

Quebec

HOME *and* SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



"HANDICRAFTS AT SCHOOL ARE FUN" .

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Montreal, Quebec

January, 1949

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The President's Message

What Does It Mean To Affiliate with Federation?

In the November issue of Quebec Home and School you will recall that I wrote about the meaning of Home and School membership under the heading, "What Do Home and School Members Stand For?" This month I would like to chat with you for a bit about an almost forgotten topic in our Federation... the privileges and responsibilities of affiliation.

Membership affects the individual person; affiliation, the group or local Association. It is just as important for the Association to understand what affiliation means as it is for the individual to grasp the full meaning of Home and School membership. Yet perhaps no word in our Home and School work in Quebec is given less real thought and value than the word "affiliation". It's interesting to note even the original root of the word: from "filius", the Latin word for "son". We speak of a "filial" feeling, as being one which expresses the love of a child for the parent, and then beyond this, there is the idea of family love and comradeship growing out of the original meaning.

Does this filial feeling exist among us as federated associations? Filial feeling does not exist in a vacuum. It is the result of sharing, of contributing, of mutual helping; so that faith in one another grows as the years deepen our reliance on one another. Now Quebec Federation is not a remote body functioning independently of local associations. It is the union of those associations,

the coming-together and working-together of the local associations for the benefit of one another and for bigger educational objectives than can be handled at the local level, but which in the end will benefit everybody.



J. A. B. McLEISH

Because this union of associations can't possibly function without proper machinery, the union finds expression in a constitution, in officers, in conferences, and various types of regular inter-communication. Who are the officers? They are simply members of local associations, and a roll-call of the directors, committee chairmen, officials, and committee members of the Federation reads like a roll-call of our many affiliated associations.

When an association affiliates with Federation, by that act it expresses its faith in the power of union as against isolation. Even the act of affiliation itself is a sign of what a united organization can do. If a community, often stimulated by the public relations work of Federation, feels the impulse to form a local Home and School association, the Federation will send out, free of charge, a qualified organizer to get the new organization off to a good start. Federation will supply the new club with the necessary material to get it properly running; supply it with speakers' lists to provide leadership at meetings, and with other programme suggestions. The committees of Federation will forward study data and suggestions for organizing local study groups. It is because we are united that we are able to spread the

good news of Home and School as we do, and that is one function in which affiliated associations believe.

Then again: when an association affiliates with Federation, by that act it expresses its faith in our sharing our experiences, ideas, and plans for the benefit of all. Federation makes possible a number of means of inter-communication. This magazine which appears in homes as far apart as Noranda and Sherbrooke, Beauharnois and Quebec City is one example. The weekly broadcast at which we can all join the family circle of Home and School no matter how scattered we may be, is another. The Spring Conference is a third very important way by which we join together to share our ideas and experience. Delegates from every affiliated association are entitled to be present, to discuss, to vote, to suggest, to carry home new ideas and plans for local application. Still another means of sharing is the Regional Council of a district, which has its birth again in the organizing function of Quebec Federation. Once again the Federation organizer travels, without charge to the area, to provide guidance for the beginning of the Regional Council. The idea of Regional Councils is a Federation project, and Regional Councils are found throughout the Federations in the various provinces of Canada.

The act of affiliation means, too, that an association believes that in dealing with educational bodies in order to make gains in education, its views carry more weight when they are supported by ninety-two or-

ganizations. Do you know that Quebec Federation is in constant communication with such bodies as the Montreal Protestant Central School Board, the Protestant Committee at Quebec, the Provincial Association of Protestant Teachers, and the educational divisions of the Canadian Broadcasting Corporation and the National Film Board? When our representatives speak with leading officials of these bodies, they speak for nearly ten thousand parents and teachers in Quebec province. Our second Spring Conference in April will bring ample evidence of the influence of our Federation in these and other fields of work beyond the local level.

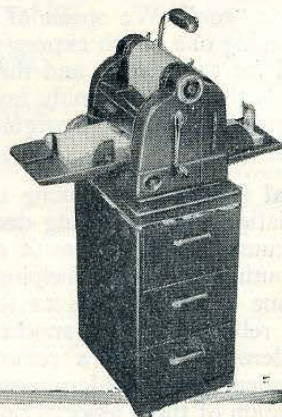
This is what affiliation means. And if affiliation at once obligates the union-of-all our-associations (which is simply what Federation means) to do all in its power to benefit the association which has affiliated, are there not obligations also on the part of that affiliated association toward the union? That is why the men and women who happen at the time to be acting for you in carrying on the united work of all the associations, are asking for a single special contribution to help consolidate the idea of federated associations and to make the work of Federation still more worthwhile. Such a contribution is a sign that your local association has faith in what "affiliation" means, and that it is fully alive to the responsibilities of that word. I am very sure that none of you will let the idea of Federation down.

JOHN McLEISH,

President.

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January, 1949

Quebec Federation on the Educational Front

What Is Quebec Federation Doing About Current Educational Needs?

