

Quebec

HOME *and* SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



HIGHLIGHT OF CONFERENCE — INTERNATIONAL CONCERT

Vol. I. No. 5.

Montreal, Quebec

April, 1949





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of the

HOME AND SCHOOL ASSOCIATIONS

on the occasion of their

SECOND PROVINCIAL CONFERENCE

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EXTENDS A HEARTY WELCOME

To Delegates of the

HOME AND SCHOOL ASSOCIATIONS

On The Occasion of Their

SECOND PROVINCIAL CONFERENCE

The President's Message

The High Reward of Home and School

I was chatting recently with one of our men who had been prominent in Home and School work but whose business duties had forced him to retire to the side-lines. He was a man who had a fine community spirit and had been engaged in active membership and officership in numerous clubs and societies. What interested me most in our conversation was this remark of his, "Of all the types of activity I've taken part in outside of my own work, Home and School has been easily the most rewarding. . ." and he went on to tell me that as soon as the pressure of his business duties let up he hoped to go back into the active field of Home and School with enthusiasm.



Yet this was the organisation which my friend, looking at the facts reflectively and objectively, named as "the most rewarding."

Well, of course, there is a straightforward answer. The Home and School movement in Canada is built around the hopes and activities of the Canadian family, and that is a well of strength and warm joy which never drains dry. Our Canadian people are not wrong when they seem to lay so much emphasis upon the value of family life, for it is in a wholesome family group that the whole power of our country lies. I spoke in my last message about the inspiration one felt in visiting with a family before a Home

and School meeting in some city or rural town. It is an experience which all of us have known, but which many haven't articulated. Here, one thinks, is a kind of hallowed ground; the nourishing place of courage and faith, of the ideals of service and love, of the extended hand and the generous mind, and of that sense of life's fundamental beauty and immortality which dignifies it and makes it ultimately radiant in spite of the storms and challenges of the years.

Home and School work is "the most rewarding", not because it is easy, because it is not; nor because it gratifies one's inner prejudices and hostilities, because it does not; but because we feel instinctively, even if we cannot express it, that our movement has pitched its tents and draws its strength from the most arable of fields. . . the cultivation of family living in Canada at the highest, and the preservation of its spirit in our schools and communities

JOHN McLEISH,
President.

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fingertips . . .*



**FOR EVERYTHING
THAT'S GOOD IN A GLOVE**

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to the Delegates

at the

SECOND ANNUAL SPRING CONFERENCE

of the

Quebec Federation of Home and School Associations



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Quebec HOME and SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

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Montreal, Quebec

April, 1949

Traffic Safety Is Everybodys' Business

E. HARRIS, *Chairman,*

Executive Committee West-End Traffic Safety Council

The problem of traffic safety has long since ceased to be chiefly the concern of the local government authorities—if it ever was chiefly their concern. So widespread and desperate has this problem become there is a pressing need for some down-to-earth thinking on the subject and a thoroughly scientific approach by the nation's transportation and safety experts, civic authorities and interested citizens with a view to seeking practical and adequate means of reducing to a minimum the hazards and potential hazards of modern streets and highways.

There is, however, another and important aspect of the situation which has always been to a great extent the crux of this problem and undoubtedly will continue to be, and that is *man* himself. After all, it is well to remember, accidents involve minds, except in rare instances. It is a *mind* that sends a man, woman or child across the street at the wrong time and another *mind* in a driver of an automobile that knocks down and kills or maims the unfortunate pedestrian. In other words, no measures to eliminate or reduce hazards will be entirely successful unless our minds are made fully alive to our responsibilities in the matter. Our attitude of mind will, in the long run, determine whether or not we have a safe village, town, city, nation.

All too often when an accident occurs, we find ourselves wringing our hands in despair,

so to speak, or clenching our fists in anger and crying: "Why doesn't someone *do* something?" Most of us overlook or will not face the fact that the *someone* who should be doing something is *ourselves*. Hardly a popular line of reasoning, it is agreed; but surely a little thought will prove it true. Let us do some honest heart searching on this matter and admit that in this highly mechanized world of ours Traffic Safety is *Everybody's* Business.—Civic Authorities and citizen—adult and child.

On this basis we all become a big team determined to defeat irresponsibility, thoughtlessness, selfishness, callousness, indifference—many of the elements responsible for our unsafe streets.

This realistic attitude may call for the setting up of completely new and different methods in regard to transportation and traffic control. It may even involve considerable cost. But lives and their potential value to the nation cannot really be weighed against dollars and cents. Lives are priceless. We shall never know what great souls and minds have been lost to our nation and the world by the untimely death of little children through a traffic or other accident.

And the time to start thinking in these terms and taking action is NOW — not next month, or next year. Death does NOT take

a holiday and thwarting it is the immediate concern of us all.

Far too much time has been lost and too many victims sacrificed already. The matter is of utmost urgency. Let us get to it with courageous thinking and decisions, and an unswerving determination to *find* solutions for the immediate traffic safety problems, a plan for future problems and an enthusiastic effort on the part of us all to play the game in spirit as well as letter for the greater good of the whole community.

