian people. The happy Western family with whom I had a late August picnic on the banks of the Saskatchewan River just before taking my own train back for Montreal, and the Sackville mother who showed me with just pride the manly fixings of her boys' rooms, were typical both of our country and our movement.

When we work away with the needs and plans of our own community and association, we are not alone. We are members of a great Canadian organization which extends from sea to sea, and membership in which is the badge of a constructive faith in homes and schools founded upon character and service.

JOHN McLEISH,
President.

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Vol. I, No. 4

Montreal, Quebec

February, 1949

Preventive Medicine and the School

J. H. DARCHE, M.D.

The ultimate aim of medicine is the prevention of all diseases if possible before they arise. Now we believe the school and the school period offers the greatest opportunities towards that goal. One might say that Preventive Medicine begins its work in the chain of events in life by first: the premarital advice and the physical examination of the prospective husband and wife. Then follows the proper care of the pregnant mother; the obstetrical watchfulness and the care of the newborn. The infant is protected against blindness due to the venereal diseases by the immediate use of medications in its eyes after birth.

In the first year of life, immunization against diphtheria, whooping cough, tetanus and smallpox is practised.

Children do well after that first year of life until they reach school. Here the contacts become greatest and often the usual hygienic principles are not observed.

We say that this school period offers a great deal of opportunities toward the prevention of diseases because we are dealing with groups of boys and girls who are under some kind of supervision through the school authorities and the family. The efforts here can be directed

and be more or less imposed upon these groups, but after the school age the boys or girls, unless they enroll in the armed services, where good control and the practice of preventive medicine are available, are likely to be lost in this supposedly free world and be the disseminators of preventable diseases.

A very great number of ill-patients in the large group of preventable diseases are now becoming patients of the state.

At the present time the school authorities through legislation of the Ministry of Health demand only smallpox vaccination certificates for entry into the school. In the not too distant future, one will see that the practice of preventive medicine will be greatly enlarged, as whatever prevention is exercised now is only through the diligence of the school authorities and the practice of the normal hygienic principles.

There is sufficient evidence at the present time to show unquestionably the value of immunization against diphtheria and whooping cough, and it also should be required upon entrance to school.

Tuberculosis should be given a greater attention in the school, first by the adoption of compulsory chest X-Rays of both

the newcomers and all the teaching staff. Second, tuberculin tests, which are also used for the detection of tuberculosis, should be applied on all children at repeated intervals, especially during the school period.

Schools should have as a part of the curriculum some instructions regarding the great lines of the different diseases, in order perhaps that when these same persons become parents they will be in a better position to recognize the preventable diseases and be of assistance against their spread through the schools.

There is another aspect of preventive medicine which has been given very little consideration up to this time, but which no doubt will become a very important yardstick of hygiene in general, that is, mental hygiene. It becomes very important if one realizes that the greatest number of hospital beds of chronically ill patients are occupied by mental patients. Therefore it is suggested that the psychometric estimations of every child should be made and that vocational guidance should be given every consideration.

Also of great importance is the question of the physical examination of every child entering the school and of at least every year subsequently. Here at the Three Rivers High School a system of physical examination of every boy and girl and a fairly rigid supervision of controllable diseases has been insisted upon. The physical examination which is of a purely objective manner and has pointed out to the interested parents various defects, many of which had hitherto been undetected. This routine physical examination has revealed a great many defects which are correctable.

These defects correspond fairly closely with those that were recently exposed in the Vivian report.

Here at the Three Rivers High School one gets a fairly good outlook of the situation when one considers the eye, teeth and feet defects. The question of overweight and underweight is also one of great importance.

As one will see we are dealing with an important question, one which is of interest to both the parents and the school authorities, that is a question of Health.

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Parent Education

To reach an objective is always a gratifying experience. Your Parent Education Committee have been enjoying that sense of achievement since January 4th, 1949 when a Leadership Training Course in Parent Education was re-established at the Mental Hygiene Institute, sponsored jointly by the Institute and Province of Quebec Federation of Home and School Associations.

This new development suggests a backward look to 1944. Then your Parent Education Committee under Mrs. H. Marshall's chairmanship, decided that their emphasis and efforts should be directed toward providing competent lay leaders, who would know the content of the literature on Child Guidance and who would understand the technique of conducting discussion groups. As there were no professional facilities for Leadership Training, a group of women who had themselves had professional training in this field, as well as wide practical experience with their own and other groups of children volunteered to meet the need, temporarily. This Leadership Training Course was made possible by the combined efforts of Mrs. T. B. Hughes, Mrs. H. R. C. Avison, Mrs. Ernest Crowe, Miss Flora Stewart and Mrs. G. B. Clarke. Dr. Baruch Silverman supported and was in touch with the project of the volunteer workers and at their request promised to supply the need for professional training at the earliest possible moment — which is how in 1949 it has now been possible to do so.

A course of 16 lecture-discussions, with required reading and observation is presently under way at the Institute under the direction of Miss Nora Bayley, M.A., a specialist in Child Psychology. The selected group of students are Mothers themselves with a useful background of education and experience, who have agreed to give community service after successful completion of the course in leading Child Study Groups. We hope this will result in increased leadership to meet the demand for Child Study

Groups under the local Home and School Associations in the fall.