Federation questionnaires, issued by the hundreds to Quebec teachers, business men, senior students, seek to find the root causes for teacher shortage in Quebec. By Spring Conference it is expected a full report will be available upon which to base action to secure more and better teachers for Quebec schools.

An while we're talking Teacher Shortage: did you know that a competent speaker and educator will visit all provincial high schools to bring home the advantages of teaching as a profession. . . an arrangement provided by the Protestant Committee and by the Director of Education at the request of the Quebec Federation?

Are there enough scholarships available for Quebec high school students? Why do so many Quebec students leave school before graduation? Just how available are technical facilities to English-speaking students in the province? And how far do our students get stuck in vocational dead ends? Harold E. Grant's Higher and Vocational Education Committee is also working through questionnaires, interviews and other

means to put rapidly together data to make possible Federation action for improvement in these fields of Quebec education.

Do we use radio sufficiently in schools? When are Quebec-sponsored radio programmes going to be a reality, as they are in certain cities and states of the United States, and other countries. The Federation is working hard behind the scenes to make planned, class-room radio a reality, with full-time teaching supervisors who will take radio out of the class of incidental entertainment into the field of all-out instruction to something the extent to which school films are now an instructional agent.

Do you know that it is now possible for parents who wish to take advantage of actual courses in leadership training for child study to do so owing to the co-operation of the Montreal Mental Hygiene Institute and the Quebec Federation? Child study is a key tenet of Home and School. Read the Parent Education report on other pages of this issue.

Combined action of Quebec Federation and of the Canadian Federation of Home and School is making possible National Film Board Films on child study and the better home. (See the Honorable Paul Martin's letter.) And, a permanent Dominion specialist on child training and family relations will soon also be a reality because of the work of our Federation.

Are you concerned about traffic accidents and child deaths in your community? The West End Regional Council, a unit of Federation, formed a year and a half ago, has been responsible for a tremendous traffic accident prevention campaign in Montreal's west end. (See full account in our February issue.) And other regional councils are doing, or plan to do, their bit. A notable job has been done, too, by North End Regional Council.

How concerned is Quebec Federation otherwise about safety? Do you know that your Federation is making representations to the Quebec Department in regard to better (and uniform) fire drill regulations throughout the schools of Quebec? And speaking of safety... do you know that a draft manual on safety, for use in the homes of our members, has been prepared by one of our officers, and will be presented at next meeting to the Board for approval?

The war heightened the problems of sex crimes, and their danger to children. Increasing the sex and the delinquency danger both is the comic-strip, radio-serial, and unwholesome literature problem. What is Federation doing? It has a capable representative working steadily with the West End Community Council to amass evidence sufficiently concrete to make the Attorney-General's Department sit up and take legal notice. Resolutions are useless.

And speaking of resolutions, you have no doubt heard of the big B.C. campaign last year which flooded the B.C. government offices with the concrete evidence of rotten literature on sale to juveniles. But did you know that it was Quebec Federation's president, John McLeish, who brought before the National Home and School convention at Saskatoon in 1946 the absolute necessity of doing more

than pass resolutions and starting to present indictable material direct to the postal authorities and the Attorneys-General of all provinces? He was National Community Standards Chairman at the time.

Montreal is in a desperate plight in regard to adequate school facilities. Some districts lack schools altogether. Others are being served by antique schools greatly limiting the advantages of modern education. A committee of Federation headed by W. A. E. Pepler and by the President as co-chairmen is busily at work compiling statistics on Montreal needs and the financial picture with a view to personally presenting a brief to the Prime Minister before the new budget goes down at Quebec in the spring.

And how are the new County Educational Units working out off the island? Do you know that Quebec Federation now has constant contact with the Quebec Association of Protestant School Boards, and that it is shortly to review the effectiveness and the story in general of the central unit?

Should teachers across Canada have the benefit of uniform certification? What about federal aid for education... is it in part the answer to this bottle-neck for funds which blocks many local programmes? Surely both questions have a bearing right in your home community. On both questions the Quebec Teachers' Association has taken a positive stand. They believe in dominion certification, and they believe in federal aid, with the funds administered by the provinces. Do you know that both questions are under study by your Federation Board, and that action in regard to them will be taken in such a way to produce the greatest effect?

How adequate are our clinical and institutional facilities in Quebec for treating children with mental, physical, and emotional handicaps? Quebec Federation has a group at work now surveying this field so as to make available to our members the latest news on new methods in treating children with these handicaps, where this can be done, the expense involved, and so on. The committee will

steadily press for better facilities where these are lacking. And what about ways of better handling in school and home, and providing help where folk are isolated and without funds? Quebec Federation's Committee on Special Child Needs is a partial answer to a problem which could happen to any of us, and is happening to many.

What use should be made of schools for community purposes? Do you know that a Federation liaison representative is in constant contact with Montreal Protestant Central School Board in regard to this matter, and that as questions are raised by regional councils and, through them, by individual associations, that Federation is steadily negotiating and presenting these needs and points to the proper authorities?

