

Quebec Home and School

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THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



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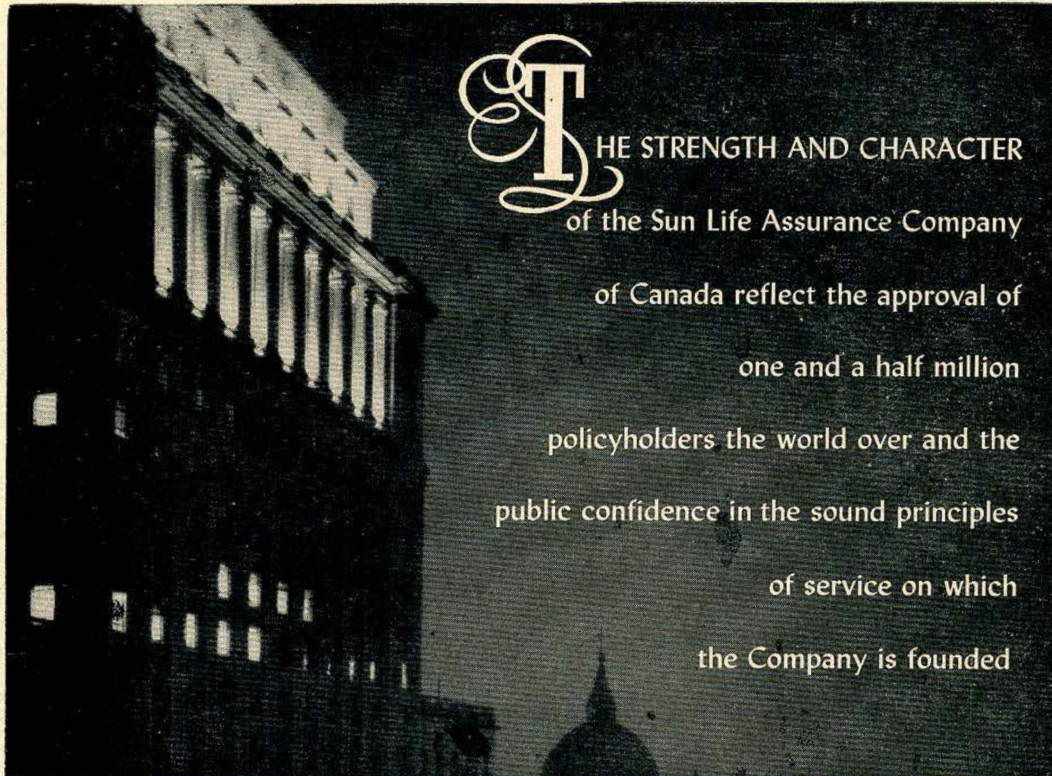
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QUEBEC HOME AND SCHOOL

Published Monthly by

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4589 Wilson Ave., Montreal 28.

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Montreal, Quebec

February, 1951

THE NEED FOR NUTRITION EDUCATION

Marcelle L. Godbout, Nutritionist

Recognizing that nutrition is a social and public health problem of general concern, various governmental agencies, the Red Cross and other service organizations, and many business firms have for some time been offering assistance in improving the eating habits of the Canadian people. The war gave impetus to this emphasis. Many school systems are giving greater emphasis in their curricula to nutrition education and there is an attempt to do so in all Canadian schools.

Today it is apparent that nutrition education is one of Canada's most pressing problems. Recent surveys show that there is an urgent need for undertaking to effect some improvement in the eating habits of children in this country. Only a small percentage can be said to be getting adequate breakfasts and adequate noon meals. Most appalling is the fact that as children grow older they tend to become less and less concerned with maintaining high standards of nourishment. Confirmed addicts of between-meal taste satisfiers many are in

greatest need of instruction in the fundamentals of nutrition at the very moment when they are about to go forever beyond the direct influence of the school.

Growth, development, food needs, and feeding problems are so basically interrelated in early life that all must be taken into account in giving dietary advice for infants and children. Food needs and feeding problems change frequently during these years because infants and children are constantly changing in a variety of ways. The young individual is not only small, but he is growing; is not only immature, but he is developing; is not only inexperienced, but he is learning. It is because of the complexities of these interrelationships, and the ever-changing food needs and feeding problems of children, that giving mothers advice requires so much knowledge and experience. Food needs are most closely related to size and rate of growth; feeding problems are more dependent upon stage of maturity and learning. Both are influenced, however, by anatomic,

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physiologic, and psychologic aspects of development.

There should be no delay in making a drive to raise the dietary standards of the children of our nation. In seeking to solve our social problems we turn naturally to existing institutions already organized for the sake of public service. The school is one of the most important of these institutions because it has a constant and continuing opportunity to influence a large proportion of Canadian youth. Teachers, it is hoped, will, therefore, help in developing a program of nutrition education.

The greatest hope of getting people to make an intelligent selection of foods from those that are available to them, lies in a comprehensive program of nutrition education. Although that program will generally be centered in the schools, it must extend into the home and the community. Much can be done to improve the dietary practices of parents and other adult members of the community through general education on a broad scale.

Buyoant health is one of the greatest gifts that can be bestowed on a child. His opportunity for success and happiness in school, and indeed in life, depends in large measure on his health. The goal of good health is not an easy one to reach, but it is a goal for the home, the school, and the community.

To reach this goal, Milk for Health is very happy to offer the assistance of its



Miss Marcelle L. Godbout

Nutrition Services to the school teachers by distributing Educational materials on Nutrition. Two films "Whenever you Eat" and "Uncle Jim's Dairy Farm" have been given to the Ciné department of the Montreal Protestant Central School Board. The Nutritionist of Milk For Health will be very pleased to assist and discuss any project of nutrition to be undertaken by school teachers.