Child Study Groups started in the fall in the following schools:-

- Fairmount
- Iona
- Kensington
- Woodland (Verdun)
- Ville La Salle
- Outremont (2)
- Town of Mt. Royal (3)

Child Study Groups started after Christmas in the following schools:-

- Cartierville
- St. Laurent
- Bancroft
- Devonshire
- Rosedale
- Crawford Park
- Montreal West High
- Montreal West — Ballantyne
- Westmount High

The Parent Education Committee call your attention to an open public meeting on April 5th, at which Karl S. Bernhardt will be the speaker. The subject "Child Training and Adult Adjustment". Karl S. Bernhardt is Professor of Psychology at the University of Toronto and Assistant Director of the Institute of Child Study also of Toronto. This meeting is sponsored by several interested groups headed by the Mental Hygiene Institute. Watch your local papers for an announcement as to place and time.

Get Ready! It's Coming!

Spring Conference, April 29th and 30th

Preparations are now under way for our 2nd Annual Spring Conference which will be held on Friday, April 29th, and Saturday, April 30th.

An Executive Committee on Conference has been formed to determine the activities, arrange for speakers and generally lay plans for this important occasion. This Committee will, also, be responsible for the execution of all plans. A large General Advisory Committee will study the plans and make suggestions to ensure smooth functioning so that the maximum amount can be accomplished in the time at our disposal.

Indications are that this Conference will eclipse the extremely successful one held last year.

There will be:-

Interesting business meetings

with

Reports of Committees
Resolutions — Elections
Lively Panel Discussions

Banquet at the Ritz

and the numerous friendly talks in the corridors with members of other associations.

Official delegates of all local associations are urged to attend and all other members are more than welcome.

Reserve these dates — Meet your fellow Home and Schoolers — See how your Federation works — Bring your ideas — Take back others.

The President of your Association will be kept informed of progress. Further information will also appear in "Quebec Home and School".

Plan to be with us April 29th and 30th, 1949!

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Association Highlights

Towards Healthy Childhood

"A complete health scheme for the school child" was the theme of an address by Dr. R. P. Vivian, medical consultant to the Montreal Protestant Central School Board and Chairman of the Department of Social Health at McGill University, given at a meeting of the St. Laurent Home and School Association on Thursday evening.

"Many adult disabilities begin in childhood, and can be checked if discovered in time. That is the reason why we need a health service in our schools" said Dr. Vivian. He went on to outline a comprehensive plan to protect the child during his entire school life, from Grade one to Grade eleven. At the time of entrance there should be a thorough examination, both physical and mental, to make sure that the child is in a fit state to be educated. One of the children's parents should be present to talk things over with the Doctor and nurse.

"After this only day-to-day observation by the teacher is needed, but it is essential that the teacher should be able to refer to a resident full-time nurse, who in turn can refer to a physician, who can work on a part-time basis".

Thus for the normally healthy child only four complete examinations are needed during his school life, supplemented by a health history of each child kept on file by the school nurse.

The school must press for the correction of visual, dental and other defects. A recent survey of Montreal children shows that seventy-four per cent of them have bad teeth. Parents are apt to take offence at being told of these defects, and this is where the Home and School Associations can be a great help.

Mr. R. H. Halyard of the Lachine Home and School Association gave an account of the Lachine School health scheme, which was started by a Committee of private citizens and is now partly supported by municipal authorities. Mr. Halyard said that medical examinations in Lachine had brought some sur-

prising facts to light. For instance, four hundred and thirty two children, almost one third of the Lachine school population, were found to have visual defects. One hundred and two of these were wearing glasses, of which fifty were not the correct prescription, and two were not needed at all.

After the principal speeches, some discussion took place, and a Committee was formed to investigate the school health problem in the St. Laurent district.

Citizenship Featured

This year's programme at Shawinigan Falls has been built on the theme "Citizenship" which has been divided into —"Education for Citizenship"— most ably presented by Professor John Hughes at the November meeting; "Sportsmanship" and "Family and Community Relations". A poster competition was sponsored for the pupils, depicting the programme theme for the year. The posters were on exhibit at the Annual Bridge on October 29th. The results of this competition were excellent and the first three prizes were won by Grade 8 students.

The opening meeting of the year was very successful. It was devoted to encouraging the return of the parents to the schoolhouse to become acquainted with the teachers and other parents. Each person had his name pinned on his lapel with the class or classes each represented. Introductions of the executive and teachers were made. Remarks were tendered by the Principal, chairman of the Board, Vocational Guidance and Programme Planning convenors, and the chairman of the Library Committee. After visits to the classrooms, a social hour with refreshments was enjoyed.

A Field Day was held for all students on October 2nd. This was an endeavour to promote good sportsmanship. Cold drinks, candy and ice cream were sold under the convenorship of the Home and School Association, the proceeds of this

concession going to the athletic fund of the school. Children learn co-operation by assisting with these various activities.

The Association is sponsoring movies for the school children and an out door skating rink for the Junior grades. Vocational guidance under the guidance of Mr. A. Watier has a real value for the high-school students.

The average attendance at meetings is 120. A notice of the meeting is mailed to the members and a Telephone Committee functions. In addition, the children are asked to remind their parents of the meeting and a banner is given to the class having the highest per cent of parents present at the monthly meeting.