And speaking of better community playgrounds and facilities, Federation's Community Standards Committee is sending study material to every single member association, most of it no doubt in your hands now. Please don't let it gather dust. It is important. Get a live-wire member of your group to act as local Community Standards chairman. Have his group study the material thoroughly, and give your community a careful rating in answer to the interesting questions contained in the material. Take a night during the year to have a debate, panel, or open forum on community needs and practices in recreation. This is a Federation service... please don't neglect it.

And speaking of the picture of Quebec education and its development... do you

know that at every meeting of the Provincial Association of Protestant Teachers a Federation representative is present as a liaison representative, and that similarly, at each of our directors' meetings, a P.A.P.T. representative is on hand? This new arrangement, set up last year, makes possible a co-ordination of objectives between the two bodies otherwise impossible. Nor are we isolated from the steady flow of events going on in the Protestant Committee at Quebec... Quebec's senior administrative body. There one of the ablest figures in Quebec lay education and Chairman of our Advisory Board acts as our unofficial liaison representative.

And there is plenty to consider... and it all affects you directly in your home association and community. How can we get better health examinations throughout the province? Why is it so difficult to obtain an adequate supply of textbooks? Should civics be taught in the schools? Can funds be obtained for provincial supervisors in woodworking, home economics, physical training, commercial subjects? What about uniform and uniformly-enforced quarantine regulations? What can we do to make the teachers feel less isolated as a community group? And make their tenure more stable? Under what conditions are traffic brigadiers satisfactory? How can we prevent exploitation of schoolboy athletes? These are only a few of the lively questions which Federation has under review and negotiation as this issue goes to press.

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Parent Education

A Discussion of the Quebec and Ontario Methods in a Vital Field

by **MARIANNE V. CROWE,**

Chairman of Sub-committee on Leadership Training, Quebec Federation

Names vs. Aims

During a discussion of the national article "Home Education" in the Parent Education Committee of Quebec, we thought readers might be interested in the similarities and differences evident in the parent education work carried on under the sponsorship of Quebec and Ontario Federations of Home and School Associations. In the first place, the terms used are different—"Parent Education" in Quebec—"Home Education" in Ontario. Home Education, the more comprehensive term, can include logically the study of any phase of family living, while Parent Education stresses the importance of learning to become better parents, which indirectly results in a happier home. In Quebec, our "Parent Education Committee" arranges for "Child Study Groups"—a less authoritative name, suggesting a joint learning experience for leader and members alike. Using the term "Child Study" does not imply the observation or isolation of the child from his environment. Our immediate and constant concern during discussion groups is with the child's relationship to others, within and without the family, and theirs to him. This underlining of relationships is of course implicit and essential in working with parents or children today.

Whatever the name used, the important thing is that our goals should and do, I think, agree. Whether expressed as "the study of human needs" (Ontario) or "guiding the child's normal growth and development" (Quebec) our aim undoubtedly is to assist in developing a more understanding parenthood. With a clearer understanding of the child's needs, we hope that when necessary there will be an improvement in parents' attitudes to their job of parenthood—that anxieties and tensions will be replaced by confidence and an affectionate enjoyment of their children. This, in turn, provides the most productive environment

for the child's personality development—for the maximum use of his capacities, and for a useful and satisfying life with others. These aims challenge us to more enthusiastic effort, in all the Canadian Federations of Home and School Associations.

Methods and Emphases

How do we approach this problem of helping parents to provide the best environment and to achieve the kind of relationship with their children which will result in their growth to emotional maturity? Both provinces agree, I think, that the discussion proves to be a more successful educational method than the lecture. The question of group leadership then must be the first consideration.

The Ontario pamphlet suggests three ways of arranging for leaders of child study discussion groups:—

- (1) a professional leader;
- (2) someone with leadership training;
- (3) rotation of leader.

In Quebec, the number of professional leaders could not possibly meet the demand, as they are usually employed full time in professional work. This eliminates the first suggestion, except for a very few groups. The third,—a different group member (untrained) serving as chairman each evening,—may be educational for that chairman but may not promote the best group experience. We decided, in Quebec, that the emphasis must be on the second suggestion—the training of lay leaders. We realized, of course, that this method would not begin to meet the immediate demand, but thought that the long-term programme of Parent Education would be better served. I have listed the following reasons for our emphasis on the trained, rather than the untrained, group leader.

(1) a trained lay leader understands the *technique of conducting a discussion group*. She will direct the discussion into useful channels, will keep it moving forward and will summarize the group findings. Without trained leadership, it may deteriorate into a neighbourly chat, with little or no educational value, and possibly may result in a loss of interest in further child study.

(2) a trained leader will *know the content of the reference material*. She will recommend suitable reading material for groups differing in educational background, and for individuals desiring information on specific topics. She will emphasize the most valuable references and try to reconcile apparent differences in points of view.

(3) a trained leader will *understand how to interpret individual problems to illustrate the general principles* of parent education. The personal difficulty will then become a valuable learning experience for the group.