Regarding Adult Education, Milk For Health has prepared literature on Nutrition and their Nutritionist will address any social, church or school group when desired.

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THE PRESIDENT'S MESSAGE

How should Money Be Raised and Used in our Associations?

Membership in a Home and School Association is open to any adult who is interested in the welfare of the children within its school community, regardless of race, religion, or economic status. All that the Association asks is the acceptance and support of its objectives, and the payment of the customary family membership fee of one dollar.

Membership Fee

When a parent joins the Association and pays the fee of one dollar, the Treasurer sets aside fifteen cents of it for payment of affiliation fees to the Quebec Federation. The fifteen cents provides the Association with the machinery for promoting its Home and School activities on a provincial and national level. The remaining eighty-five cents is used to pay such running expenses of the Association as the securing of stationery and stamps, paying of room rentals and the affiliation fee to its Regional Council, reimbursing speakers for their travelling expenses, supplying books for the parents' bookshelf, serving refreshments, sending Representatives to two Council Meetings and the Annual Spring Conference, and maintaining the activities of its Standing Committees.

Additional Funds.

Only the routine expenses of an Association are covered by the membership fee.

Associations, however, frequently need additional funds to finance the activities planned for the year. This money may be raised by the Committees sponsoring Parent Groups and Special Children's Classes



EDWARD C. POWELL.

through charging each member a term fee or by the Association setting aside one of its monthly general meetings for a social evening with an admission charge. Such socials usually take the form of a well managed Whist drive, a barn dance or a concert exploiting parent talent only. They also provide an excellent opportunity for bringing parents and teachers together so that they may become better acquainted.

Emphasis must never be placed on the raising of additional funds to an extent that the regular activities of furthering Home and School objectives will be given a second place in importance. Special care should also be taken by an Association in not being persuaded into granting special privileges to commercial concerns within its own school community, using the time and talents of its school children or operating games of chance. Invariably these introduce controversy into the Association. Consequently the program of Home and School activities suffers and with it the respect and prestige of the Association.

Parent Groups

Many Associations sponsor for their parent members Education Forums, Hobby

(Continued on page 6)

**REMEMBER THE FIRST
HEALTH IS WEALTH**

Groups in woodwork, sewing and art, and Study Groups in Child Psychology and School Education.

The teachers of the Hobby Groups are specialists in Industrial Arts, Household Science and Fine Arts, and belong to the teaching staffs of the schools of their respective Associations. The money which is used for covering the cost of materials and the instruction is raised by collecting a term fee from each of the participants. Since these groups use school equipment and personnel, Associations always organize Hobby Groups in full collaboration with the Principal and the School Board.

The leaders of Child Study Groups are the parent members of Associations who have taken the course for Leaders-in-Training sponsored jointly by our Parent Education Committee and the Montreal Mental Hygiene Institute. Child Study Groups are designed for the study of the growth and needs of children at all stages of their development. In the Education Study Groups, however, the leaders are educationists who may be members of the teaching and administrative staffs of our schools. Education Study Groups are designed for the study of the school — its program and curriculum. These two different Study Groups provide a school community with parents who are able not only to make an intelligent evaluation of their children's behaviour but also to understand what the school is doing for their children. A small extra fee is charged for participating in these Study Groups to cover the cost of mimeographing, postage, etc.

Special Children's Classes

Special classes in dancing and art are often sponsored by Associations for the children of their school community during out-of-school hours. Such classes need teaching specialists whom the Association must find and pay. The cost of materials and the professional service of the teacher are usual-

ly covered by a term fee collected by the Association from each child in the class. In general, most of the funds for maintaining the dancing groups are obtained from public performances of its members.

Associations are often called upon to introduce into their school communities such organizations as Scouts, Cubs, Brownies, Girl Guides and Parks and Playgrounds, and sponsor them until they become well established. Such interim sponsorship involves an expense to the Association which is not covered by its annual membership fee and should come out of its additional funds.

Material Assistance to Schools

An Association may wish to use the surplus of its additional funds in purchasing for its school extra materials and equipment such as additional library books, furnishings and pictures for the teachers' room, the erection and maintenance of school rinks, a moving picture machine, etc. These purchases add to the beauty, comfort and usefulness of the school; but the School Board cannot provide them from its available funds. However, such school assistance must be carried out with the full approval of the Principal and the School Board. Often the School Board or the Principal out of school funds will share with the Association the cost of procuring these extras for the school.

Associations do *not* raise money to provide the *basic needs* of the school such as fresh paint for walls and ceilings, the erection of partitions and cupboards, the leveling off of school grounds, securing curtains and blinds, etc. The supplying of these materials, equipment and services is the responsibility of the School Board. If there is a need here, then it is the responsibility of the Association to make its members and citizenship at large fully aware of this need and arouse the community to meet this need by supplying the School Board with the necessary tax funds.

(Continued on page 23)

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February, 1951

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Quebec and Home School

Annual Meeting

YOU can register now to attend the

ANNUAL MEETING & CONFERENCE

of the

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

to be held

Friday and Saturday, May 11 - 12

in the

WINDSOR HOTEL, MONTREAL.

This is the annual get-together of Home and School members from all parts of the Province. YOU are cordially invited to attend all events on the Conference program.

Features include the **President's Reception, Association Highlights, and the Conference Dinner.**

Complete details will be available from your Association Secretary, from HOME AND SCHOOL ON THE AIR, from your newspaper, and from the March number of this magazine.

All-inclusive Conference Fee: \$3.00 (Official Representatives: \$.500).

