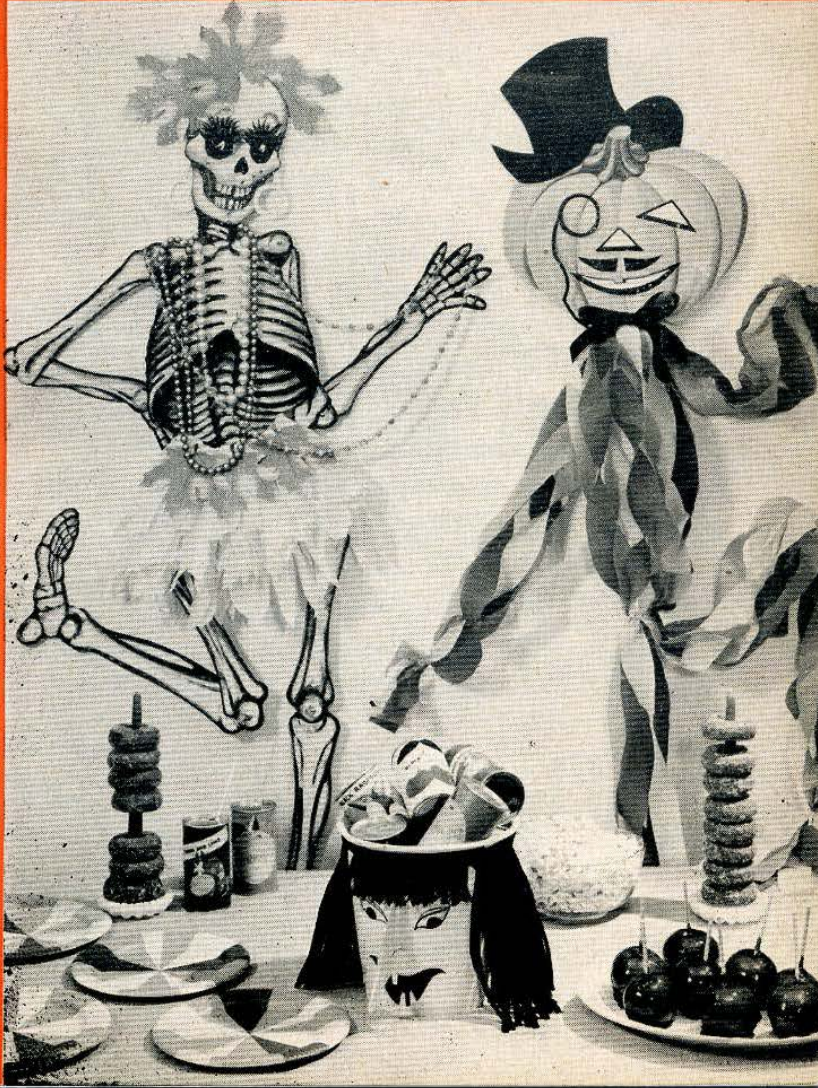


QUEBEC

# home & school

the magazine for thoughtful parents

VOLUME XI • NUMBER 1 • SEPTEMBER - OCTOBER 1958



PLAN A  
UNICEF  
PARTY

*See Page 8*



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# QUEBEC home & school

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Last week I heard a woman complain "Why do they make that silly ruling about not entering school unless the child is six before December 31?" Then this week someone whined "Why didn't they get the new wing finished in time for school opening?"

Three words were used in both questions. WHY, SCHOOL and THEY. Now to ask questions is an excellent habit. WHY is a useful word. And to be interested in schools is fine; indeed, it is essential, if one is truly interested in one's children. Unfortunately too many people are interested only when they are annoyed with something. In both these cases, though, an answer was not really expected. They were statements of condemnation rather than inquiries truly seeking an answer. They were directed to no one who could provide information, and frankly I doubt if information was wanted.