(4) a trained leader may be able to help parents, when necessary, to *improve their attitude and their feelings towards their children*—from impatience to patience; from anxiety to self-confidence; from tension to relaxed enjoyment.

(5) a trained leader will help group members to learn to *enquire into the causes of behaviour*.

(6) a trained leader will represent a *liaison between the parents and the professional workers*.

(7) a trained leader will be better able to *distinguish a clinical problem requiring professional treatment from a normal developmental pattern*. She will not attempt to prescribe but will know the community resources available, if such assistance is required.

On this basis our decision to emphasize the training of lay leaders was made. We felt that if the demand for study groups were greater than the number of qualified leaders available, we should encourage preliminary reading. Parent Bookshelves in the school, another facet of Parent Education work in Montreal, provided reading material for the general membership as well as reference reading during discussion group sessions. Reading was encouraged, a registration of twenty members was required before a leader was assigned to a group, and the promotion of study groups was keyed

to the number of trained leaders. In this way supply almost balanced demand.

Leadership Training

In 1944, a Parent Education Committee was formed with sub-committees on Leadership Training, Promotion and Organization, and Publications (and later on Parent Bookshelves). Serving on the Leadership Training sub-committee during the past four years were a public health nurse, a social worker, a psychologist, and two former teachers. With one exception, the Committee members were mothers themselves, having families of from one to six children. All were trained in Parent Education work and had been pioneers in leading study groups. The prospective lay leaders were selected on the basis of educational background, experience with children and personal qualities of leadership. The course was necessarily compressed into a 3 month period—a two-hour lecture-discussion period each week from October to January with assigned preparation and reading. The members of the sub-committee on Leadership Training divided the work of preparation and leading the course. The content included material on the physical, intellectual, social and emotional development of the child, as well as the practical application of these principles for work with parents. In addition to this, the technique of leading discussion and the planning of outlines for discussion and programmes to suit the individual group were studied. Once during the four years, we arranged for a McGill lecturer in Child Psychology to give a course of 10 lectures on Child Development, and also for a refresher course on specific topics once a month which was provided for us by the Mental Hygiene Institute of Montreal. At other times our leaders met with the committee to discuss their needs, shortcomings and progress.

Our record is small. We have been able to serve only the Montreal area, but hope to include outlying districts as our leaders increase. During the past four years the number of study groups, averaging eight discussion periods, has increased from 10 to 20. One of the most encouraging things has been the answers to a questionnaire given to groups at their final meeting to evaluate the course. In answer to our final question "Have your attitude or your feelings towards your children changed during the course?"

(Continued on page 16)

Higher and Vocational Education

A Provocative Report

H. E. GRANT, M.A., Chairman

During the month of September, I was asked by the Quebec Federation of Home and School to convene a committee to study the facilities for Higher and Vocational Education in this Province particularly in reference to the Montreal area.

It was suggested that because only a comparatively small percentage of high school pupils ultimately enter college the reasons should be determined. Also as some universities have for the past few years required a high percentage in the school leaving examinations for entrance, particularly for Science and Engineering, it was likely many desiring to proceed with study beyond high school were prevented from doing so. In addition, it is felt by many people that English speaking pupils do not have sufficient opportunities for Vocational education.

Some spade work have been done in attempting to find a basis for this study and to survey the entire field and all the implications connected with the problems.

Primarily, the committee is concerned over the fact that whereas over two thousand pupils wrote the Junior School Leaving, Grade XI Examinations in June, there are only about 400 pupils now in Grade XII. The difference between the enrolments of Grades XI and XII give rise to the following questions:

- (1) How many young people obtaining Junior Matriculation as a result of writing Grade XI examinations proceed to College?— Classification of colleges entered.
- (2) How many entered Grade XII?
- (3) How many graduates went to work by choice rather than enter college or Grade XII?

- (4) How many failed to gain college entrance to 1st year and were forced to find employment?
- (5) How many because of lack of finances were unable to proceed with study beyond Grade XI?
- (6) How many of the above graduates obtained scholarships which in whole or part helped them to attend college?
- (7) Number of English speaking young people who entered a Vocational School or college at end of 10th or 11th year in 1948?
- (8) List of Vocational Colleges with courses open to English speaking students?
- (9) How many students from Protestant schools are now attending any type of Vocational college under Quebec Provincial Department?

As there has not been sufficient time for any exhaustive study of this matter yet, the above only serves as an indication of the field to be covered.

The following men have agreed to work on the committee. Their experience, educational background and interest in this study gives assurance that much good work will be accomplished.

Mr. R. Bartlett, Principal, Westmount High School; Mr. A. M. Henry, Grade XII Master, Montreal West High School; Mr. J. G. Brash, Senior English Teacher, West Hill High School; Mr. A. P. Watson, Senior Maths Teacher, Verdun High School.

In addition to the above two women have agreed to join the committee after beginning of the New Year.