The executive: President, Mrs. R. H. Stevenson. Vice-President, Mr. A. Watier. Secretary, Mrs. S. Smith. Treasurer, Mr. D. Purdy. Principal, Mr. J. G. McLeod. Rept. of High School Staff, Miss M. Doyle. Councillors, Mrs. B. Cale, Mr. S. Rennert, Mr. H. Ross.

"In the Interest of Our Children"

The Kensington Home & School Association felt very proud this year when Mr. E. Ednie, Chairman of the Membership Committee and his committee introduced a very unique fourway folder to the organization for its members. This folder is pocket-size and the color scheme cream with green printing. The design is simple but attractive. The cover is plain except for the K. H. & S. Assn. crest and a title "In the Interest of OUR CHILDREN". *First page* inside covers the "Aims and Objects" and "Some Achievements" of Kensington H. & S. *Second page* "Highlights of Constitution" and "Privileges of Membership". *Third page* — in very large print as follows: As a Parent No Meeting Is Complete Without You. This folder is designed as a permanent feature for several years, but in order to take care of the yearly programmes and slate of officers an insert was made up showing our schedule for 1948 & 1949. Also on this insert are the different Active Groups in the Association.

These folders were distributed to all our members and potential members and it was encouraging to receive favorable comments from everyone.

International Concert an Outstanding Event

Feature highlight of the University District Home and School Association's yearly programme.

A rich and colourful Canadian Tapestry woven in folksong and dance, was displayed before a large and enthusiastic audience in the Montreal High School, on January 28.

Dressed in glowing national costumes, nineteen groups from among the many represented in our City Schools, portrayed the beauty and culture of various lands. Folksongs — both haunting and gay, picturesque and fiery dances, dramatic and comedy recitation drew rounds of applause from the delighted spectators.

The skillful design of the whole presentation, the timing and speed with which the items followed one another, spoke highly for the master of ceremonies, stage manager and the organizing committee.

All the performers, many of them professional, contributed their talents in aid of the summer Playground sponsored by the Association for the children of the community.

The Silver Collection taken will also go towards this cause.

A Busy Association

The Baron Byng Home & School Association started off the season with a Membership Campaign, and to date we have an enrollment of Six Hundred and Fifty Members (650). A great deal of credit goes to our Membership Convenor, Mrs. Morris DeZwirek and her hard working Committee.

Our Meetings are very well attended and interest is keen. The first Meeting of the season was held for the Parents of 8th year students. The principal, Mr. R. A. Patterson explained the curriculum of the school, after which the Parents were taken on a tour of the school, visiting special classrooms where the students and teachers displayed their work to the enjoyment of the Parents.

Last year, through the efforts of Mrs. A. Gillman and Mrs. A. Rudy, and a group

of workers, \$1500.00 was raised, through the medium of a Souvenir Program, the proceeds of which went entirely to the School. \$500.00 was set aside for Scholarships for a five year period, \$100.00 per year. The balance of the money was spent on a Piano, Recorder, Encyclopedia, and materials for other departments.

This year we are purchasing heating equipment in order to serve Hot Soups and other foods, to the Students, during Lunch periods.

A Study Group has been formed, and about thirty Mothers have been meeting with a very able leader.

A series of Dances are being arranged by the Students and chaperoned by members of the School Staff and Parents.

●
It Sounds Like Fun!

Royal Vale Home & School Association 3rd Annual Penny Carnival was a huge success.

Held Saturday, January 29th, at the school, for children attending the school

and their immediate families, saw a line-up outside before door time at 2:30 P.M.

Games of skill — all the way from “fish pond” to “Ring the bell with the heavy mallet and win a cigar”, bowling, ring toss, hoopla and even a clown, all backed by suitable music made for a real carnival atmosphere; not to mention lost mothers, fathers and various articles of clothing.

Movies every half hour and lucky winners to have a personal recording made on the premises.

All events at the price of one penny per entry — except movies at two cents — left members of the H. & S. Assn. counting coppers 'till the small hours of the morning.

Refreshments served by the ladies were extremely well handled. To make special reference to any one individual effort might be an injustice to another, save to say that Carnival Chairman, Fred Todd did an excellent job and was well supported by members of the association.

President Alex Fraser would like to express his thanks to all who co-operated.