Let us never forget that while it is undoubtedly the responsibility of the Civic Authorities to provide adequate protection in the form of equipment and manpower wherever it is needed, they in turn have a right to expect and must insist through representatives and with all the power at their command, that we all observe the regulations set up for the general safety of the community, especially those regulations governing the operation of motor vehicles. Speeding and reckless driving cannot be tolerated on our over-burdened streets.

And if there are regulations which, in the light of present conditions, seemingly require changing or amending, let us examine them at once with a view to having them changed. Men, women and children are shedding their blood or giving their lives while we haggle.

When, therefore, we adults have provided maximum protection in all its forms and begun to set better examples and patterns of behaviour for them to imitate, our children can be induced with better conscience and by more honest precept to accept their undoubted responsibilities in the matter of traffic safety. Children must be brought to realize their very definite and vital part in the community teamwork for the creation of a safer and happier city.

Let us all — Civic Authorities — Police — Public — catch the vision and spirit of this effort to make Montreal an accident-free metropolis — an inspiration to Quebec, the Dominion, the entire North American continent.

It *can* be achieved if we really *want* it to be. Undoubtedly, Traffic Safety is EVERYBODY'S BUSINESS. This is the reasoning behind the West-end Traffic Safety Council.

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is the title of a pocket size booklet which explains in easily understood terms exactly how Canada's banking system works for Canada and her people. It can be read in a few minutes. It is completely up to date and authoritative. It is specially designed for students, teachers and parents who wish to be fully informed on Canada's economic structure.

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Federation Sustaining Fund

JOHN HAIR, Federation Treasurer

Response to our President, Mr. J. A. B. McLeish's proposal to establish a Federation Sustaining Fund has been most encouraging. **41** Associations have so far contributed, representing approximately **45%** of all affiliations in Quebec Federation. The amount received is **\$1130**.

It was realized by the Board of Directors that the lateness of the appeal would not readily permit most associations to revise their programme for the year. Nevertheless, the enthusiasm with which the project has evidently been received by those who have responded would indicate the interest in the continuance of Federation activities.

Contributions from Association funds in addition to regular membership assessments are listed below.

The Board of Directors gratefully acknowledge a personal contribution from Mr. L. N. Buzzell.

Appreciation of the work currently being undertaken by your Federation, which includes the regular Saturday Radio Broadcast, distribution of thousands of copies of the monthly magazine without cost to affiliated associations, programme planning material, committee reports and services together with the annual convention, represents an effort requiring expenditure beyond the present limits of a budget, based on an assessment of 10% of affiliated association membership fees. The value of these services are evident by the demand for them from practically everyone interested in furthering the development of our children through the Home and School programme.

The limitation of the 10% assessment on a membership of 10,000 is a serious restriction to Federation activities, particularly when it is realized that some Association fees are \$0.50 and others as low as \$0.25 per year.

(Continued on page 10)

Association Contributions

Alymer	\$10.00
Asbestos	10.00
Bancroft	50.00
Barclay	25.00
Baron Byng	25.00
Beaconsfield	2.30
Beauharnois	25.00
Bronx Park	35.00
Cartierville	45.60
Central Park	4.50
Danville	5.00
Darlington	6.50
Dunrae Gardens	25.00
Fairmount	39.75
Gatineau	25.00
Greenfield Park (Royal George)	12.50
Hampstead	30.00
Herbert Symonds	15.00
Iona	85.00
Kensington	50.00
Lachine	8.00
Longueuil-Montreal South	8.00
Magog	25.00
Malartic	5.00
McMasterville	10.00
Montreal West High	13.10
Mount Royal	65.00
Pointe Claire	25.00
Quebec City	65.31
Rosemere District	17.55
Royal Vale	25.00
St. Lambert	10.00
Scotstown	5.65
Shawinigan Falls	6.00
Sherbrooke	15.00
Town of Mount Royal	13.00
Verdun High	5.00
West Hill	225.00
Willingdon	30.00
Woodlands	18.35

The volume of secretarial work, both within our Federation and with other organizations whose interests are similar to our own, entails a tremendous volume of work annually.

Federation financing will be an active item on the agenda of the forthcoming annual convention and it was primarily to permit continuance of our work in the interim that the Sustaining Fund was conceived. It should, however, be self evident that regardless of any solution to the problem which may develop at convention, it is of paramount importance that some margin of working capital be maintained and readily available to carry forward our efforts on behalf of the Home and School movement.

Finally, there is a tendency to overlook the fact that we in the individual associations are members of a much larger organization. Federation evolved purely from a desire, on the part of scattered groups, for more united effort in the furtherance of the goals to which we are striving, and not from a pre-developed central organization interested only in its own existence. The Board of Directors of Quebec Federation are all members of individual associations, who have been elected to continue their interest in Home and School in the wider field of Provincial activities. The entire programme of Federation is planned to fit the needs of all affiliated associations and to carry forward the objectives of the movement into the broader field of provincial and federal endeavour. Only when each member and affiliated association recognizes and accepts full financial responsibility for this work will it be within the ability of the Federation to justify our existence.