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Canadian Federation of Home and School

As I read of the activities of Home and School or Parent-Teacher Associations from coast to coast I note the number of associations whose *main* activities seem to consist of raising money to improve the buildings and grounds of their schools. I confess that I have some misgivings about the nature and extent of these activities.

As I see it education was for centuries a private affair in which parents who had children had to pay fees for their youngsters' school. So far as the children of the poor were concerned what education they received was a matter of public charity on the part of the wealthy. Only in the last fifty years has the principle become solidly established that *all* the citizens of a community — those who have children and those who have not — should take responsibility, through the payment of taxes, for educating *all* the children of the community.

During the last decade there has been a great growth in Canada of the larger administrative unit, where the citizens of a county or other similar large area take responsibility for the education of all the children within its boundaries — whether these children come from a small school district of high or low assessment.

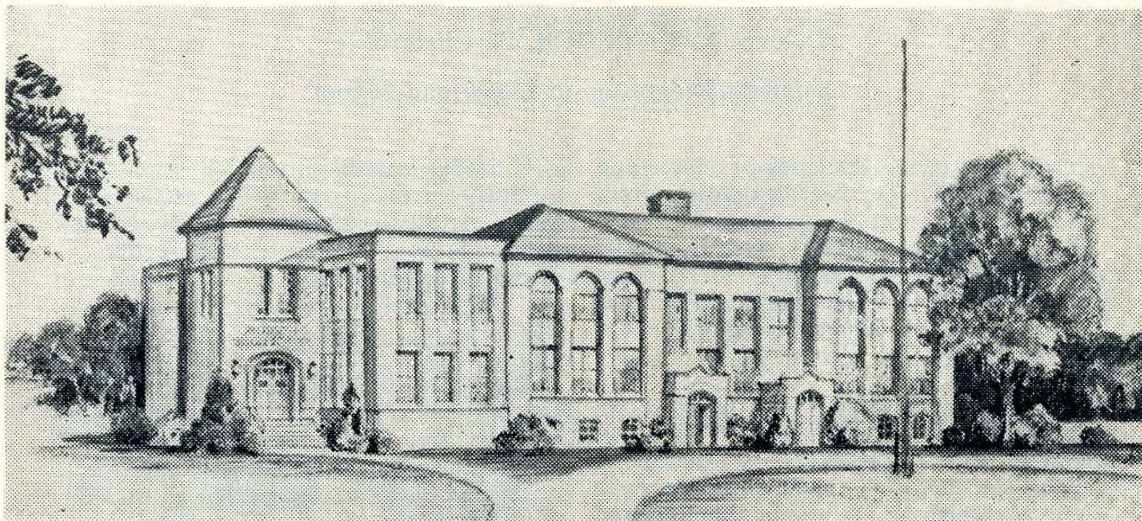
Increasingly, too, provincial governments are paying a higher proportion of the cost of educating the province's children. And voices are being continually raised that the Federated Government should see to it that the provinces have enough funds that *all* Canadian children — those from the "have-not" provinces as well as those from the "have" provinces — may have the fullest possible opportunity for a type of education suited to their needs and abilities.

In the face of these trends in the financing of education some Home and School and Parent-Teacher Associations are in danger of putting back the clock by making the question of the adequacy of school buildings and school equipment a matter of private funds raised by voluntary effort.

If a school needs a projector, a radio and a library; if the assembly hall needs a new floor; if the teachers' room needs new furniture; if the school needs better recreational equipment it is the business of the School Board to supply these things. The Board can, of course, use the community's funds only to the extent that the public allows it to do so and is willing to support expenditures for the purposes suggested above. One of the major responsibilities, it seems to me, of a Home and School or Parent-Teacher Association is to *study the needs of the school* and the school system and then create enough public opinion that local school boards, larger unit boards and departments of education will feel impelled to make the needed provision for such services.

I am well aware that it is often easy to start a Home and School or Parent-Teacher Association by a definite project for improving the school building and grounds. It brings parents together who would not come to study the school's needs. However, when I see associations which have been established for years spending most of their energies raising funds for school equipment it gives me concern. By this time they should be a group of citizens studying carefully how to promote the growth of children in home, school, and community, and then making representations to the proper authorities to see that the needs of their community's and province's children are being met. Waging campaigns for better school buildings, better school equipment, a high quality of teachers and teaching, better recreational equipment, better curricula, more provision for individual differences, better home education, better health services, better parent-teacher cooperation, better character education, better welfare services for children who present problems of adjustment, as well as curbing the harmful influences in the community — this is the real job of Home and School. Let us grow up as associations and get on with our real job.

HUDSON HIGH SCHOOL



The above perspective drawing of the architect of the Hudson High School, A. Leslie Perry, is shown above. It was the first school in the province to be designed as a community centre, and the Provincial Government made a 50 per cent contribution to its construction. In addition to the nine classrooms, there is a domestic science room modelled after a home kitchen, in which cooking, sewing and laundering are taught. A visual education and science room has its seats arranged in tiers. The school has a central library, an auditorium—gymnasium large enough for three badminton courts, a manual training room and many other features of a modern school.