REGISTER NOW — Send in this form to your Association Secretary, who in turn will forward it to the Federation Secretary, 4589 Wilson Avenue, Montreal 28.

..... **Detach here**

Name Address

Please register me as a { Member
Representative (indicate which)

attending the 1951 Conference from Association.

I attach cheque/money order for \$..... as my Conference Fee.

I have obtained my Dinner-Reception Ticket from the Association Secretary.

Signed

IMPORTANT: All registration forms must be in the hands of the Federation Secretary **by APRIL 28.**

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"HOW TO HELP YOUR CHILD IN SCHOOL"

Mary and Lawrence Frank.

Books on children very often fall into two categories, those written in rather technical language for teachers and experts, and those directed towards parents, emphasizing the practical approach to rearing children in the home. Often too, the author is vastly experienced professionally in his field but perhaps lacking in the day to day relationships of living with children.

In "*How to Help Your Child in School*", published by Macmillan, the Franks avoid all the pitfalls. Not didactic, not condescending, not even using the semi-technical language of psychology, they have produced a book based on wide professional experience and acute awareness of the problems and worries of raising children, from their own raising of a family of six. Their warm and very human approach colours every chapter as they follow children through the pre-school years, the school age, early and later. When children are studied in age groups as they are here, there is a tendency to say in effect, "This is what your youngster will be like at 6, or 10; accept him as he is". The Franks don't leave you hanging in mid air, asking yourself, "HOW can I?" They go right ahead with suggestions, ideas and ways and means of HOW you can make living with the uncomfortable stages of growth a fairly peaceful process.

Teachers, with the help of this book, could begin to place a pupil against his home background and to see the contributions flowing from the family into the child's attitudes. The parent, on the other hand, can begin to see some of the teacher's problems, in dealing with children for roughly one fifth of their living time.

This is not a short book, but the simple wording, the ample illustrations of happenings, and not least, the headings for paragraphs make for readability. One of the most helpful contributions in this field in some time.

Runa Woolgar.

*Chairman, Parent Education Committee.
Quebec Federation of Home and School
Associations.*

Quebec and Home School



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February, 1951



Parents' Page

There is a Parent who wants to know why members of School Boards have to be property owners. She wants to know why property owners should be better qualified to make good board members than those who, for one reason or another, don't own property. If the landlord has to pay increased education taxes, she reasons, those taxes will come out of the tenant's increased rentals, eventually, and especially in normal times when there are no rent controls. So the man who pays rent also pays the piper, as does the property owner, should the piper need to be paid. Anyway, that's her argument, and she feels very strongly about it, as well as about the fact that if the property qualification were not necessary, women might be better represented on School Boards. She wants to know what other parents feel about it, but you probably don't care, do you? That's her opinion, because she said disgustedly that there would probably not be one letter either for or against the property qualification, since the majority of citizens in a democracy seem to be infected with the bug of *laissez-faire*. Here's hoping she's not so right in her latter statement, as she would have been had she said it a decade ago.

Deduction

Peter, aged four, sat dreamily on Gran's knee. "I'd like to go past the sun, Gran," he said, "What is past the sky?"

"God," she answered.

"What does he do up there?"

"He looks down at the good little boys and girls and sees that no harm comes to them", she replied.

"You mean that nobody hurts them? That no bigger boys hurt them and make them cry?"

Rather warily, Gran answered "Yes".

"Gosh," he said, completely overwhelmed, "God must be a awful BIG boy!"

"I think when I grow up" said Timmy, an only child, aged six, "that I'll be a bachelor, because I want to be a pilot".

"That's too bad for me", said his mother, "then I won't have any grandchildren."

"Oh, don't worry about that", said Timmy, "I'll probably have three or four children, two boys and two girls."

Household Hint

You're in a hurry — the water is boiling, but the egg is ice-box cold. You can hold it under the hot water tap for a minute, and then when immersed, chances are it won't crack. But you have lost a minute, you still have to put it in the water carefully, and then you have to go dry your hands. A quicker way is to put the cold egg in the egg tongs, pointed end downwards, and immerse it gently until covered. Try it; it works.

(Continued on page 22)

W. M. BARBER

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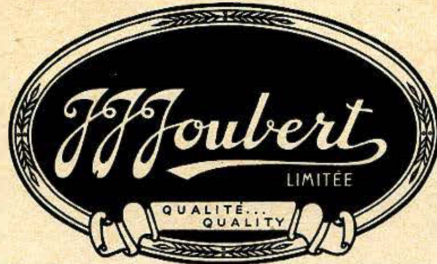
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FOURTH PROVINCIAL CONFERENCE

Date: May 11 and 12, 1951.

Place: Windsor Hotel, Montreal, Que.

Open Letter to Member Associations.

As announced at the Council of Representatives meeting on Dec. 2, plans are being made for the Fourth Provincial Conference. Member Associations should plan now to send their representatives so that the Fed-

eration's deliberations may be fully representative of the wishes of its member Associations. The success of a conference depends upon the participation of those attending and all should remember what a wonderful opportunity the Conference presents for the interchange of ideas and experiences, as well as for the consideration of the many items of business which concern the Federation.

The Conference will follow the same general pattern as last year. Registration will be on Friday, May 11 at 1.00 p.m. and the afternoon will be taken up with reports, resolutions and other items of business. Friday evening there will be the President's Reception which was so popular last year. Mr. E. W. Crowe (Montreal West) who was in charge last year is again looking after the arrangements. Saturday, May 12, morning and afternoon will be occupied with business meetings culminating in the election of officers and directors for next year and the Conference will close with the Conference Dinner on Saturday evening.