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Brightly Speaking

Sometimes the little boy had pretended to be sick in order to avoid going to school. This time, he didn't want any mistake made about his condition. "If you really have a headache", said his mother, "I'll give you half an aspirin". "What do you mean, half an aspirin", he exclaimed, "I've got a whole headache!"

Brightly Speaking

Children often can sense feelings of uncertainty in their parents. This was demonstrated one day when a little girl, aged four, climbed up on a chair to watch her mother cooking. After a moments observation she asked, "What do you think you're making there, Mummy, you hope?"

Why not write us some of the amusing things your children say? Its fun to see them in print. Just send them to us c/o "Brightly Speaking".

LASALLE
COKE

"Warmth without waste"

Art Contest Closes - Judging Begins

The Art Contest sponsored by the Quebec Federation of Home and School Associations through the radio programme "Home and School on the Air" Station CFCF, is now reaching its conclusion. Many letters and contributions came in from different parts of the Province, as well as from Montreal. These show that there was a widespread interest in the contest and we did our best to answer these questions by letter and by announcements on the programme "Home and School on the Air" CFCF, every Saturday. The enquiries were often about the medium, which was to be wax crayons or paint and about the size which is 12/ 18 or 18/ 24. Most enquiries however were for explanation and clarification of what is meant by the title of the subject matter "Our Community". This title was chosen by the committee because it was felt it would give a very wide scope to the imaginative young artist in deciding the theme of the picture he would submit. It was also felt that we would receive an interesting collection of studies of life in many different communities in the Province of Quebec. The city streets are full of pictures—children playing, delivery waggons, the stores, the greys and blues of pavements and the reds and pinks of brick buildings. From the rural areas the subject "our Community" might bring studies of farm life, the country school, landscapes or pictures of animals. Most children have talent for drawing and painting and just need a little encouragement and training to see pictures everywhere in the life of the community around them. As Dr. Arthur Lismer told us in his broadcast for "Home and School on the Air" talent in art is a shy thing and needs to be enticed out into the open. It doesn't just come out by itself, but needs to be encouraged and stimulated. The Federation hopes to find new talent by means of this contest, as we are sure there are many clever young artists in the province. Perhaps some of these, by receiving recognition in a big contest such

as this, might be enthused into carrying on their art studies seriously and perhaps taking up art as their career. The generous offer of scholarships of free tuition as prizes by the Art Association of Montreal, through its School of Art and Design is to further these ends. At the School of Art and Design the lucky winners of scholarships will meet with the most favourable conditions to develop their talent, for all the varied aspects of art such as painting, drawing, modelling, puppet-making are taught there. Perhaps the most important aspect of these scholarships in tuition is that the pupils will meet and be under the guidance of teachers trained to understand them and to know what is necessary to bring out the best efforts at every stage of artistic development, in every age group. Here the pupils during the hours of their instruction will do the things that artists do, and will be surrounded by the sight, sound and smell of the materials artists use, and what is very important they will see and talk to other artists. For others who do not win scholarships, or who are unable to take advantage of them, there will be prizes of art materials donated by the Hughes Owens Co. including one extra special prize value of \$20.00 of a fitted paint box or an easel. We will arrange to exhibit at least the winning entries at the time of the annual conference of the Quebec Federation of Home and School Associations at the end of April and we hope to be able to arrange a large exhibition at a department store, possibly in the early autumn. Details of these arrangements are not yet completed, but they will be announced as soon as possible. Miss Annie Savage, Assistant Supervisor of Art in the Montreal Schools says that she may take portfolios of the pictures sent in to show to pupils at some of the schools. This, she says, would be a good way of showing them the work of other school pupils and prevent the feeling of being cut-off and isolated from other groups.

MRS. PAUL WEIL.

COME TO CONFERENCE!

Have you made your plans yet to come to Conference on April 29 and 30? Many of our members perhaps have the idea that Conference is just for delegates and Federation officials... and how wrong this is! It's true that owing to limitations of space, business sessions have to be confined to official delegates. But otherwise, it's Open House!

You can be present at the annual Conference Dinner on Friday night of Conference, if you will, and feel the big thrill that comes with joining hundreds of other Home and School people in the friendly annual Big Night of our convention. A ticket ordered through your president, and a rendez-vous with us all at 7.30 sharp at the Ritz-Carlton... that's all there is to it, and you'll realise that it's really spring and no mistake.

Then there's Saturday afternoon. As a Home and School member you'll be keen to hear the story of better traffic control for

children, of how Federation is tackling Teacher Shortage, of making Recreation something for Dad, Mother, and the whole family, and the story of Parent Education. There'll be panels on these for you to choose from. And, of course, there will be all sorts of exhibits which you can browse at undisturbed, whatever else is doing.