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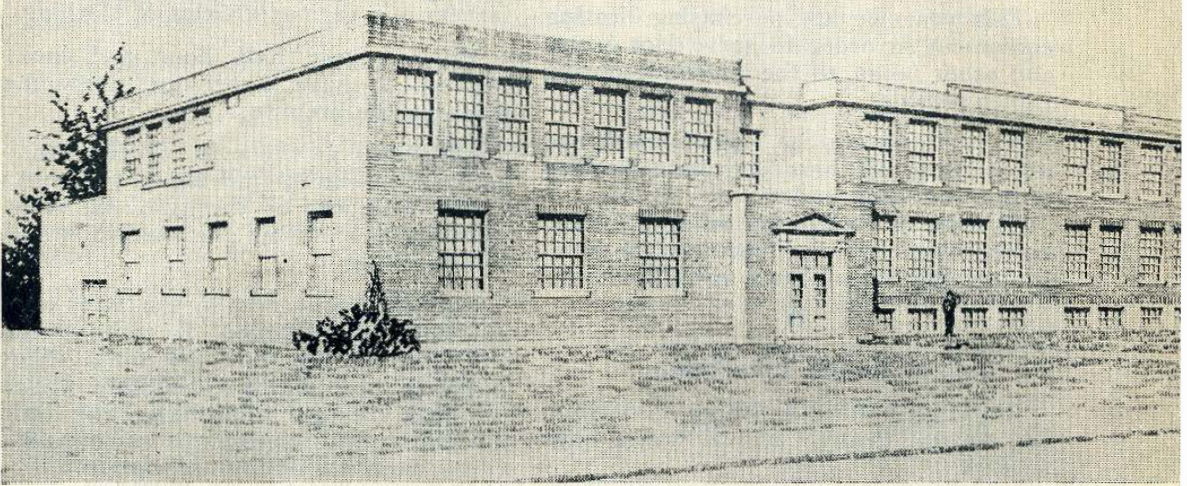
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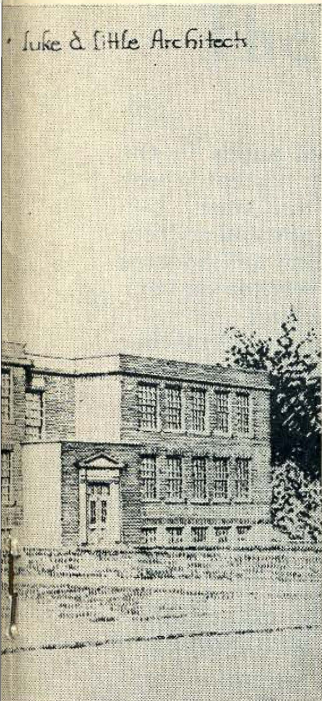
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Luke & Little Architects

The Cowansville High School is another example of the fine, new modern buildings that are replacing old and outmoded school buildings in the Province of Quebec. Here in one of the beauty spots of the Eastern Townships this school blends with the countryside and houses under its roof a majority of the high-school needs that have come to be recognized as an essential part of modern education. This institution, though not one of the most recently constructed, is one of the finest in the province.

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Art Contest

JANUARY 31st 1949

The Quebec Federation of Home and School Associations is sponsoring an art competition for all children throughout the Province of Quebec. Our main object is to find new talent, because we are sure there are many young artists in this province who might just need the encouragement of winning a prize or an honourable mention in a big competition such as this to give them the impetus needed to continue seriously in their art studies and perhaps make art their career. From the practical view point a winner in this competition may be able to take advantage of the scholarships being offered by the Art Association as prizes and so get further free specialized training where it might otherwise be impossible. The Hughes Owens Co. Ltd. is also offering prizes of art materials in all age groups. We will arrange an exhibition of the winning entries and as many others as possible at the time of the annual conference at the end of April. We publish herewith the list of rules and we hope that all parents and teachers will encourage their children and pupils to send in paintings.

Good Luck to all entrants,

MARY WEIL.
MRS. PAUL WEIL,
Chairman of the Art Contest.

I. Rules of Contest:

1. Subject: 'Our Community'.
2. Medium: in color with wax crayons or paint only.
3. Size in inches: 12 by 18 or 18 by 24.
4. Original work: no copies and no adult aid.
5. Open to boys and girls in 3 age groups, age to be determined as of April 2nd, 1949.
 - (a) 6 to 9 yrs.
 - (b) 10 to 13 yrs.
 - (c) 14 yrs and up.

6. Eligible are all school pupils in the Province of Quebec, except those attending Art School full time.
7. Identification: name, age and address of artist, and also name and address of school must all be written on back of entry. *This is important.*
8. Entry must be signed by teacher guaranteeing it is pupil's own work. Contestants are permitted to submit *one entry only.*
9. All entries to be sent to "Home and School on the Air", Station CFCF, Montreal. BE SURE POSTAGE IS CORRECT OR ENTRIES CANNOT BE ACCEPTED. PACK FLAT, BETWEEN CARDBOARD.
10. Closing Date of Contest: Entries must be received not later than April 2nd, 1949.

For further news of Art Contest listen to "Home and School on the Air", Station CFCF, every Saturday at 1:10 Noon.

II. Jury:

Dr. Arthur Lismer, Director of the School of Art and Design of the Art Association of Montreal.

Miss Helen Buzzell, Art Supervisor of the Protestant Central School Board, Montreal.

Mrs. Marion Scott, Artist.

III. Prizes:

Scholarships in tuition in each of the age groups to the value of \$25.00 will be awarded by the Art Association of Montreal through its School of Art and Design. Other prizes of art materials will be donated by the Hughes Owens Co. Ltd.

All entries will become the property of the Quebec Federation of Home and School Associations and may be exhibited.

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MONTREAL

The High Cost of Drinking

The Rev. GEORGE F. DEWEY, M.A., D.D.

When a businessman has a department in his business which grosses two million dollars a year, with a net profit of \$100,000, he's in the big business class and is regarded as a success by most of his fellows. When he suddenly decides to shut down that department and go out of business for what many of his fellows consider a strange and freakish reason... that's news.

But that's exactly what happened down in Florida a few months ago. The man was J. E. Webb, who runs such a huge drug store, with so many departments, in St. Petersburg, that the store has come to be known as Webb City. It was the liquor department that grossed two million dollars a year which Mr. Webb closed out.

Listen to the reason he gave for shutting down such a lucrative business. "I began mentally to follow those bottles home, and realized the trouble those bottles could cause and did cause." And an editorial on the subject remarks, "When he reached the home in his mind's eye, Mr. Webb realized that as a decent citizen not utterly bereft of powers of imagination, he had to get out of the liquor business".