Remember this is YOUR Conference! If you have suggestions for the President's Reception send them in. Association Highlights will give you an opportunity to tell others about your pet projects, so come prepared. We shall keep you posted as plans develop and in the meantime, we are looking forward to seeing you on May 11, 1951.

L. MOWBRAY CLARK,
Chairman, 1951 Conference Committee.

Quebec and Home School



February, 1951



Children at Home



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

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

QUESTION: "My boy, Donald, who is nearly twelve, is unhappy because he hasn't got as much money to spend as two of his friends. He gets forty cents a week and the friends each get fifty. But they also get extra money for carfare and Sunday School and my husband thinks that Donald should provide for these expenses himself. Are we being mean to do this?"

ANSWER: Knowing how to live happily on one's income is one of the marks of a mature adult; and that is probably the goal your husband has in mind in denying Donald the "little extras" that the other boys have.

Life would be simpler for all of us if we could use whatever cash came into our hands solely for pleasure and desirable possessions, as these boys presumably do. But the whole economy under which we live demands that we allot a part of our incomes towards the necessities of food, lodging, clothing and so on before we allow ourselves to spend for luxuries. And our children can begin to learn these things in a small way as soon as they are old enough to understand the uses of money. Our forefathers in farm communities were taught at the same age how to care for the cattle and cure hams and weave cloth as a preparation for the lives they would lead as adults.

So we need to give children money to spend as part of their education; not just

to give them pleasure, or as a reward for "being good". We should give it to them also as their share in the family fortunes and with no strings attached as to squandering or saving it. If your child has a strong sense of "belonging" in the family and an appreciation of the justice with which father and mother share and expend the family income, he will accept with a reasonable philosophy the fact that some of the neighbours seem to have more money than you have; and others have less.

When he reaches an age where numerous small items like carfare and club dues make inroads on his funds, it is wise to increase the allowance to cover them. This saves you the frequent demands for ten cents or a quarter and it gives him invaluable experience in planning his expenditures ahead. Naturally, your child will make many mistakes as he does in the process of learning any new skill; but through accepting the results of his own mistakes he will learn responsibility.

Donald's father is right in wanting him to look after all his expenses with his own allowance; but it is possible that the boy's legitimate needs may have increased during the past year so that meeting them from the stated sum leaves very little for pleasure buying. Maybe it's time that his allowance was increased if the family income justifies it.

Sometimes we parents produce a little piggy bank and designate a dime as a savings portion out of every allowance installment. But this type of "thrift" has little or no educational value. He needs to know exactly what he is saving for and decide the amount for himself in the early stages of money handling. Much later, after repeated experiences, he will appreciate the advantages of setting aside money for unpredictable purposes.

(Continued on page 23)

ALTERATIONS TO ROS

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The alterations to this school consisted in the addition of four classrooms at one end of the building and a small assembly-recreation area. The classrooms are built to modern standards with the exterior matching the existing building.

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DALE ELEMENTARY SCHOOL

support this addition on concrete piles.

The floors are covered with asphalt tile. The classrooms are fitted with the latest type of units to take care of the pupils' clothes, storage of books, teaching equipment, etc. Front and side walls are fitted with chalkboards, pin-up boards and strips.

Electric fixtures are incandescent, with reflectors developed for school lighting.

The rooms have been painted in bright modern colours, which tests have proved to be best for the pupils' comfort.

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FEDERATION HIGHLIGHTS

From Minutes of the Board of Directors

September 11, 1950

Dr. Evelyn Grieve, Willingdon, was appointed Vice-President in charge of Standing Committees, and Mrs. Violet Bulford, University District, as Recording Secretary. Two new Directors were also appointed — Peter W. Gooch, Cote des Neiges, and Rev. H. Alastair MacOdrum, Drummond . . . It was resolved that we adopt a policy of accepting no brewery or other liquor advertising in our magazine . . . The new Ahuntsic Association, Montreal, was granted provisional affiliation . . . Edward G. Banning, Vice-President in charge of Regional Councils, announced plans for Province-wide organization of these coordinating Councils . . . Mrs. C. E. Woolgar, chairman of the Parent Education committee, asked that announcements be made urging all parents to co-operate with the school doctors . . . It was resolved that we send a letter of congratulation to the Provincial Government on establishment of the new Social Welfare Courts.

October 9

The Ahuntsic Association was granted full affiliation . . . Mr. Price reported that estimated total membership of our 95 affiliated Associations is now 12,366 families . . . The President stressed the need for a continuing research job in Vocational Education . . . D. G. Cumming, Verdun High, presented plans for the work of the Citizenship committee . . . The President reported on his visit to the annual meeting of the Provincial Association of Protestant School Boards, in Ayer's Cliff . . . All Directors reported that much favourable comment has been received on the appearance and content of the magazine this season.

November 13

Dr. Laurence Patterson was the recipient of congratulations on his election as Vice-

President of the Provincial Association of Protestant Teachers . . . Resignation of Thomas W. Gilmour as Vice-President (Organizing) was accepted with regret. A. G. Pryde, who has represented the District of Bedford Regional Council on our Board for the past three years, was appointed to this office . . . Springfield Park and Carlyle (Town of Mount Royal) Associations were granted full affiliation with the Federation . . . The President reported on organization of new Associations at Ste. Rose, Dorval, Huntingdon, Clarenceville, Lake Megantic, Ayer's Cliff, and Delorimier (Montreal) . . . It was resolved "that we convey to the Protestant Committee our interest and concern that minimum standards be set up and enforced for new school buildings and extensions, and that the Committee encourage planning on a functional basis with regard to local community requirements." . . . Henry E. Wright and Andrew P. Watson, Verdun High, were appointed co-chairmen of the Vocational Educational committee . . . L. Mowbray Clark, past president of Kensington Association and of the West End Regional Council, has accepted appointment as chairman of the 1951 Conference committee. The Conference will be held May 11-12 in the Windsor Hotel, Montreal.