International Concert night! That's Saturday evening. If you like colorful dancing by folk groups, massed singing of joyous folk tunes, you'll have a hey-day at our closing Concert, wide open and free except for a silver collection somewhere along the route. There'll be a crack school glee club there, too; and a school orchestra. It will be a grand night for singing, with music in the air; but there's a deeper note, too... because the performers will be Canadians of different racial stocks, showing what a wealth of melody and beauty Canadians can produce when we put together our talents as a people.

So, come to Conference, won't you? You'll be missed if you don't. And what a grand way it will be to wind up our Federation year, and give us all a store of inspiration to make next year the best year yet in our own homes, schools, and communities.

PROGRAMME PLANNING

As our Home and School term draws to a close, let us ask ourselves if we have made our programmes as constructive and interesting as possible. Have we been able to follow through the suggestions and ideas presented at meetings with actions? Have our meetings been well attended?

Now we look forward to the highlight of the year... "Spring Conference". The Conference Committee have decided that a "Panel" on programme planning is a *must* for this year's Conference.

To those who are finishing a term on Programme Planning be sure to come to our Panel and let us hear how your programmes have worked out.

To the newly appointed Programme Planning folks, may we extend a sincere invitation to come and hear the Panel on Programme Planning. We feel sure you will be able to pick up some suggestions and ideas to help you plan your programmes for the next season.

Chairman Programme
Planning Committee
ADALINE WOODMAN.

Business Sessions open to *registered* delegates and Association Presidents. Delegates *only* have voting rights. *Three* official delegates may be nominated from each Association. It is essential that *all* delegates carry credentials from their Association.

Registration Fee of \$1.00 per *official* delegate. Dinner Ticket \$2.50 per ticket.

Dinner: Open to all Home and School members.

Panel Discussions and Concert: *Open to Home and School members and their friends.*

It is urged that as many as possible avail themselves of the opportunity to attend these sessions. Please make this known to your general membership.

Associations may pay Registration fee and Dinner ticket for official delegates, if they so desire.

Second Provincial Conference

J. A. B. McLEISH
President of Quebec Federation

E. A. JARAND
General Chairman, Conference Committee

April 29-30, 1949

Places of Conference Meetings

DIVINITY HALL
University Street
HIGH SCHOOL OF MONTREAL
University Street
RITZ-CARLTON HOTEL
Sherbrooke Street West

Friday Afternoon, April 29 Divinity Hall

Business Sessions of Conference:
Registration: 1 P.M.
Opening of Session: 2 P.M.
Order of Business:

"O Canada"

1. Minutes of last Federation Council Meeting.
2. Business arising out of Minutes.
3. Treasurer's Report.
4. Reports of Committees.
5. Reports of Liaison Officers.
Adjournment

Friday Evening, April 29 Ritz-Carlton Hotel

Conference Dinner: Main Ballroom,
7.30 P.M.
Guest Speaker: Joseph McCulley, M.A.
Deputy Commissioner,
Dept. of Justice.

Subject: Some New Aspects in the Treatment of Crime and Delinquency.

Saturday Morning, April 30 Divinity Hall

Business Sessions of Conference, 9 A.M.

Order of Business:

1. Budget — Proposals for Federation Financing.
2. Report of Resolutions Committee.
3. Report of Nominating Committee.
Adjournment

Saturday Afternoon, April 30

1.10 P.M. "Home and School on the Air"
Station CFCF Montreal

Saturday Afternoon, April 30 Montreal High School

General Conference Assembly
Association Highlights 2 P.M. to 2.30 P.M.
Panel Discussions 2.30 P.M. to 3.50 P.M.

1. Program
2. Community Standards
3. Traffic

Panel Discussion 3.50 P.M. to 5.15 P.M.
Parent Education

Saturday Evening, April 30 Montreal High School

Presentation of Prizes for Art Contest
Concert

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Norwegian Songs

INTERNATIONAL

ASSEMBLY HALL, MONTREAL

8.00 P.M. SATURDAY

At the close of the Quebec Federation of I Concert will be held in the Assembly Hall of the April 30th. In arranging the Concert particular a ful contributions of the new Canadian element of

Among the best loved items of any land are indeed fortunate in having several groups of tal numbers from many different countries. All gro In addition, there will be an Orchestra, a Glee city schools, and we know from past experience hard working children.

The public is cordially invited to attend this of rich and melodious folklore with us. We are c the mutual understanding and appreciation of one unity.

(Mrs.) I

PROGRAMME (TENTATIVE)

Master of Ceremonies *Mr. William Petty*

GOD SAVE THE KING

1. Selection *School Orchestra*
2. Dance *Ballet Group — Mount Royal School*
3. (a) Song (Norwegian) "The Farmer's Girl" *by Metle and Kari Kristiansen*
(b) Song (Norwegian) "The Hunter and the Crow", *by Metle and Kari Kristiansen*
4. Dance — Irish Jig *by Edna May Bannerman and Mildred Sylvester*
5. (a) Song *Glee Club*
(b) Song *Glee Club*
(c) Song *Glee Club*
6. Dance *Ballet Group — Mount Royal School*
7. (a) Song (Slavic) *Choir of Slavia Youth Club*
(b) Song (Slavic) *Choir of Slavia Youth Club*
(c) Song (Slavic) *Choir of Slavia Youth Club*
Under Direction of MR. STEVE STRBAN
8. Dance — Csardaz (Russian) *Dorothy Mendelsohn and Marion Bedoubian*
9. Song and Dance (Swiss) — Le Picoulet *Group from Eglise Saint Jean*
10. (a) Selection *Speech Choir of Strathear School*
(b) Selection *Speech Choir of Strathear School*
Under Direction of MISS E. MEROWITZ