This leaves THEY. Who were THEY? Neither questioner knew, nor cared. They didn't know if the local School Board, the Department of Education or some other mythical body of authority was responsible for setting the entrance age, or for the approval of building plans, nor did they try to find out.

You will hear this cloudy, undefined THEY used in every day conversation in connection with taxes, prices, playgrounds, juvenile delinquency and a dozen other topics. You will notice always an unspoken feeling that THEY are perpetrating some heinous crime on innocent victims, who have no power to retaliate.

It is not true that taxpayers, parents, citizens, consumers, etc. have no power to do anything. One has only to look at the results obtained by the Canadian Association of Consumers, or at the legislation based on Royal Commissions' recommendations drawn from hundreds of interviews and briefs, to realize that people are not powerless pawns in the hands of imaginary deities. People can ask questions expecting and insisting on answers; they can ask questions of those who have the information, and if necessary, ask questions to find out who can answer best. Then they can think a little, and discuss a little in groups, and again in groups suggest some tentative solutions from their point of view. The "groups" is important, because the age of strong individualistic opinion and power of action went out with the last century. Home and School is the logical "group" to ask questions about education.

*Continued on Page 7*

# A UNICEF HALLOWEEN

## FOR YOUR CHILDREN . . .

Eight years ago, in October 1950, one small Sunday School class celebrated a "UNICEF Hallowe'en". It was their idea and they loved helping other children. Other youngsters liked the idea too, so each year many more joined in the fun, from cities, towns and villages across North America. In Canada alone last year their combined gifts of pennies, nickels and dimes rang up the amazing total of \$75,000. This collective gift was converted by UNICEF, the United Nations Children's Fund, into protective vaccines, penicillin, antibiotics, milk, vitamins, and many other things to make and keep children well and strong.

This *sharing* of a traditional holiday brings us more fun right here at home too! Costumes are donned, spooks and spacemen ring doorbells asking for treats, parties are gayer . . . all the traditions of Hallowe'en are retained but they sparkle with the warm inner glow that comes from doing something for others.

This fall youngsters already celebrating a UNICEF Hallowe'en hope that many more will join them to make 1958 a record year. Won't you join in the fun too and help one of the truly great causes of our modern world?

## FOR YOUR COMMUNITY . . .

Every community can take part in this nation-wide "Hallowe-en with a heart"; last year more than 1,000 local groups, big and little, participated in the project. In your community, interest one or more groups — educational, religious, civic or service — in sponsoring it. Join together with other groups already interested. Try to make it a co-operative venture.

A UNICEF Hallowe'en brings out the group spirit at its best, unites adult supervision with the zestful interest of the children and teen-agers — and all for a cons-

*Continued on Page 17*

*Canada's First Bank*



**BANK OF  
MONTREAL**



# PREPARING YOUR CHILD FOR SCHOOL

## IS HE READY FOR SCHOOL?

Your child is having an exciting adventure—his first days at school. He has heard a lot about this strange new world and he's looking forward to it with eagerness, curiosity and a mixture of many other emotions. To leave the cosy protection of his home for the uncertainties of a new kind of life is a tremendously big event. For some time now, he has perhaps been feeling left out of things as he watched other children going off happily to that mysterious somewhere where one learns to read and write like grownups. He very likely has listened, wide-eyed, to tales of what you can or can't do in this place called school. Yet, above any shivers of doubt or anxiety concerning the unknown, he has probably become quite sure in his own mind that it is a good place because, after all, other children, his friends, go there. It's natural for your child to want to do what his playmates do just as he wants to like and be liked by them.

But will your child be ready for this adventurous journey into a new life? Naturally the better he is equipped, the more successfully will he fare. There are certain things he needs in order to face his new experiences with confidence and a good chance of getting along throughout his school career.