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Hi-Y Handling Sale of Booklets

Arrangements have been made with the Montreal Hi-Y Grand Chapter to distribute our books covering Federation Reports of Committees, on a commission basis. The books should be ordered from our Federation Secretary, as in the past.

The local Hi-Y Clubs will contact Home and School Presidents to make arrangements for selling the books. They will sell books you have on hand or on order before ordering a new supply and turn all the money in to your Association. The Federation will pay them their commission of 5¢ per copy and absorb the extra cost.

Will Associations in the Montreal District please announce at their next meeting that the local Hi-Y Club has been authorized to sell the books and permit the boys to sell

them at the meetings? The nearest Hi-Y Club in each district will handle the books for Associations in districts where there is no Club in the local school, including elementary schools.

By co-operating with the Hi-Y Clubs you will be helping the Federation finances as well as the Hi-Y Clubs, who will use their share for organization purposes. The money, in both cases, will be used to promote the welfare of children in the home, the school and the community.

The arrangements for selling the books at Association meetings applies only to the Montreal District. Other Associations will oblige by pushing the sale of the books among their members to enable us to keep faith with our advertisers.

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Solid Work by the Teacher Shortage Committee

DAVID V. JACKSON, Chairman

The Chairman of the Teacher Shortage Committee is pleased to report progress, mainly due to the hard work of three sub-committees under the chairmanships of Miss Jessie M. Norris, the first woman President of the Canadian Teachers' Federation and the first Canadian Woman Director of the World Federation of Education Associations; Mr. Harold E. Grant, Principal of Verdun High School and Mr. K. R. Gardiner, of the Montreal Board of Trade—Young Men's Section. These chairmen have been ably assisted by Mr. Ernest Stabler, Assistant Dean, Sir George Williams College, Mr. J. G. S. Brash, Senior Master, Westhill High School, Miss Esther Zuker, Mrs. C. E. Woolgar and Mr. J. A. Edmonstone.

Although our duty is to determine the causes and effects of the teacher shortage in the Province of Quebec and to recommend methods for solving this important problem, we cannot help but note that the problem is national in scope. The present shortage in Canada is reported to be over 10,000. In the last ten years 66,000 teachers were trained in Canada and only 26,500 of them are in service to-day. The loss has been 60%. Why? What are we going to do about it?

The Protestant schools of Quebec Province are reported to have 182 persons teaching on permits—that is, without minimum qualifications. This does not, by any means, represent the total shortage. Many schools have teachers trying to educate from 35 to 45 pupils in one room. Obviously there is no time for individual instruction nor for proper class instruction. Some authorities consider a class of 25 sufficiently large for any teacher to handle. The difference must be classed as part of the teacher shortage, assuming that classes would not be overcrowded if teachers were available—from a health viewpoint as well as academic. When the long-awaited building programme becomes a reality, what then? Where shall we get the teachers to man the schools? The

shortage in Quebec is greatest in the rural elementary schools, especially in the Gaspé region and in Pontiac County.

Many causes have been given for the shortage, such as:

- Low salaries
- Community restriction on the life of the teacher
- Community interference in the work of teaching
- Low prestige of the profession
- Appeal of competitive industries and professions
- Low standards of academic qualifications
- Poor living and working conditions in rural areas.

Probably the main reason, which we are loath to admit, is that nobody has ever done anything about it.

The necessity for bringing able students into this major service profession is obvious. The source of supply is the place to start building. With this fact in view, your committee submitted a resolution to the last Home and School Spring Conference and we were pleased to be advised that it had been acted upon promptly and had produced results. The committee recommended that "A representative be appointed by the Protestant Committee of the Province of Quebec to interview all graduating classes in the High Schools in the Province of Quebec to encourage suitable graduates to enter the teaching profession." The Protestant Committee has set up a committee under the Chairmanship of Dr. W. P. Percival, our National President, to act on this resolution.

After studying various aspects of the situation, the Teacher Shortage Committee resolved to prepare three separate questionnaires, one for teachers and other officers of education, one for students in the school-

leaving classes of High Schools and for undergraduates in colleges, and the other for business, industry, labour and other professions. These questionnaires have been prepared and approved. We anticipate having them in circulation within the next few weeks. The information to be derived from them is expected to be of the greatest help in formulation of a report on the causes and effects of the shortage, and recommend-

ing the best means of overcoming the shortage.

This committee is greatly indebted to the Provincial Association of Protestant Teachers, the Federation of Protestant Women Teachers, the Men Teachers Association and other educational bodies for their assistance.

We hope to have the completed report ready for presentation at the next Spring Conference.

PARENT EDUCATION

(Continued from page 9)

approximately 83% replied in the affirmative,— e.g. "more patience", "more understanding of their needs", "more tolerance", "less irritability", etc. But the result which is most gratifying to our committee is that through this volunteer effort we have been instrumental in having a one-year course in Parent Education re-established at the Mental Hygiene Institute. Our work will now be to co-operate with them in encouraging Home and School Members to apply for the course and when qualified to lead groups under the auspices of Home and School. This will doubtless increase both the quantity and the quality of the leadership available.