NATIONAL CONCERT

MONTREAL HIGH SCHOOL,
SATURDAY, APRIL 30, 1949.

of Home and School Associations Conference, at the Montreal High School at 8.00 P.M. Saturday, your attention has been given to the varied and colourful life of our population to our national culture.

are the Folksongs and Folkdances, and we are talented young adults who will perform selected groups and soloists will appear in national costumes. The Club, a Speech Choir, and a Ballet Group from our school will present the excellent work put on by these clever and

his Concert. Bring your friends and enjoy an evening of music. Be confident that such cultural sharing will deepen our understanding of one another so necessary in our work for Canadian

MARJORIE S. DONOVAN,
University District Home & School Association.



JULIETTE FISHER
French Ballet

INTERMISSION

11. (a) Dance (Greek) *Group from Holy Trinity Greek Church*
 (b) Dance (Greek) *Group from Holy Trinity Greek Church*
 (c) Folksong (Greek) *Group from Holy Trinity Greek Church*
 Accompanist, MRS. N. SALAMIS
12. (a) Dance (Hungarian) *Margaret Regan and Eva Balajthy*
 (b) Folksong (Hungarian) *Joan Demeter*
 (c) Folksong (Hungarian) *Joan Demeter*
13. (a) Scottish Sword Dance *Margaret Machetichie*
 (b) Highland Fling *Margaret Machetichie*
 Piper, DOUGLAS MACLEAN
14. (a) Violin Solo *Anna Persson*
 (b) Violin Solo *Anna Persson*
 Accompanist, MRS. WARD
15. Dance (French) Ballet Solo *Juliette Fischer*
16. (a) Song (French-Canadian) *Choir from Eglise Saint Jean*
 (b) Song (French-Canadian) *Choir from Eglise Saint Jean*
 Under Direction of MR. ARTHUR MORROW
17. Dance (Polish) *Renata Rodzibowska*
18. (a) Dance "Honey Witre" *Group of Ukranian National Youth Federation*
 (b) Ukranian Sword Dance *Solo by Member of Ukranian Nat. Youth Fed.*
19. Selections *Choir of Ukranian Greek Orthodox Church (80 voices)*
20. Selections *School Orchestra*

O CANADA

A New Note In School Music

AN EDUCATIONAL EXPERIMENT

Thousands of school children in Saskatchewan are having their first musical experience as a result of the new music exploration program recently introduced in Saskatchewan schools.

The underlying philosophy of this music exploration program is that every child is fundamentally musical. His bodily responses to rhythm, while he is still very young, indicate that participation in musical experience is a simple and natural activity for every child. If properly planned and directed, this musical activity can become an integral part of the child's daily living. Therefore, the new music exploration program is designed to lead the child through successive musical experiences to a better basis for self-expression.

With this approach, each child can become a musician in some respect, depending on the type of musical ability he possesses and the extent of his feeling for music. After he grows up, even if his musical ability is limited to singing in the bathtub, writing a simple ditty, or strumming on a guitar, he is still a musician. This is because all music is in the mind—not in the air. A musical instrument when played does not produce music but merely a series of vibration waves which are transmitted through the human ear to the brain where the sensation is interpreted as music. Hence, a person's musical enjoyment should increase proportionately with his ability to understand and interpret music.

Keenly aware of the lack in musical experience of Saskatchewan's young people, the Department of Education conducted a survey of school music activity early in 1945 through the co-operation of school superintendents. This survey revealed that in 85 per cent. of the schools no adequate musical activity was being conducted. Thousands of these schools are in isolated areas where the teacher is far from anyone who can give any help or direction in

music. Many of these teachers themselves grew up in similar isolated areas where they had no opportunity for musical experience.

Consequently, Mr. R. Staples was appointed by the department as Provincial Supervisor of Music to devise a method of alleviating this situation. After conducting further studies, in which he was assisted by committees of classroom teachers experienced in teaching music, Mr. Staples decided upon an experimental music exploration program which adapts the ideas of leading modern music educators to the particular conditions in Saskatchewan schools.

Interestingly enough, this program which has now been in operation for one year coincides with the recommendations just published by a committee appointed by the Music Educators National Association to study rural school music in the United States.

The new music exploration program stresses music for enjoyment rather than as a subject in which children are to be drilled. Singing familiar songs by rote, (that is, by imitation) and doing rhythmic activities such as games to music is introduced at the Grade I level.