Council of Representatives, December 2

The President reported on the continued growth of the Federation since the Annual Meeting, and on development of much-needed plans for more Regional Councils throughout the Province . . . Mr. Banning told of a "model" conference of Association Presidents and committee chairmen recently sponsored by the West End Regional Council, Montreal . . . Mr. Pryde said that the time is now ripe for the Federation to take positive and guiding leadership in organizing new Re-

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gional Councils . . . Dr. Grieve reported on the plans and activities of Federation committees, and asked that Associations study the committee reports. These committees are ready to help Associations on request . . . Mrs. Woolgar reported that 17 **Child Study** groups are meeting each week in our Associations under trained leaders . . . The Protestant Committee has asked us to send two representatives to its next meeting to discuss action taken on our 1949 resolution re **sex education** in the schools (as a result of study made by Mrs. Woolgar's committee) . . . Mrs. Fred Willows, **Beauharnois**, said that the Program Planning committee, in revising its Manual, will welcome advice re speakers who are particularly interesting to Home and School audiences . . . L. Mowbray Clark asked for suggestions which will help his committee in planning the Conference in May.

December 11

The President welcomed Eric Yearwood, new Director representing the **South Shore Regional Council** . . . Letter of appreciation will be sent to Station CFCF to mark over three years of **HOME AND SCHOOL ON THE AIR** every Saturday at 1.10 . . . The President and Mrs. Woolgar were appointed to attend the Protestant Committee's discussion on **sex education** . . . **Three Rivers High Association** was granted full affiliation with the Federation . . . **Delorimier** (Montreal) and **St. Rose Associations** were granted provisional affiliation . . . Details of the new plan for **Regional Councils** will be distributed to all Associations for study prior to the Annual Meeting and Conference . . . A **Traffic Safety Manual** will be prepared in time for the Conference, too, it was announced by Douglas C. Borden, **Mount Royal High** . . . Dr. Grieve, Mrs. Woolgar, and Mr. Price were appointed our representatives to the Canadian Home and School and Parent-Teacher Federation.

Quebec and Home School

RURAL PROGRAM PLANNERS!

Have you had a really good program in your local association lately? We need to know about it. Please sit down *now* and write us a letter about it. Tell us the type of meeting . . . speaker, panel, debate, etc., the topic of the meeting; if there were any refreshments or entertainment; how long each item lasted and any special feature which made the meeting noteworthy.

Send your letters to: Mrs. H. K. Milne, Hatley St., Magog, Que.

Your Program Planning Committee intends to compile a pamphlet of "Proven Programs" from these letters for assistance to local associations.

Don't wait! Write now . . . about any interesting programs you have had in the last year or two!



February, 1951

LETTER FROM ITHACA

J. A. B. MCLEISH

*Staff of the School of Education
Cornell University*

Need education stop for most democratic youth at the end of high school? Or must the alternative be a lengthy and expensive university training for the comparative few?

These are questions which have provoked a great deal of thought and discussion among American educators and interested laymen in the past forty years, and that just won't be downed amid the developments since World War Two. The answer in part has been found in a great junior college movement . . . one which has significance for us also as Canadians.

What is a junior college? There are varying definitions; but taken roughly, it is an institution designed for the two years of late adolescence immediately following the senior year of high school. The movement originated with educators like President Harper of the University of Chicago forty years or more ago, and in large measure was designed to meet the special needs of the freshmen and sophomore years in university. The first state to develop junior colleges was California, and it and the state of Texas have become particularly noted for the expansion of the movement, but junior colleges have been provided in almost every other American state. At the present time Illinois and New York State have very large programs under way, and the number of junior colleges has grown from a mere handful in 1911 to over 700 at the present time.

As the numbers have grown, the conception of what "junior college" means has also grown. Very early it was thought of as a special institution where the two first years of university could be taught under conditions particularly congenial to that age group. Now the emphasis has been greatly broadened, a fact which is brought out by some of the new names applied to junior colleges . . . for example, "community institute", in New York State and elsewhere. Questions like these used to perturb planners in the junior college field: should these

two years be set up as separate institutions, or simply added to existing high school curricula, or organized in a special way within a university? To some, these are still vexing questions. But in fact the matter has gone far beyond this.

Imagine for a moment the town of Ruralville, which cannot support a four-year college, let alone a university, and which is far enough away from existing universities to make going to them an expensive and perhaps prohibitive business for many Ruralville youths. Clearly, if there were a junior college in the area, much expense would be saved and much incentive contributed toward continuing with higher education. That would be a boon for Ruralville's university-minded youngsters.

But what about the large proportion of young people who will never go to university? The junior college in or near Ruralville might be expanded in facilities to provide types of special training for careers, together with a general education which would promote the happier lives and better citizenship of those who study there.

Finally, what about the older citizens of the Ruralville area who would give much for the opportunity to enrich their lives through various forms of adult education? Here the significance of the title "community institute" comes fully into play, as it indicates a type of college not concerned simply with credits and diplomas, but with the enrichment of the lives of all citizens who will accept its services within the democratic community.

In Canada progressive-minded educators have long urged the advantages of the junior college. For this reason, Canadians interested in bettering education might well study the growth of the junior college movement particularly in those northern states of the United States which present community conditions very strongly reminiscent of many of our own.