## GOOD HEALTH IS IMPORTANT

Your child should start his school life in good, sound health. Have your family physician or the local public health clinic give him a complete physical examination. An eye examination is very important. His teeth should be checked, too, by a dentist. If these examinations show that there are ailments or defects that can and should be looked after, then follow the doctor's and dentist's advice and have them corrected, if possible, before you enroll him at school.

It's likely that your child has already been immunized against certain of the childhood diseases such as diphtheria, whooping cough and smallpox. If not, have it done immediately either by your doctor or at the nearest public health clinic. If all immunizations have been done previously, make sure your child gets the necessary booster dose.

Insist on him getting regular and sufficient hours of sleep to help him enjoy school. He needs from ten to twelve hours of sleep in a quiet, darkened room with an open window, to build up his energy and offset tiredness.

## LOOKING AFTER HIMSELF

Good appearance will go a long way in helping your child get along well with his schoolmates. He

*Continued on Page 26*

## MATHS — A MUSE OR A MONSTER?

by H. Don Allen

"Ham and eggs; salt and pepper," said the instructor. "When I say one, you think of the other.

"Now, *variable* and . . ."

"*Domain*," chorused the class.

"And when we speak of the *solution set* of an equation, what do we mean?" persisted the pedagogue.

"The *solution set* consists of those *elements* of the *domain* which, when substituted for the *variable*, make the statement a true statement."

The reply was mouthed carefully, hesitantly, by a boy of fourteen. The words he searched for and used

could have come from an advanced treatise on mathematics, but the lesson being presented was before a very average first year high school class.

The subject was a beginning course in algebra, but the approach was "the new mathematics," something which you as parents, and I as a maths teacher, are going to hear much of in the months ahead.

### CERTAIN MISGIVINGS

A "new mathematics": I wonder how you react to your first sight of those meaningful words. I can

*Continued on Page 28*

## SILENT PARTNER

Electricity is humanity's silent partner. On man's behalf it works tirelessly, saving him time and energy, always aiding his betterment.

In the school, electricity makes each day bright and cheerful, adding comfort, ease and efficiency to the day's studies.

And, as a devoted partner should, electricity helps the student at home, too — giving better light to do things by, bringing educational news and relaxing entertainment within living-room range and making things more pleasant for the entire family through its constant help in jobs large and small.

Yes, wherever we are, whatever we do, electricity — our silent partner — stands ready to serve, for only a few pennies a day.



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# Atkinson's Diary

## *A Transcript of A Recent Radio Program*

There's a great deal of talk today about disarmament, moral re-arming, and banning of the H bomb, but the real ban on weapons has not even been remotely discussed in Parliament, the United Nations or anywhere else, and that is the disarming of 5 to 12 year old boys and girls.

Through television, the movies and comic books, the law of the gun is being propounded . . . in living rooms across Canada youngsters are saying "Bang, bang, you're dead," and the playmate, whether it be a contemporary or older person dutifully falls dead. In the next episode of the hunt for Black Bart, the outlaw, the deadman shoots the other person with a "Bang, bang, you're dead" and the reciprocal agreement of taking turns playing dead carries forward. In youngsters of 5 to 11 years of age, the value of death is nothing more than play, they do not realize that the words in itself denotes finality, and throughout the world we constantly read small stories in the newspapers of how a 5 year old boy shot to death his mother, father or playmate.

And herein lies the problem. To a youngster, the Roy Rogers cap gun is a duplicate for daddy's hunting revolver and so when he takes it in hand it required no further ex-

planation or exertion to pull the trigger than it did on the play gun.

Now there will always be the cowboy show on television and in the movies, because they pay off at the box office. I am in no way saying that they are bad or undermine the moral fibre of our youth, but what I do maintain is that with the exposure of the Canadian youngster to this fancy play with guns, and idolization of western heroes, it must remain the grave responsibility of the parents to further explain death and the results of shooting.