As soon as the child is able to respond to rhythm through hand-clapping, a rhythm band is organized. For this purpose, percussion instruments such as the cymbals, drums, triangle, castanets, or wood blocks are used. Such a rhythm band strengthens the natural feeling for rhythm and develops the ability of the child to express coherently the inner urge to respond physically to rhythm. It is particularly practical in the rural or multiple grade classroom because lower grade students can play rhythm instruments while upper grades play tonettes or recorders, making it possible for every small school to have a real band.

As the child's music concept matures, he is encouraged to sing by following with his eyes the rise and fall of the melody line or notes. As soon as he can read numbers, he learns to play simple instruments by following the numbers in an especially prepared music book. This method is so easy that the pupil can learn to play real tunes in a few minutes. He is then eligible for a position in the classroom band which is usually made up of such instruments as the tonette, a small xylophone, rhythm instruments, and an autoharp.

All this activity develops in the child a natural desire to read music from notes. Since he feels a need for this knowledge he learns to read music very readily. This is in direct contrast to the old method by which he was required to learn abstract theory by writing scales and memorizing key signatures entirely apart from any musical performance.

He is also taught to recognize by sound various voices—soprano, alto, tenor, baritone, and bass as heard on records; and he learns to recognize by both sight and

sound a large number of the better-known musical instruments. The many types of vocal music—folk-songs, lyric songs, songs and melodies from operettas, light opera and grand opera—are explored as well. Orchestra and band music and the titles and composers of at least 50 musical selections are also studied in senior grades. This includes an elementary exploration of the devices used by composers to create various musical effects or to arouse certain moods—cheerfulness, sadness, or frivolity. Visual aids such as large wall charts of instruments in color and sound films obtained from the Visual Aids Branch of the Department of Education are designed to make the music program still more interesting, as does a weekly radio program sponsored by the School Broadcasts Division.

Throughout the whole music exploration program the use of records is emphasized. Every aspect of the program is illustrated and clarified by means of a planned and directed program of record listening. The records used for this purpose form the basic Record Library. Some school units maintain a supplementary record collection at their central library for circulation among the schools.

Especially designed radio and record player combinations (both the battery type and the electrically operated models) are constructed by the Radio Division of the Department of Education for use in connection with the record listening program. They are supplied only directly to school boards at production cost less a very generous grant from the department.

The whole course for music exploration has been summed up by Mr. R. Staples in three textbooks embodying his ideas and methods developed during 20 years of teaching music in Saskatchewan schools. These texts are so clearly and simply written that even the teacher with no musical training or who has never thought she could teach music is able to at least make a start in the new musical program in her school.

The use of records is greatly simplified by means of a Record Indicator, an invention of Mr. Staples. With this device, which resembles a ruler with the numbers and a slit down the middle, the teacher may set the record needle on any part of

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a record to illustrate a point in the music exploration activities as outlined in her Music Manual.

Teachers are further assisted by demonstrations given at one-day teacher-training institutes held at various points in the province. Besides Mr. Staples himself, Mr. R. B. MacFarland, Director of Music at the Saskatoon Normal School, and Mr. H. L. Stephenson, Director of Music at the Moose Jaw Normal School, also give demonstrations at these institutes.

In addition, Mr. Staples visits summer schools and gives special demonstrations. These are called "workshops" as their chief purpose is to give the teachers an opportunity to work with new material and gain practical experience in all phases of music. To be prepared to cover any phase of school music, Mr. Staples carries complete equipment with him and sets it up to meet all emergencies. Along with the recording machines, various instruments, many books and music, is a portable miniature organ. Particularly enlightening to the teachers is the music and written material of English and American music publishers who are not well-known in Canada.

The music exploration program is also used in the schools to enrich numerous projects connected with literature, social studies, health education and art appreciation. For example, a student may learn to appreciate the mood of a particular nationality quickly and impressively by listening to a typical selection of its national music. For further correlation, he is encouraged to read about music as much as possible but such reading activities are only incidental and supplementary to the real musical activities.

The final stage of divorcing the new approach to school music from the old is doing away with gruelling examinations in music theory. Instead, the pupil is provided with a "log book" in which he keeps his own record of his development. As the

course progressively leads the pupil into various fields of music such as rhythm, harmony, types of voices, songs, music and instruments, he is required to record his observations in a "log." There are twenty logs altogether in the workbook, and as each one is finished, it is checked off on a "progress chart" which resembles a graph when it is completed. The student is then promoted on the basis of his whole year's work.

Throughout the music exploration program the student is encouraged to apply what he has learned in the classroom to outside musical experiences. The anticipation of a public performance provides a valuable incentive for the student to perform. A natural out-growth of this, too, is a desire on his part to participate in festivals. These help to acquaint parents and the public generally with the musical activities being carried on in the classroom.

Every effort is made in the day-to-day classroom program to provide facilities and encouragement to the student in his musical endeavours. If he does not become a performer, he will at least be an intelligent listener if necessary. He will have acquired a true understanding and appreciation of music and will be able to evaluate each type of music on its own merits and enjoy it for its own sake.