In the old days one's imagination was fed largely on pictures drawn from one's observation or on somewhat lurid pictures of the drunkard which public fancy drew. To-day one's imagination can draw upon the pictures which the most careful scientific investigation in history is beginning to paint for us. Through the Yale School of Alcoholic Studies an effort is being made to study the question of alcohol and its effect on people and society.

Some of the revealed facts are startling.

Dr. E. M. Jellivelt, Director of the School, estimates that in the United States there are 60 million people over 15 years of age who drink. Four million of

these are excessive drinkers. Three million are addicts, and 750,000 are chronic alcoholics.

Science has not yet been able to determine what type of persistent drinker is liable to become an alcoholic or what type is immune. Any person who drinks may become an alcoholic... and an alcoholic is simply one suffering from a form of affliction for which modern medicine and psychiatry hold out little hope of recovery. That fact in itself might well make one hesitate before offering a drink to a young person.

Even for the great mass of drinkers who will not become alcoholics, the use of even a small amount of alcohol has certain well-defined effects. Alcohol is not a stimulant, as has been popularly supposed, but a depressant, a sedative, and a mild anaesthetic. Because it is absorbed directly through the walls of the stomach, it quickly reaches every tissue of the body. Its effect on the central nervous system is almost immediate. Sense perception sharply decreases and response to stimuli requires a greater lapse of time. Inhibitions and mental barriers are lowered, permitting the drinker to do things which he would not be likely to do normally.

No wonder that when Mr. Webb followed the bottles home, in the light of such scientific facts, he decided to get out of the liquor business, profitable though it was to him personally. But is it really profitable to the country at large?

The Monetary Times, a Canadian paper for business executives and manufacturers, certainly is not primarily interested in fields other than business and profits. Recently, however, this journal gave three pages to an article on "Alcoholism... Its Cost to Canadian Industry". The article says that the average Canadian in the last year spent \$42 for liquor... \$42 for every man, woman, and child, or about \$72 for every adult.

"Alcoholism", the writer declares, "is gaining ground in Canada. The social pattern is changing. The number of youthful offenders has risen steadily, as has the number of women who have been convicted of drunkenness."

In another article the contrast is drawn between the amount spent on milk in Canada amounting to \$22.10 per person and the liquor average of \$42 per person, and one is shocked to learn that in Canada we consume only about one-half a glass per person more of milk every day than they do in Britain where they are supposed to be so short-rationed.

Official figures released for 1947 set Canada's liquor bill at 525 millions!

Here are some amazing figures on national expenditures in the United States.

Musical merchandise	240,000,000
Toys	250,000,000
Beauty parlors and barbering	481,271,000
Soft drinks (approx.)	1,000,000,000
Church contributions	1,250,000,000
Jewelry	1,447,637,629
Motion picture box office	1,565,000,000
Bakery products	2,277,000,000
Advertising	3,873,600,000
Tobacco	3,880,000,000
Milk and dairy products	7,000,000,000
Alcoholic beverages	9,640,000,000

In 1946 the United States expenditure for liquor amounted to more than the grand total spent on all schools, all religious gifts, public benefits such as hospitals, safety, welfare, libraries, ve-

terans' pensions, recreation, Red Cross, and federal security!

When you follow the bottles home and see how much they rob a nation of productive capacity for those things which build a national life, you have good reason to pause, as did the Monetary Times.

In the light of these facts, one great Canadian church has issued this pronouncement:

"This church calls upon her members and adherents to adhere firmly to the practice of personal total abstinence, believing that it is the only wise and safe course to follow in relation to the use of beverage alcohol. We would encourage all church leaders, especially those who work with youth, to emphasize the dangers of social drinking and to point out to them the inevitable consequences of such a course of conduct.

But knowledge of danger alone is not enough to make one stand out against social pressure or to prevent one from making available this great social no man's land to the young. Deeper forces must be brought to play upon the question. . . spiritual and moral forces. A high code of values in everything is a safeguard against a lowering of values in this sphere of living. It is the high challenge to youth which youth will respond to, and that is the fresh opportunity each day of home, school, and office.

CLARENCE R. GROSS

ATTORNEY

132 ST. JAMES ST. WEST, MONTREAL. HA. 8101

Speaking of Speakers

Below is a list of speakers, compiled by Mrs. Woodman and her Programme Planning Committee. Plenty of ideas for successful meetings here!

Recreation

- L. M. VAN WAGNER, "Physical Education", "Recreation for the Community", McGill, PL. 1881.
- MISS ANNE VAIL, "Recreation", Executive Secretary, Iverly Community Centre, 2035 Coursol St., Montreal 3, WI. 3410.
- J. W. LANG, "Community Use of Schools", "Calling Square Dances", Montreal Protestant Central School Board, McTavish St., LA. 8291.
- C. A. WYLIE, Boy's Clubs, etc., Executive Director, Montreal Boy's Assoc., 1421 Atwater St., WI. 1151.

Citizenship

- J. STUART RICHARDSON, 1343 Laird Blvd. By arrangement, AT. 9151.
- HOWARD S. ROSS, K.C., 312 Kensington Ave., Westmount, FI. 6507; business, HA. 9238; Topic by arrangement.
- DAVID MUNROE, "Teaching Citizenship in Schools", Ormstown, Que.