When I was a child we grew up with guns and firearms, but my father taught us the correct use of these weapons, and drilled into our heads the implication of carrying firearms. As my father used to say, a gun or a revolver's purpose is to kill . . . when you point it, your intent is to kill, and it is a premeditated intent . . . In newspaper stories about the children's hospitals, orphanages, and the like, there is always a picture of some curly-headed youngster soundly asleep with his cap gun clutched in his chubby little hands, through sickness or accident, the primary concern of the youngster seems to be with the identification with the western hero. More children turn up at supermarket parking lots to see Roy Rogers or Gene Autry than would to see and hear any other person connect-



ed with the children's field of entertainment. I'm sure even Sam Etch-  
every couldn't hold a candle to the  
idolatry of these western stars. As  
we grow older this fades into a  
background of youthful childhood  
memory, but we must grow older,  
and not have the life of some Can-  
adian child snuffed out through ne-  
glect of instruction. I know par-  
ents constantly say to their children,  
"Don't point that gun at me" . . .  
or Aunt Sadie or whoever happens  
to be the victim of the moment, but  
this in itself is not enough . . . We  
must teach preservation and the  
implication of death through fire-  
arms.

In a few short weeks the fall  
hunting season opens and fathers  
will be cleaning their rifles and re-  
volvers. Watch them very carefully,  
the youngsters cap guns have silver  
bullets made to look like real bul-  
lets, and it's too late to begin a pe-  
riod of instruction when the weapon  
is in the child's hand and he says  
"Bang, bang, you're dead" . . . you  
might be . . .

*Gordon Atkinson — Actor, Director, Producer,  
speaks his mind each week-day morning at 8:25  
on CBM.*

#### **PRESIDENT . . . from Page 2**

Early in Sept., Mr. Roy Wagar,  
the Vice Chairman of the Greater  
Montreal School Board, asked his  
Board's new teachers to act unof-  
ficially as public relation officers  
on behalf of education, to combat  
"public misunderstanding of the  
school system". One could laugh  
and say "Poor misunderstood  
teachers!" But that would be shut-  
ting our eyes to our own ignorance.  
Mr. Lloyd Jack, the Public Rela-  
tions Officer of the same Board  
tells me that if he takes 200 copies  
of the Board's Annual Report to a  
Home and School meeting of 400  
parents, only about 15 or 20 copies  
are taken away by parents. Inform-  
ation for free. Granted annual re-  
ports are not light reading, but  
questions are free too, and so are  
the adequate answers. So is a little  
thoughtful discussion. Teachers,  
Boards and the Dept. of Education  
have information that we need.  
The childish concept of these bo-  
dies as overpowering, resented fig-  
ures who push us around needs to  
be thrown aside. The THEY needs  
to be decapitalized, and in the field  
of education, Home and School  
must speed this process.

— Runa Woolgar.

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# PARTY PLANS FOR HALLOWEEN



On the night of October 31st, the air is filled with broomstick riding witches, black cats and all manner of ghosts, spooks and goblins, so goes the old legend concerning Halloween.

Today space minded youngsters have no time for these legendary harbingers of All Hallows Eve, for they see the air filled with atomic powered rockets and missiles zooming on to other planets. To them, Halloween means grinning candle-lighted jack-o-lanterns, costumes, parties and tricks or treat.

Mothers expecting a houseful of young celebrants would do well to take a few hints from the Dennison Company who believe that novelty and the surprise element are half the fun of a party, and that decorations though very simple and colorful are a must to set guests, be they young or old into the party mood.

Gaining in popularity is the idea of starting the party right at the

front door by putting up some decorations there. For instance, one of the party paper napkins, a half mask, a loop or two of orange and black crepe paper streamer, and a small jack-o-lantern or happy skeleton decorative print arranged in a montage and held in place with cellophane tape would be effective.

Pre-planning is the key to the successful party that seems to run by itself. This includes of course the menu, games and color scheme for decorations that coordinate the whole affair. Further, products both inexpensive and disposable, are available that turn the trick of hostessing to treat. Soft drinks in cans eliminate extra cups or glasses, paper plates (we chose a gay pinwheel pattern for this party) are accepted everywhere, and lastly crepe paper flameproofed for safety in decorating, mean easy setting up and clearing away later.