The new music exploration program is awakening Saskatchewan young people to the possibilities of cultural enjoyment in the unlimited field of music. Because it has been only recently inaugurated in the province, the tangible results will not be noticed for some time. However, since it is functioning adequately, it is expected to direct the student in his listening habits so that he may hear more of the music to which he listens and he will be more discriminatory, intelligent and sincere in his tastes and criticisms, recognizing the fact that for the best of every kind or type of music there is always a proper time and place.

Round and About the Associations

Topics of interest from members of Federation show growing strength and resolute programming

Cartierville

Cartierville has had a busy and very successful season. The general meetings have been well attended, and the Association has been fortunate in securing some very interesting speakers. The December meeting was turned over to the children, who entertained the parents with a series of one act plays, in keeping with the Christmas Season. A vote of thanks goes to the principal, Miss L. Snider, and her capable staff, for their excellent selection of material and direction.

The February Meeting departed from the usual procedure of having a guest speaker. A round table discussion on "Resolve that Men are more easily irritated in the Home than Women" was the subject, and it afforded much amusement and interest to the members. Mr. H. Layhew, the Programme Convenor, was the Chairman, the participants being Mrs. F. Terrett, Mrs. M. A. G. Hill, Mr. O. Ainslie, and Mr. A. G. Forman, with many comments thrown in by the audience.

On Friday evening, February 19th. the Home and School Ass'n held their annual Valentine Skating Party for the school children. Prizes were presented for the prettiest, the funniest, and the most original costumes in two age groups. After the skating the children were served with refreshments.

Cartierville has a Child Study Group and Music Appreciation Group in operation. There is splendid co-operation from members in the supervision of the Skating Rink and the running of the Soup Kitchen.

A Child's Needs

The Hampstead Home and School Association adopted as its theme for the year 1948-49 "A Child's Needs". Around this theme the meetings were planned. In endeavouring to cover the various aspects of the theme, we were limited by availability of speakers so that no special sequence could be followed. However, we were able to touch upon the religious, moral and physical aspects important to the well being of the child.

At the first meeting the subject "What makes a Juvenile Delinquent" was covered very ably by Judge J. G. Nicholson of the Juvenile Court. Those in attendance were made aware of the many pitfalls open to children from all classes of society and of the very great responsibility we, as parents, have in guarding against them.

Probably the most successful meeting was that pertaining to a Child's Needs in the matter of physical health. A panel of four doctors, Dr. Ryan, Hampstead health officer, Dr. Hector Mortimer, Dr. J. V. Nichols and Dr. D. P. Mowry, covered fields of care of eyes, ear and teeth by lecture and slides.

The Child's Needs in relation to the church was ably handled by Rev. Errey of the Queen Mary United Church.

Swinging back to physical health, the Association was fortunate in having Mrs. O. N. Lionel of the Montreal Diet Dispensary explain the value of a balanced diet, of caloric as well as vitamin content in healthy development. She gave splendid suggestions for low cost menus as well.

Mr. E. M. Orlick, Director of Physical Education at Dawson College, McGill University, spoke on the subject of Sex education. This carefully planned talk helped parents to see their responsibility in this type of education in laying proper foundations for the school to work upon later on.

The final meeting on the United Nations could be thought to fit the theme if by such a study members could be factors in the struggle towards world peace.

No account of the year's programme would be complete without some tribute paid to the president, Mrs. F. E. Brydon. The planning and execution of the programme were hers and in our opinion, she should be highly gratified with the results of her efforts.

Royal Vale

Royal Vale Home & School Association annual Barn Dance was held at the School Friday, February 18th.

Forty couples spent a most enjoyable evening, attired appropriately, the ladies in gingham dresses and for the men, coloured shirts, jeans and patched pants were the order of the day.

Mr. Lovat Fraser again was the "Caller" and showed great patience with beginners. To him a great deal of thanks is extended.

The Weldon Brothers supplied most suitable music and seemed untiring in their ability.

Mr. E. Jarand secured the use of a public address system making it possible to "pipe" music to more than one location to take care of any overflow from the main floor.

Mrs. A. Smith and her committee did an admirable job serving refreshments, very much appreciated by those attending, particularly those whose physical efforts were taxed to the limit, dancing.

Get togethers of this nature make for good community spirit and understanding as well as good fun and entertainment in any locality.

University District Home and School Association Bazaar

A bazaar will be held in Strathearn School on Friday, May 27th, from 7 to 8 in the evening, after which our Annual Meeting will take place. The following items will be displayed for sale on our stalls, Home Cooking, Candies, Knitted Goods, Knick-Knacks, and a great many items of interest, including a special stall to be supplied and handled by the children. We hope that all parents concerned will be present at the bazaar and the meeting. Proceeds from the bazaar will be used to aid the financing of our summer programme.

Mount Royal Home and School Association

At a regular meeting of the Mount Royal Home & School Association Mr. R. F. Anderson, principal of the Mount Royal School discussed the introduction of the Brigadier System into the school. Points were thoroughly reviewed so as parents were able to understand the workings of the System.

Councillor R. E. Wagar took part in the discussion and later questions were answered by Mr. N. Cook a member of the Quebec Safety League.