MORE GROWING UP FOR GROWN UPS

MISS RUTH M. ROW

Assistant Supervisor of English, Quebec Dept. of Education

This column has been set aside for comments and articles on parent-teacher co-operation and growth. It is dedicated to all those who, in their deep love of and respect for children, seek continually to enlarge their own vision, to deepen their own understanding, and to strengthen their own efforts in the cause of more wholesome living for all. These are they who grow toward maturity of thought, feeling and action. These, without doubt, are the true leaders for they move toward real adulthood.

The riddles and confused issues of our time daily demand clear thinking, quick, fair judgments and effective adjustments to the unexpected. But these are the capacities of the truly grown up; no indecisive, partially developed individual is qualified to produce such reactions. In the rapidly changing concepts of space, time, and moral values, life to-day demands that we be flexible; it suggests that we, as living organisms, should continue to grow and adjust to circumstances as we seek new light, new forms of nourishment.

These new forms of moral, economical and mental sustenance are being placed before us by a variety of experts in the field of human relationships. Rabbis and ministers, psychiatrists and doctors, psychologists and social workers have all contributed. Leibman, Bonnell, Chisholm, Kunkel, Keliher, Laycock and many others are placing palatable, wholesome material before us. With the brilliant modern biographer, Stefan Zweig, they agree that the "abrupt change in the rhythm of life by discoveries and inventions . . . must inevitably exercise a mighty upheaval in the realm of the spirit . . . with the result that men lose their bearings and kick aside the norms and forms which hitherto have kept them under control."

In spite of these conditions, or, perhaps because of them, we must not become discouraged. In clear, direct language these successful men and women point the way to maturity. Among other factors they tell us that we must learn to face facts, see situations as they are, accept people as they come. In other words we are urged to be honest, honest with ourselves about ourselves and others. We must admit weak-

nesses and failures, seek out the causes and work for the remedy of these with genuine understanding and commitment.

How many parents and teachers display such moral insight and integrity? Rather, how many adults feel a license to be careless in thinking, feeling and acting? As supposed grownups they assume that to reach voting age is to have automatically arrived at the know-all stage, that period of unlimited freedom. It is possible, presumably, to say one thing and do another, to practise pretenses and deceptions, hence lip service to the institutions of our time becomes a skilled sport among the superficial. Yet they fool no one but themselves. Certainly boys and girls are not hoodwinked; their judgment is too astute for that. Yet, let us make no mistake about it, the scrutiny of the child or the teenager is keen and accurate, indeed, too much so for our comfort, if we did but know the whole truth.

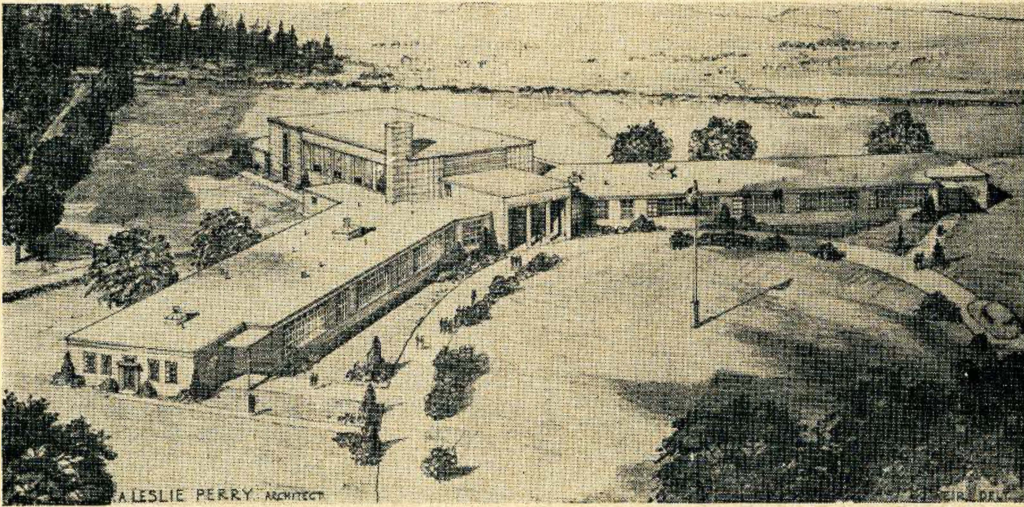
Young people are quick to recognize the hollowness of our claims in support of fair play if they detect favouritism in our judgments.

In like manner they resent our unwillingness to accept their white lie alibis for not measuring up on some stated occasion. Are they not justified when they have heard us use the same technique to avoid awkward situations? Too often they see and hear their elders attempting to *appear right* without paying the price of *being or doing right*. We should commend the logic in youngsters which makes them reason that lies and deceit being weaknesses among children must, by the same moral code, be likewise among adults.

For our inspiration it is good to know that the best parents and teachers act on the premise that sincerity is the only atmosphere in which all other virtues bloom. The salt of such personalities retains its savour; pettiness and hypocrisy vanish and children learn the Truth through seeing it in action. As modern leaders of youth we each have grave need of this wholeness of spirit. It may well be the hour for all adults to look into the secret places of their own beings and fervently join the Psalmist in his plea: "Create in me a clean heart, O God, and renew a right spirit within me."

THE ASBESTOS-DANVILLE-SHIPTON HIGH SCHOOL

A. Leslie Perry, Architect



Over one hundred years ago the Town of Danville built one of the first Protestant School houses in the Province of Quebec. Today in conjunction with its neighbours it is building another one. The first was a single room building with forms around the walls, ill-lit and cold; the present school now nearing completion is a modern one storey building with plentiful light and air, heated with radiant heating pipes in the ceiling, and containing every convenience for the education of children and for general use by the community.