The "Skeleton Skip" features wall decorations of flame-proof crepe paper and ready-to-use decorative prints. The bead swinging miss is created from a packaged life-size skeleton, decked out in a tutu of scallop edged strips of melon orange crepe paper. Colorful decorative-print leaves taped together form the headdress and skirt trim. Fringes of black gummed paper make extra long eyelashes and the earrings are from gold paper.

*Continued on Page 22*



# Just to Keep the Record Straight

by Mr. C. H. Savage

If we can believe what we read and hear these days, practically all our intellectually able young people are leaving school before graduation. We are told that these gifted pupils leave because they have no interest in a curriculum that has been watered down to make it acceptable to a high-school population that is no longer selective.

Willson Woodside, in what is easily the best book yet published on Canadian education (*The University Question*), says "Indeed, one of Dr. Jackson's most startling revelations is that up to ninety per-cent of the most intelligent students of all, with I.Q. 140 and over, fail even to finish High School." Later in the same paragraph Mr. Woodside concludes, "This seems on the face of it to be a most serious commentary on our High School curriculum, and its failure to hold our most talented youngsters."

This 'revelation' of Dr. Jackson's was so completely at variance with the opinion that I had formed over a long period of years that I made an immediate check of some recent enrolment and graduation figures to see if there had been a sudden change in the situation.

I examined the records of one of the suburban school boards on the Island of Montreal to find out just what was happening there to pupils with I.Q.'s of 140 and over.

I found that in September 1951 and 1952 there were 476 pupils in Grade Seven, of whom 41 had I.Q.'s of 140 or better.

Of these 41 three moved away from the city before graduation and could not be traced: while two others suffered long absences from school and did not write their final examinations until a year after their classmates.

The remaining 36 all passed final examinations that gave them matriculation standing at McGill University. Thirty of the thirty-six received first class honours (80% and over) and eight had marks in the 90's (one of 95.7).

*Continued on Page 21*



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# An ADVENTURE in Residential Education

by Doris Jones McIntosh

When the suggestion was made that I represent Quebec Federation of Home and School Associations at Camp Laquemac in July, I was indeed delighted. For a long time I had been curious about Laquemac — exactly what was it, what did it offer, and what did it accomplish?

Some facts I did know: that a camp had been established some sixteen years ago in the Eastern Townships for the purpose of adult education, by Alex Sim, under the name of Camp Macdonald. Four years later, it came under the joint sponsorship of Laval and McGill Universities, and acquired a new site; the Old Brewery Mission Camp on Lac Chapleau, in the Laurentians. The two men directly responsible for the planning, organizing and running the camp were and are Napoleon LeBlanc, Director of the Centre de Culture Populaire, Laval University, and H. R. C. Avison, Director, Department of Adult Education, McGill University.

I knew that over the past ten years over one thousand people, fairly evenly divided between French and English speaking, had attended Laquemac; that many who went once returned again and again; and that it was definitely an intellectual adventure which I wanted to experience.

For various reasons, the directors had decided to find a new location

for Laquemac in 1958. The former Manoir d'Esterel, at Ste. Marguerite, had been purchased by the Catholic Diocese of St. Jerome, and this residence and its grounds were offered to the planners. Although the situation presented by living in a former luxury hotel was rather different to that of camping under somewhat primitive conditions, it was decided to try it — and with happy results.