Educational Administration

- MALCOLM DUNSMORE, M.A., "Teacher's Salaries and School Finance", "Education a National Investment", Principal Granby High School, Granby, Que.
- DR. LAURENCE PATTERSON, Ph.D., "High Schools I would like to see", 3443 Grey Ave., DE. 3907.
- H. E. GRANT, M.A., "Twelve Windows to a School", "What should our Schools be teaching?" Principal Verdun High School, 1201 Argyle Ave., Verdun 19, YO. 5657.
- C. WAYNE HALL, "The Importance of English in the School of Today", Supervisor Dept. of Education, Lennoxville, Que., 221J.
- REV. JOHN PEACOCK, "Education for Destruction", "Rural Education", The Rectory, Cowansville, Que.
- F. EDWARD PERRY, "Current Problems in Education", Principal - Supervisor, Knowlton District, Knowlton, Que.

ERNEST STABLER, M.A., "Adult Education", Assistant Dean, Sir George Williams College, 1441 Drummond St. Montreal, MA. 8331.

Community Welfare

- MISS GWENYTH HOWELL, B.A., "Community Welfare", Asst. Exec. Director, Social Agencies, 1620 Selkirk Ave., Apt. 8, (Office) WI. 1151, (Home) WI. 2600.
- C. A. WYLIE, "Juvenile Delinquency", Executive Director, Montreal Boy's Assoc., 1421 Atwater, WI. 1151.
- CHARLES H. YOUNG, "Community Welfare", Executive Director, Welfare Federation, 1421 Atwater, WI. 1151.
- MRS. RUTH SHAW, "A Health Programme for Schools", Director Canadian Red Cross, 1109 Sherbrooke St. W., PL. 1751.
- MISS AGNES MATTHEW, St. George's School, Westmount, Que., WE. 3204.

Child Psychology

- DR. FRANCES ALEXANDER, 1533 MacKay St., Montreal, PL. 1861.
- DR. TRAVIS DANCEY, 4060 Benny Ave., Medical Arts Bldg., DE. 5761, FI. 8965.
- MRS. E. B. WILLIS, McGill University, Dept. of Psychology, MA. 9181.

Care of the Teeth

- DR. JOHNSON W. ABRAHAM, President West Hill, Home and School Association, DE. 8114.

KING OF THE WIND

"King of the Wind", by Marguerite Henry, is a book beloved by boys and girls alike — a truly exciting story of courage and devotion. It brings to young readers the tale of the spirited Arabian horse, Sham. Rand McNally & Company publish this book in an attractive edition with illustrations by Wesley Dennis.

What's Going on With Quebec Teachers

Teacher Training

To the chairman of the Teacher Training Committee of the Protestant Committee our own Teacher Training Committee has made several recommendations.

Behind these recommendations is the hope that eventually all teachers will have four or five years of post-matriculation training, and hold a university degree. Suggestions include:

Improvement and extension of the practice teaching programme, with experience in youth organizations.

The organization of a Faculty of Education at McGill.

The eventual withdrawal of courses leading to Elementary and Intermediate Diplomas; meanwhile, the course for the Intermediate Diploma to constitute the first two years of the degree course.

Montreal Catholic Teachers' Strike

Action of the P.A.P.T. Executive on this matter has to date been limited to what the press called a cautiously-worded resolution. The resolution deplored the circumstances leading to the strike, and declared the dispute a threat to education in the province. It stated that the members of the Alliance have shown considerable patience in awaiting salary adjustments, and regretted that the pressure of conditions was such as to provoke drastic action.

P.A.P.T. Pot-Pourri

So much is being done by so many that brevity must be the rule for the following items:

The Executive has:

Decided to work on the question of arbitration rights of rural teachers—rights denied to them by provincial legislation;

Invited local associations and staffs of schools to give money for the relief of European teachers. Donations may be

sent through our Executive Secretary. \$10.00 is the basic amount for a parcel;

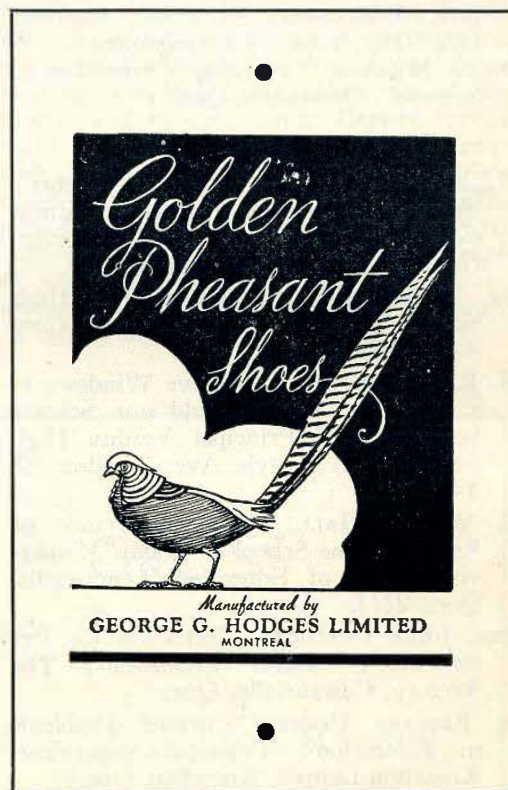
Forwarded to the Protestant Committee reports of two sub-committees of the Curriculum Committee. These reports deal with Arithmetic and Language Arts;

Asked the Protestant Committee to work toward a Canadian teacher's certificate, enabling the holder to teach anywhere in the Dominion;

Deplored the decision to use safety brigadiers in certain Montreal schools, disapproving of the use of children to regulate pupil traffic. Responsibilities and danger involved, it believes, are too great.