Group Discussion

I should like to mention briefly two suggestions in the Ontario pamphlet which we feel would prevent spontaneity and maximum participation in group discussion. One is the suggestion to "Have a secretary and keep minutes" and the other "to invite visitors, teachers, librarians, nurses, (school) doctors, ministers," etc. In our experience it frequently takes three meetings even in the intimate small group before the feeling of diffidence and self-consciousness gives way and general participation in discussion takes place. Except in certain circumstances when a visiting authority is invited to a group to provide additional information, both visitors and record-taking would be likely to inhibit group discussion.

The choice of place of meeting too is debatable. Ontario prefers "a small room in a school", while we have found the friendly, intimate atmosphere of a home more conducive to good discussion. We think it is a definite advantage to leader and to group members to hold the meeting in the same place (whether home or school) each evening.

DO YOU NEED MORE MAGAZINE COPIES?

Quite a number of associations are writing in telling us (1) that they like the Magazine (2) that they don't get the number they want.

Thanks a lot for the nice things you've said about the Magazine. Now as to the number: We have nearly 10,000 members. At the moment we can print only 5,000 copies, owing to financial limitations. The Magazine is sent to you free as a service of Federation. Obviously a quota system has had to be established. This quota may vary in percentage in proportion to circumstances, but at any rate there has to be a quota. Now here is the way to get the extra copies. If your President will write to the Quality Press Ltd., 1030 St. Alexander St., Rm. 611, Montreal, and name the extra number desired, they will be sent each month, beginning the NUMBER FOLLOWING THE REQUEST LETTER, at a nominal charge of SIX CENTS PER COPY. If you need 60 extra, you will get the 60 PLUS your original quota for only \$3.60. A fair arrangement? We think so, and you can have as many or as few extra as you wish.

And let us have your comments on the Magazine. AND DO WRITE IN THE HIGHLIGHTS OF YOUR WORK MONTHLY. WE WANT THEM.

Round and About the Associations

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

The Chambly-Richelieu Association

This association has shown fine initiative in getting out a regular mimeographed Bulletin which is well-done and full of interest. For the November meeting, the association and the services of Mr. Harold Cross, program secretary of the Y.M.C.A., and his fruitful discussion included hints as to adult, as well as to juvenile programs.

The Bulletin also keeps members posted on the coming radio broadcast of interest to Home and School groups; it keeps up a running commentary on results of the Salvage Drive which helps to keep the treasury replenished; and winds up with a "plug" on membership. A splendid effort all round.

The Danville Association

High hopes are entertained that this association is going to increase in numbers and prestige as time goes on. It had 45 members at the November meeting, and the executive is seized of the importance of program planning.

The Association is working hard towards achieving its ideal of a new school between Asbestos and Danville. At the present time all pupils in the area from Grades VII to XI go to Asbestos; grades IV through VI going to Danville. The Association, therefore, is interested in both schools, and in the words of the Secretary, "We feel that as we will soon be one Association, that it would be a good idea to get to know one another better". In the first year three separate and six joint meetings were held, but Danville has its own officers and committees, while the program committee is a joint one.

The St. Laurent Association

Mrs. M. E. Steen, president, announced that construction of the skating rink sponsored by the Association would start shortly, and that the co-operation of the Parks and

Playgrounds committee of Welfare Federation, the St. Laurent council and other community organizations was assured.

Adult evening classes in sewing and woodwork are in full swing, and a child study group will open after Christmas. A sale of home cooking was held on December 6; and the regular monthly meeting on December 9, when films were shown, and reports were given on the skating rink, Entertainment was thoroughly enjoyed.

The Montreal West Association

Meetings in September and October were well attended, with Mr. O. G. Parsons, Principal of the High School, the speaker at the former meeting. He spoke on new developments in the school curriculum, and after referring to the vocational work being done, introduced Mr. A. Wilkinson who is in charge of this department. Reference also was made to the proposed cafeteria for the students.

A film "Operation Employment" was shown, and later, refreshments were served. There were almost 300 people present.

The October meeting was addressed by Mr. J. A. B. McLeish, president of the Quebec Federation.

The Montreal East Association

The urgent need of a further school or schools in the area drew a large and interested audience to the opening meeting of the season, when speakers pointed out that owing to an increase of practically 100 per cent in the local school population, overcrowding had forced conversion of the auditorium to school work, while classes also were being held in the basement of the neighbouring church.

The meeting urged the group to ask Federation to bring pressure to bear on the Provincial Government to allocate funds for a new school.

Mr. J. W. Perks, of the Central School Board gave an interesting talk on "Reading

in elementary schools". The speaker at the November meeting was Prof. John Hughes, of McGill University.

The Mount Royal Association

Mr. J. G. Lang, Director of Physical Education, Montreal Protestant Central School Board, was the master of ceremonies at the Barn dance held in the school gymnasium in November. It was held as a "get together", and to provide members to pay their registration fees. The hostesses for the evening were the ladies of the executive committee.