I arrived at Laquemac on Friday evening, and hurried down to dinner in the cafeteria-style dining hall. One of my questions was immediately answered as I looked around me. What kind of people go to Laquemac? Is it for the intellectual élite only, or the eager learner, or the student seeking answers in his work with other people? I found the group to include all the above categories, and many more. There were University Professors, College Presidents, Heads of Adult Education Departments in several provinces, Labour leaders, Agronomists, Nurses, Dietitians, Sociologists, Librarians, Secretaries, C.B.C. and National Film Board representatives, Journalists, Social workers, C.A.A.E. people, Bank Managers, Psychiatrists, Farm Forum Radio secretaries, Dramatic Artists, University Extension workers, two students, three young 4-H Club Leaders from Newfoundland, an

*Continued on Page 18*



# The Outstanding Contribution of Milk to our Diet

by Louise Lambert, M.S.

If biological scientists were to vote for the food which has done most for man's health and well-being all through the years, milk would be an unanimous choice.

Milk is the most important of our foods. It is suited to the very first days of life as well as to the very last. It is all through life a reliable, inexpensive source of our most necessary nutrients: protein, calcium, riboflavin, vitamin A to name only a few.

Whenever adults run the classical experiment of living on milk for a few weeks or months they always thrive on it. If supplemented with iron pills and orange juice or synthetic ascorbic acid, milk is fully adequate in meeting the requirements for nutrients and energy.

Adults sometime forget that they too need milk. They thus cheat themselves of essential calcium and riboflavin since these two elements are so sparsely distributed in nature outside of dairy products.

Calcium is necessary all through life to repair the wear and tear of those bones and teeth it has contributed to build. It is also essential to the heart beating, the stability of the nervous system and the clotting of the blood.

Riboflavin is one of the B complex vitamins. It is needed for a normal vision and a healthy skin. People working under powerful lights or looking at television for whole evenings probably have greater requirements for riboflavin

than those who potter around the house and go to bed early.

Calcium and riboflavin are almost exclusive to milk in amounts large enough to meet the body demands. While protein, vitamin A and thiamin which are outstanding in milk can also be found abundantly in other foods, the same is not true of calcium and riboflavin upon which milk seems to have a sort of monopoly.

For vitality, for beauty, for growth and maintenance, the prescription is the same: a well-balanced diet including the quantity of milk recommended in Canada's Food Rules: at least 10 ounces for adults; at least 20 ounces for children under 12 and at least 30 ounces for adolescents.

Milk for Health Inc.





## Give a Child a Book

*by Senator*

*Muriel McQueen Fergusson,  
Patroness, Young Canada's Book  
Week, 1958*

This is the tenth year that the Canadian Library Association has sponsored Young Canada's Book Week. During this time progress has been made toward providing Canadian children with more and better books, both in French and English. Young Canada's Book Week also has aroused in children a greater interest in good books, but much more remains to be done before all Canadian children have an equal chance to enjoy these privileges. Today, in rural Canada, only fifteen percent of our children have access to Public Library services. Efforts should continue until these services are available to all Canadian children.

All young children have a keen desire to have stories read to them and to learn to read books for themselves, but that desire may be dulled or turned toward harmful books if the best type of book is not made available to them.

During Young Canada's Book Week every child should receive at least one good book, and if possible the donor should take sufficient interest to see that the child receiving the book has a chance to talk about it with an adult who is familiar with it and who can explain it and discuss it intelligently.

Reading is one of the greatest joys of life and when we help children to become interested in books we give them an opportunity to secure for themselves that precious heritage, to which they are entitled and which is treasured by so many older people today — a real love of books and reading. Sir William Osler said "Money invested in a library gives much better returns than mining stock". Money invested in good books and put into the hands of children will have far-reaching returns.

YOUNG CANADA'S BOOK WEEK, sponsored by the CLACB, will be celebrated in Canada from November 15th to 22nd. The C.B.C. network will carry programmes in both French and English. The object of Book Week is to arouse interest in good literature for boys and girls and to stimulate pleasure in reading.



# BOOK REVIEWS

CHALMERS, J.

Red River adventure. Story of the Selkirk settlement. McMillan, 1956, 10-14.

HAYES, JOHN F.

The Dangerous Cove. Copp Clark.