Decided to look into the problem of language difficulties experienced in many schools due to the influx of DP's;

Welcomed two new local associations: Gold Fields and Terrebonne County.



Radio Script

"Home and School on the Air" Discusses Belgium Approach to Education

MR. PRICE: Good afternoon, ladies and gentlemen. We're very happy to introduce as our guests this afternoon two of our Belgian friends who are now residents of Montreal. They are Madame Paul Puvrez, a former high school teacher in Belgium, and now on the staff of Miss Edgar's and Miss Cramp's School, in Montreal; and her daughter, Miss Françoise Puvrez, who is a student at Westmount High School. Welcome to our Home and School microphone! Madame Puvrez, we'd like you to tell us something about the school system in Belgium. Are the schools there similar to those you have seen in Canada?

MADAME PUVREZ: Yes, on the whole, the educational system in Belgium is not very different from that in Canada. Of course, there are some things that are not the same. For example, ours is a national system — the same all over the country — while yours here varies from province to province. But then, that is only natural since Belgium is not quite as big as Canada!

MR. PRICE: Would you say that there is a fundamental difference in the Belgian approach to education?

MADAME PUVREZ: Yes, I would say that there is a fundamental difference — one that is true for Western Europe generally. It is a difference of spirit, of approach to life, which expresses itself in minor ways. It is the logical consequence of a difference of life in general. Here on this continent people run after life, always want more of it. They expect a great deal from it, and don't want to spare any effort to attain their goals. On the other hand, the European takes his time to consider life around him. He accepts a life which may never be thrilling. He is happy to let his mind ponder and think on all kinds of subjects of general concern — even if his laborious thoughts and discussions with friends do not always reach a useful goal in the near future.

MR. PRICE: Well, I think that puts the difference very accurately indeed — from my own observations while in Europe. Now how is that reflected in the schools?

MADAME PUVREZ: Well, children here must be kept busy — very busy indeed, all the time. They must be given a practical feeling of what they learn and what is expected from them. They know they have the right to live; they know they have the right to feel happy; and they will readily work for it. But they must always be given a chance to succeed. The child in Europe is not so sure of his right to happiness, or rather knows that it is a very serious matter which sometimes does not pay — even after a struggle. He knows that he must leave nothing to hazard. He must develop to the utmost his reasoning faculties to be able to struggle better for what nature and life will stingily give him.

MR. PRICE: Schools here and in Belgium may seem quite similar on the surface, then, but there is really quite a difference in the whole approach. Can you give us an example of this, Madame? How is this development of the reasoning power carried out?

MADAME PUVREZ: A student in Geometry does not start a new theorem by receiving the explanations about it. He has to find out that explanation by reasoning on the preceding theorem. This takes time. Never mind, says the educator. A good student is so much better if he is able to find it out by himself — with the help of the teacher, whose questions are prepared in careful order.

Another example may be found in the way modern languages are taught in Europe. A rule in grammar may never be read before having been discovered by the students themselves. The lesson must be given in a way that calls for the grammatical rule. Only then may the textbook be opened — *after* the students have drawn the general conclusion themselves.

MR. PRICE: That sounds like an excellent method. But can it be applied in every case? Aren't there many children who have not the ability to learn in that way? It seems to me that it is of much more benefit to the clever child than to the average student.

MADAME PUVREZ: Yes, that is true. In spite of a desire not to neglect anyone in the class, this general method of education is of more benefit to the superior child. The average student, or less gifted one, will come out less better equipped for life than he would in schools here. He will lack the mechanical drill which his type of mind requires. Which is the better method? I will not presume to say — except to remind you that each prepares the child for a different environment.

MR. PRICE: Well, that's all very helpful to our thinking on this subject. But I'm afraid we've been away up in the clouds, and Françoise here is getting impatient to have *her* say. Françoise, will you tell us something about your experiences at school in Belgium? At what age did you start?

FRANÇOISE: I think my Mother must have wanted to get rid of me as soon as possible, because I started school at four years of age. I went to kindergarten in a fine modern public school in Liège, where all the outside walls were of glass. We were taught to make things, to play and act and sing — and also how to keep still and be silent for short periods of time. I didn't like that last part at all.

MR. PRICE: No, I don't suppose you would. How many years were you in the elementary school?

FRANÇOISE: Until I was twelve.

MR. PRICE: By the way, Madame, is schooling compulsory in Belgium?

MADAME PUVREZ: Yes, the child must attend school from six to fourteen years of age. The upper limit may soon be raised to sixteen.

MR. PRICE: Yours is a bilingual country, like Canada. When did you start to learn Flemish, Françoise?

FRANÇOISE: First I'd like to correct you on one thing, Mr. Price. At school we were not allowed to say "Flemish" for what you call "Dutch".

MADAME PUVREZ: You see, Flemish is really a dialect. The official second language of Belgium is really "le néerlandais", which you would call "Dutch".

FRANÇOISE: Thank you, Mother. We started the second language on entering high school, at twelve years of age, and studied it for six hours each week.