The feature of the evening was an address given by Rabbi Dr. Solomon Frank, the subject of his talk was "Education — For What?" which stressed the value of parent and teacher co-operation. Important factors, the speaker stated was the supreme importance of every child for his future world and the understanding which parents and teachers must have with the child and school. Dr. Frank noted the importance of giving each child the feeling of security and that love should play an important part in home activities. The speaker was thanked by Mrs. N. Rosenbaum.

A brief case was presented to Mr. R. F. Anderson with the good wishes of the Home and School members. Gifts were also presented to Mr. McBride and Mr. Royston for their effort and work on Saturday afternoons operating the movie projector.

The meeting was presided over by Mrs. A. Greenberg, and was adjourned with the singing of "God Save the King" after which refreshments were provided by the parents of the fourth grade children.

THE FORCE OF HABIT

Samuel Johnson said, "The chains of habit are generally too small to be felt till they are too strong to be broken."

The little links of knowledge, of self-control, of self-reliance first formed in home and school will some day form the chain of your child's character. Day by day, parents and teachers work together to shape and build strong qualities in the child that will see him safely through manhood.

Canadian Industry is full aware of the important task each teacher and parent is doing. For it knows that Canada's future as a strong productive nation depends on the "chains of habit" her children acquire now.

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Why Send your Child to Camp ?

by ROY D. LOCKE,

Executive Director, Y.M.C.A. Kamp Kanawana and Y.M.C.A. Camp Perrot

Many parents doubt the advisability of sending their children to camp. The reasons advanced are many, but they mostly fall into the following categories: our child is too young and unable to care for himself; he would be homesick; he might have an accident or become ill; we have a cottage where our children have everything they need; none of their friends are going to camp.

In some cases these arguments are true and these children are better off with their parents. All aspects must be carefully considered, however, because there are many positive values in the camping experience for children.

Most camps pay special attention to their younger campers. Counsellors are carefully selected and trained with a view to the age group of the campers for whom they are responsible. Health measures are strictly enforced. Most camps have a resident doctor and nurse, or on call. Health examinations are frequent.

Most people will agree that at some point a child must learn to "stand on his own two feet" and camping can help him tremendously here. This opportunity to develop self-reliance is one of the greatest single factors of camping.

Some people think "homesickness" is the prerogative of the youngest campers. Forget it! If the truth were told more mothers are homesick for their children than the reverse. Many parents, through their emotional letters and visits, at camp, are the direct cause of "homesickness". Camps have many techniques to help a camper through the homesick period. Counsellors are trained to look for the symptoms and how to treat them when they do arise. Solving that personal homesick feeling is a stepping stone to greater emotional maturity for any youngster.

It is true that an accident, particularly a drowning, is possible in camp. However, the percentage of drownings in Canadian camps is infinitesimal compared to those occurring at cottages and summer resort areas. At camp trained lifeguards are on duty at all times, camps provide skilled instruction

and graded testing in swimming, boating and canoeing.

So many families have invested in a cottage or have some similar holiday plan that the question arises as to the need of a camp experience. At camp there are responsibilities that are sometimes lacking in ordinary home life. Day by day, he performs a multitude of simple tasks like making bed, sweeping cabin, cooking simple meals. The challenge and adventure of overnight hikes and canoe trips have particular importance for older boys and girls. The sense of comradeship that is developed in situations like these is important in the social life of an adolescent.

(Continued on page 22)

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ROY D. LOCKE, *Director.*

(Continued from page 21)

Many parents, as well as campers, appreciate the cabin vesper periods featured by some camps. In the quiet period before "lights out" the counsellor and his group sit around a smoldering fire to discuss and evaluate the day's happenings. This is by no means the most unimportant phase of camping program.

There are, of course, many other reasons

why a child enjoys a camp experience, and through reports presented at the close of the camping season, the parents are provided with an objective insight into their child's personality and character.

However, if you just asked a youngster why he goes to camp he would quickly reply, "It's fun!"—and that is the best reason of all.

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Eisenhower Lauds Home and School

"An Open Letter to Parents" by Dwight D. Eisenhower appearing in the February issue of the Reader's Digest should be a *must* on your reading list if you have not already seen it.

The following are a few excerpts which point to the importance of this message for all members of the Home and School movement.

"Are we forgetting that the home and school have to work together to train our youth for effective citizenship in a free democracy?"

"Do we fully realize that personal participation in the school life of our children is a privilege enjoyed only in democracies?"

"If our children are to have devoted instruction and guidance, then the teacher must feel that we are proud to be partners in training our children."

"The proof is in the effective work of Parent-Teacher Associations, where able and enthusiastic teachers, working with conscientious parents are educating their students to an intelligent citizenship."

"You . . . alone and unaided . . . cannot equal such achievement, but you, joined with your neighbours and the teachers

in your school, can far surpass all present standards."

"The association of men and women whose backgrounds and talents are varied, assures the teachers, their students and the school the interest and human support which makes every community wealthy."

"Willing hands and warm hearts can transform the spirit of a school."

"The basis of successful performance is partnership between home and school."

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