The school itself contains eleven classrooms, a large gym-auditorium, rooms for teaching

special subjects, play-areas, self-contained janitor's quarters, clinic, principal's and teachers' rooms and three large storage spaces. The general shape of the plan is a broad Y with the vertical leg containing the gym-auditorium and the two arms which spread out along the contours of the slope containing the classrooms. The gym-auditorium serves many functions. It can be used as a gymnasium for basketball, volleyball, badminton, physical training and other recreational activities. An office for the instructor and storage rooms for equipment are provided. Locker rooms for boys and girls are alongside it, but are also close to the exit to

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the playing fields. An unusual feature consists of tables that fold into the wall making it possible to use the main-hall as a lunch room as it is located close to a well equipped kitchen.

The classrooms are bright and cheery, with six large windows and gay colours, skillfully designed to provide the best lighting without glare. Prismatic glass is used to cast light up to the ceiling so that the inside rows of desks will receive good illumination. Colour harmony is employed throughout to provide attractive interiors and at the same time avoid excessive differences in the reflection values of the various colours. An important factor making for good results is the use of light green chalkboards. There is generous pin-up space in all rooms. The science room, with balances, fume cabinets and like equipment for the teaching of chemistry, physics and allied studies, also doubles as a visual education room. There is a large preparation room where chemicals will be stored separately so as not to damage the physics equipment which will be stored in the main room.

The Home Economics room is laid out with units resembling a modern kitchen and other parts of the rooms have facilities for sewing and laundry work.

A manual training room will be equipped to give courses in woodworking and metal work. The homemaking and manual training rooms are located in the wing with the gym so that they can be used for community purposes.

The construction of the building, costing \$8.90 a square foot, is simple and economical. It is of a single storey, with a concrete slab floor resting on concrete foundations. Two basements are provided for storage, one under the south wing for field games equipment and one under the stage for chairs and scenery. The walls are of concrete block with brick facing and stone trim. Bearing partitions are also of concrete block, while those between classrooms which carry no loads are of 2" x 4" studs insulated with rockwool to prevent sound travel. The interior finish is Flexboard, an asbestos product from the nearby mines, which makes a sturdy finish and interesting pattern. All ceilings are smooth plaster. Radiant heating has been employed including the pipes in the plaster ceilings, and a combination of aluminum foil and rockwool insulation ensures that the heat is directed down into the room. This heating plan, with complete thermostatic control, has proved very efficient in fuel consumption and has the advantage of keeping the walls clean.

Another noteworthy feature of this school is its complete intercommunication system. Using the latest development of radio, each classroom is connected to a master station in the principal's office so that he can speak to all or any of the classes and they can answer him. However "listening in" is not possible as each room has a shut-off key. This system is equipped with horns which replace the conventional period bells.

(Continued on page 20)

A. LESLIE PERRY

ARCHITECT

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(Continued from page 19)

The artificial lighting is with a new type of incandescent light that is less expensive in its initial cost than fluorescent units and while the power consumption will be greater the cheapness of the lamps and the freedom from maintenance expense will justify its use. As a non reflective chalkboard is used no chalkboard lighting has been installed.

The floor covering is asphalt tile and in the gym a new type of flexible tile has been used with inlaid playing lines. These permanent lines will mean a substantial annual saving in painting costs. In the corridors and classrooms light coloured tiles are used to maintain the even colour reflective factors carried out in the painting.

Clothes will be stored in each classroom using cloakroom alcoves as a balance to the project space. This space contains cupboards and a large work counter with a sink and drinking fountain. This arrangement is varied for the senior classes where there is no project space.

This building is an example of the benefits from Consolidation of school municipalities as facilities will now be available that could only previously be enjoyed by sending children to the large cities. The Danville Asbestos Shipton community therefore stands to benefit considerably by this new building which was built by Mr. George Lennon of Inverness, Quebec. Mr. A. Leslie Perry was the Architect.



Quebec and Home School

(20)

As Others See us

A Cherokee Indian won the first prize offered by The Farmer Stockman for the reader who would write the best comment on two pictures, one of a dilapidated deserted house and the other a washed-out field. This is what he said:

"Both pictures show white man crazy. Make big tepee Plow hill Water wash; wind blow soil. Grass gone, whole place gone to Hell. Buck gone. Squaw too. Papoose gone. No pig, no corn, no cow, no hay, no pony.

"Indian no plow land. Keep grass. Buffalo eat. Indian eat buffalo. Hide make tepee, make moccasin. Indian no make terrace, no build dam; no give damn. All time eat. No hunt job, no hitch-hike, no ask relief. No shoot pig. Great spirit make grass. Indian no waste anything. Indian no work. White man heap loco."

A Goal for Science

Although the science of medicine has made tremendous strides in recent years with its new techniques and its "miracle" drugs, doctors are more modest in their claims than was the exuberant high school student who wrote on a recent New York State Regents' examination paper. "Typhoid can be prevented by fascination."

"An elementary teacher should be a blend of mother, teacher, educator, psychologist, physician, actress, and fine human being."

Angelo Patri

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February 4 - 10, 1951

What? National Health Week is an annual observance designed to make Canadians health conscious.

Why? National Health Week was originated by the Health League of Canada, Canada's leading voluntary health education association, to serve as a reminder that health, personal, communal and national, should be in everyone's thoughts daily.

When? National Health Week is held annually during the week in which falls the first Wednesday in February. The first Wednesday in February is National Social Hygiene Day in Canada and the United States, and as such is incorporated with Canada's National Health Week observance. As the name indicates, National Social Hygiene Day is designed to draw public attention to the facts concerning those public health menaces—the venereal diseases.