MR. PRICE: I was much impressed by the ability of most Belgians to speak English. How would you explain this, Madame?

MADAME PUVREZ: Well, Mr. Price, that's only natural. You came at the right time with the Allied armies when we all tried to welcome you and express our gratitude to you. A big effort had been made by many Belgians during the German Occupation because we wished to welcome our liberators in their own language. Where there's a will, there's a way. Under the Germans, teaching of English was prohibited in high schools.

MR. PRICE: There certainly must have been lots of "underground" study of English, then.

FRANÇOISE: That's true, Mr. Price, although outside of school we actually practised our English quite openly.

MR. PRICE: I was impressed, too, — as are all visitors to Belgium — by the widespread enthusiasm for music and all the fine arts. Did your course at school include these subjects, Françoise?

FRANÇOISE: No, but we had the opportunity of studying music, dancing and painting after regular school hours. I took courses in music, diction and dancing.

MADAME PUVREZ: I would like to thank you, Mr. Price, for your observation concerning the interest Belgians have in music and the fine arts. It is quite true. Some of our "Conservatoires" have a world-wide reputation, and the names of Saint-Saens, Ysaye and Désiré Defauw are known to our musical listeners — just as the famous Flemish school of painting is known in the art world. Almost everyone is a member of a musical society, and it is especially true in the middle and labour classes. Brussels Opera House is full every night.

MR. PRICE: I take it, then, that the interest in the fine arts — "les beaux arts"

— is not the result of any government policy or instruction. It springs from the spirit of the people themselves. We're very interested, Madame, in knowing whether your schools in Belgium have any parents' groups similar to our Home and School Associations?

MADAME PUVREZ: I regret that we haven't any organizations like that. Some of our more advanced school principals open their doors to the parents for special visits, but this is not common. Nevertheless this idea is beginning to take hold, and I look forward to the day when Belgian schools will be aided by groups like your Home and School Associations.

MR. PRICE: Well, thank you very much, Madame. I'd like to ask Françoise just one more question. How do you like life in a Canadian high school, Françoise?

FRANÇOISE: Very much, Mr. Price, very much indeed; I feel so much happier here than I was over there, and the main reasons are the various opportunities that we, the students, have to express ourselves. For my part, at Westmount High School, I appreciate activities such as, the Red Cross, the Current Events Club, the Student Council and others, where each one of us can find a field in which to express his or her own personality. The teachers do not spare any effort, but help the student in the manifold extra-curricular activities of the School.

Brightly Speaking

Grandmother was staying over night, something she did only rarely. Her little grandson was delighted, and told her so. Touched by this rather unusual show of his affections, she asked him **why** he was so glad. "Maybe", he said seriously, "I'll get to see you take out your false teeth".

Brightly Speaking

The father and mother of the family were away during the Welfare Federation Campaign. On their return, their little boy reported "While you were gone, Federated Charlie came to take you for a drive."

Brightly Speaking

Very young son to father... "You're a very, very nice daddy and just for that I'll get you some hair for the top of your head".

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Sight Saving Class

E. G. LESSARD,

Principal, Earl Grey School

Very few people realize what is being done in our school system for those children whose eyesight is so limited, that if it were not for a special class, they would probably not be able to attend school at all. To be admitted, children must be recommended by a competent ophthalmologist.

The class is one in which special facilities have been provided for children whose eyesight is poor in order to prevent further impairment of vision by alleviating strain and fatigue as much as possible. To accomplish this the room is specially equipped.

Of primary importance is the correct and adequate lighting for avoiding eye-strain. All annoying glare has been eliminated by proper interior decoration and avoidance of shiny surfaces on the school furniture. Powerful artificial lights provide the right intensity of illumination at all times and this is made possible by a photo-electric cell or electric eye, which controls those lights farthest from the windows.

The pupils desks are moveable so that they can be placed in the most advantageous positions.

Black-board work is done with special yellow sight-saving chalk and all reading is from books prepared in large type, many of which are imported. Large washable wall maps help to make the geography lesson in map work more interesting. Other specially prepared outline maps are used for seat work.

All lessons are copied in large handwriting or typed on a "Bulletin" typewriter, cream coloured paper being supplied for this work. The children are taught the touch system of typing but the enlarged type enables them to read more easily what they have written.

Reading and written work is done under the supervision of a specially trained teacher in the sight-saving room. Nearly all the grades of the school are represented in this room. For the oral part of the school work the pupil goes to another classroom, where his grade work is being done. It is thus seen that a sight-saving student has two classrooms, one for written and one for oral work.

The accepted standard of work and equipment is approximately the same as that found in other sight-saving classes, e.g. Toronto, Cleveland and New York City.

Boys and girls with impaired vision are not segregated from other pupils in the school. They are members of regular classes not only for oral lessons but for physical education and household science as well. A good part of their school day is spent with other children, eliminating any tendencies which might give them feelings of inferiority and they develop a special sense of pride in their achievements and are anxious to show their work to those interested. The school attempts to give these children all possible opportunities to cover the main essentials of the elementary school course.

To help solve the problem of transportation for those who live quite far from the school, the School Board has provided a jeep station-wagon which picks up the children in the morning and returns them to their homes in the afternoon.

We are always pleased to welcome those who are interested in seeing the facilities placed at the disposal of all children whose eye-sight is impaired.

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