Newfoundland is the scene of this exciting story for boys and girls. Peter Thistle and his young friend encounter many dangerous adventures. The Press Gangs, and Devon Captains, by their efforts to overrun the Island and drive the people off, make life exciting for the two boys when Newfoundland is threatened.

KELLER, HELEN

The story of my life. Doubleday \$4.75.

The biography of a wonderful woman who faced deafness, loss of sight, and conquered each handicap to achieve a happy life and become a writer.

WILLIAMS, ERIC

The Wooden Horse. Collins \$2.75.

One of the great stories of World War 2, a tale of the escape of a group of Air Force men and their unique method of escape. Boys of 14 years will enjoy the danger and excitement.

WHITE, HILDA

Wild Decembers, a biographical portrait of the Brontes. Dutton (Smithers & Bonellie) 1957. \$3.00.

A new approach to the Brontes. Written with informality it will appeal to young people, who would not appreciate an adult biography. The characters are alive, and it is good summer fare.

ELKON, JULIETTE

Edith Cavell, heroic nurse. Messner (Copp Clark) 1956.

The biography of Edith Cavell, emphasis on her early girlhood and the development of the character and courage that made her an example of heroism.

KANEKO, HISAKAZU

Manjiro, the man who discovered America. Houghton Mifflin (Allen) 1956. \$2.40.

The true story of a Japanese boy who was shipwrecked and brought to America in a New England whaling ship. He spent a few years in America learning English and the ways of the people but eventually contrived a way to re-enter his own country whose laws still forbade communication with the outside world. Because of what he had learned he was a strong influence for the opening up of the country when Commodore Perry came, but he was famous because he was the first man to visit America and return to Japan.

GORDON, R. L.

The land and people of Canada. Black, 1953, 12 and up.

Highlights of Canadian history, periods of romance, great human courage and farseeing aspiration are presented in story form. We find drama and suspense, excitement and adventure.

WONG, JADE SNOW

Fifth Chinese Daughter. Harper (Musson). \$3.00.

The biography of a young Chinese girl in San Francisco's Chinatown, unusual and appealing, with a fine feeling for family relations.

BELL, MARGARET E.

Daughter of the Wolf House. Morrow (McLeod) 1957.

The Munro family again appear in Margaret Bell's new book. Conflict arises when young Gregory Munro falls in love with Nakathla, and has to decide between his love and his family. The understanding of Indian ways and family life are well portrayed

HUTTON, CLARK

A picture history Canada. Oxford, 1956, 9-13.

TAIT, GEORGE E.

Famous Canadian stories. McClelland & Stewart, 1953, 10 and up.



## RECORD REVIEWS

### O, CANADA

A 12" album of 26 rare folk songs and ballads reflecting the history of Canada; includes Eskimo and Indian songs, and French and English traditional and home-grown ballads.

FP - 3001  
Folkways

### SONGS OF THE MARITIMES

A 12" album containing 16 favourite lumbering songs, sea-ballads and other songs from Nova Scotia, New Brunswick and Prince Edward Island.

FW - 8744  
Folkways

### "WE'LL RANT AND WE'LL ROAR"

A 12" album of 16 favourite songs of Newfoundland.

FW - 8771  
Folkways

### FOLK SONGS OF ACADIA — CHANSONS D'ACADIE

A 10" album of 15 traditional and "native" songs; sung with Helene Baillargeon.

FP - 923  
Folkways

### SONGS OF THE SEA

A 12" album of 32 sea-shanties and ballads, sung with a small group of male voices.

FA - 2312  
Folkways



**FRENCH SONGS FOR CHILDREN - (Sung in English)**

A 10" album consisting of translations of 20 game-songs and favourite story-songs, especially suitable for general participation with instructions on how they may be used to best advantage.

FP - 7018

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**WALT DISNEY'S PETER PAN**

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Original Cast plus

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*Elizabeth Leese*

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