Who? National Health Week is sponsored and organized by the Health League of Canada in official co-operation with health departments. However, its success is made possible only through the support of numerous organizations, voluntary and other, newspapers and other publications, radio, national and local advertisers, merchants and thousands of interested individuals.

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*(Continued from Page 7)***H.H. number two**

A child's small mop will make an easy matter of getting at hard-to-get-at corners, under radiators, low furniture, etc.

Another song by Barby. (Overheard.)
 One, two, three four, who are we for?
 I'm for the Chinese, I'm for the Dutch,
 I'm for the people who haven't got much.
 One, two, three, four, who are we for?
 We're for the north, and we're for the south,
 We're for the people with nothing in
 their mouth.

Restraint

Kindergarteners David and Douglas were having a fight. Douglas, the smaller of the two, started to run away, crying. David's uninhibited vocabulary followed him loudly down the street. Finally Dougie turned and shook his fist at David, "All right," "he sobbed, "call me names. Say bad words. I could call them to you, too, only God doesn't like them. But I know them! I know them!" And with that, he fled into the sanctuary of home.

Weather Story

Andrew, aged two, watched with a great deal of interest, as his mother's guests came in to tea, one bitterly cold winter afternoon. Invariably, they made the same comment on the weather. Later on, he was given his first ice cream cone. He took it away quickly once it touched his lips. Then he looked around the room with an air of surprise and delight. Smiling broadly he said, "Pitty cold day!"

H.H. number three

Fudge will be smooth and moist if you add a tablespoon or so (we never measure it, because an approximate amount works just as well) of corn syrup for every two cups of sugar. Don't forget to warm the milk before adding it to the sugar mixture, and for the fudge's sake don't be over-generous with the milk. Just add the butter when you take the fudge off the heat. In case you don't know about letting the fudge cool before starting to beat it, we mention it, because in so doing you will save yourself a considerable amount of work. And if you see a saucepan that is far too large for the amount of fudge you are making, you won't have to worry about the fudge boiling over the top. Good luck! Incidentally, that idea about the too big pot is a good one to remember when you are scalding milk and on similar quick rising occasions.

Can you Top this One

College talk had been drifting over the back fence to the small twins.

Twin No. 1 — "What's a freshman, Johnny?"

Twin No. 2 — "One just born of course".

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(Continued from page 6)

Budget

At an early meeting of the Executive a budget should be drawn up. This budget should show the estimated income and the money required to finance the different activities and projects which the Association is planning to carry out during the year. There should be unanimity on how much money is needed and how it should be raised.

Money raising should never become the primary purpose of an Association. If it does, the failure of the Association is assured. An Association should, therefore, take every possible step in preventing money raising from diverting the attention of its members from Home and School objectives which are to be found in the fields of child welfare, parent education, home-school co-operation and community betterment.

EDWARD C. POWELL,
President.

Quebec and Home School

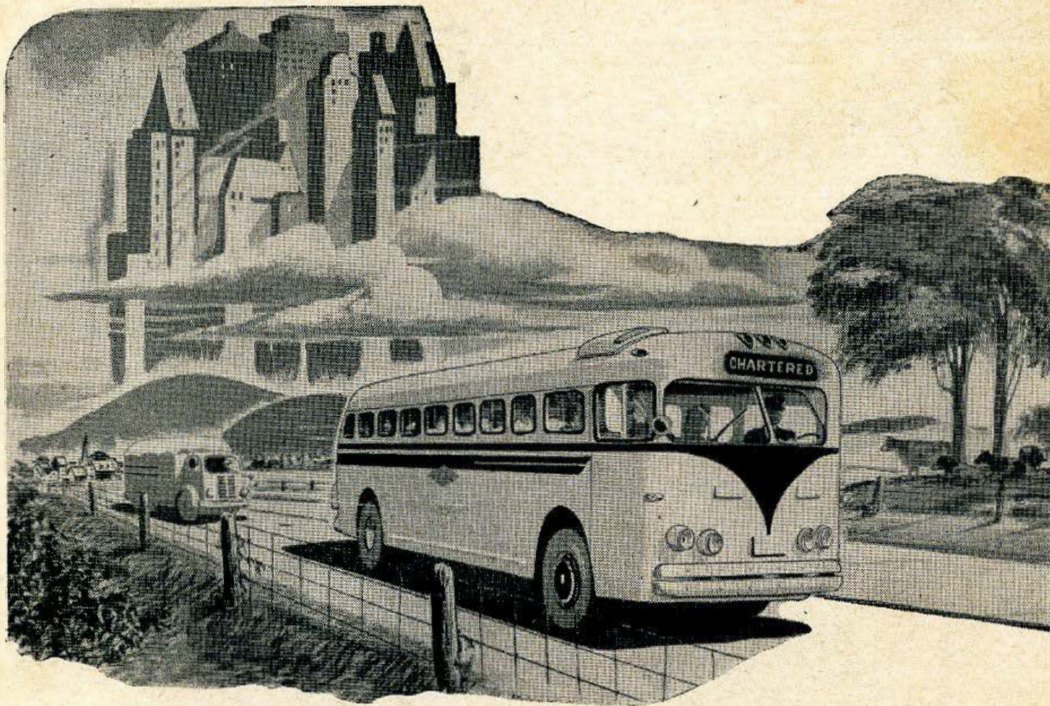
(Continued from page 11)

Children learn a lot about the use of money around the family dinner table when father and mother are discussing the purchases of a new rug or grousing about the dentist's bill. But we cannot deny them the opportunity to learn at first hand, in the smaller world in which they live, the possibilities and limitations of money. And with this learning in making decisions and accepting responsibility for their own successes and mistakes you can be sure they are building strong characters.

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