The Barclay Association

The opening "Question and Answer" meeting of the association this year was successful. Parents were invited to send in their questions prior to the meeting, and this year more than 20 groups of questions were received dealing with such matters as school lunches, crowded classrooms, traffic control, methods of grading pupils, etc. Many of those present, some of them newcomers to the district, went home with a livelier understanding of school procedures, and of the difficulties being met in accommodating all children in the rapidly growing district.

The November meeting took the form of an "Open School", with parents being able to meet the teaching staff. Subsequent meetings are planned to feature speakers on health and on juvenile delinquency. The popular adult sewing and public speaking classes are now in full swing. Classes are being formed in French conversation and woodworking. President is Mrs. W. Roberts.

The Sherbrooke Association

At the first meeting of the season the opportunity was presented parents to meet the administrators and teachers of the Protestant School Board. The speaker was Mr. James H. Wark, chairman of the Board, who gave an historical summary of the Sherbrooke schools, and essayed a peep into the future.

He stressed in particular the very comprehensive extra-curricular program of the schools, embracing athletics, dramatics, public speaking and debating and the production of a school magazine. He said that

efforts were being made to relieve congestion in the schools through construction — beginning with the High School — of a new wing to house a library, a sound-proof music room, a manual training department, extra class rooms, and medical and dental rooms.

Mr. R. G. Loveland, president, was in the chair, and thanked the parents and teaching staff for their interest. Refreshments were then served.

The place of the University of Bishop's College in the life of the Eastern Townships was outlined to members at the November meeting by Dr. A. R. Jewitt, the new Principal. The College, he explained, was intended as centre for the study of the arts and sciences. He hoped that the university would not only be regarded as the cultural centre of the Eastern Townships, however, but would develop a system of extension courses for all people in the area. Work on a Girls' residence was to commence next spring, he pointed out.

There were 275 people at the meeting, a special welcome to many out-of-town guests from sister Associations being given by the president; and to members of the Sherbrooke County Teachers' Association which had arranged a meeting jointly with the H. & S. association. The musical part of the program was supplied by pupils of the Mitchell School.

THE BOOKSHELF

Have you seen "THE CHILDREN'S RECORD BOOK"? It is just out, and is simply the last word in guiding your child's musical tastes for the ages 6 months to 16 years. In it, written in sparkling fashion, are complete record listings, biographies of musicians, how music grew, how to make music lesson time a real joy, and a complete cross-reference system. Of particular interest is the fact that the hundreds of records listed are by age-range, by music type, and — praise be! — complete with catalogue number of record or album. The book costs \$3.50, but it will last for years. Attractively bound, it's by Harriot Buxton Barbour and Professor Warren S. Freeman, it's published by Durrell, and you can buy it at firms advertising in our magazine.

Hon. Paul Martin Shows Keen Interest in Home and School

A Letter to Mr. A. M. Patience, National Secretary

Dear Mr. Patience:—

In reply to your letter regarding the appointment in this Department of an expert in child training and family relationships I regret to have to say that it has not been possible as yet for us to take the action you desire. Although we have not obtained the creation of this position, we have been active in one of the functions which such an expert would perform, namely, the preparation and publication of pamphlets, booklets, and films in the very important field of child training. In the event that you have not seen our child training series of pamphlets, I am enclosing copies of those produced to date. In addition, we hope to publish before the end of the current fiscal year two booklets, one on normal child development, "Up the Years — One to Six"; and the other, "Home Care and Training of the Mentally Retarded Child." These booklets will be of approximately one hundred and fifty and fifty pages respectively. They will fill, I believe, a long felt need. In addition to the films on "Rejection" and "Hostility", with which I am sure you are familiar, this Department has sponsored the production of two one-reel films in colour, aimed at parents—"Know Your Baby" and "Why Won't Tommy Eat?" These films have won high praise in the United States and Great Britain as well as in Canada. Currently we have another one-reel film in production which will illustrate normal emotional growth in the early years of childhood.

In response to the resolution passed at your recent Convention urging me to give further consideration to the matter of appointing to the staff of the Mental Health Division a specialist in child training and family relations, I would appreciate your conveying to your membership my earnest agreement as to the need for action along these lines. I hope to be able in the not too distant future to inform you, and through you, the thousands of splendid men and women of your public-spirited and progressive organization, of this need being met.

Yours sincerely,

Paul Martin (Signed)
Minister of National Health and Welfare
Ottawa, Canada.

BRIGHTLY SPEAKING

Two new home-grown howlers passed on the magazine by Quebec principals just before the dead-line:

"And when the little prince was born, a page appeared and rushed across to the boably at the palace gates."

Here's the other one: "When the sign was given for the storm to cease, a great clam fell upon the water."

Send in some other home-grown ones, won't you? And we'll print some lively anecdotes about what your own little people say at home if you'll send them in to us. c/o "Brightly Speaking".



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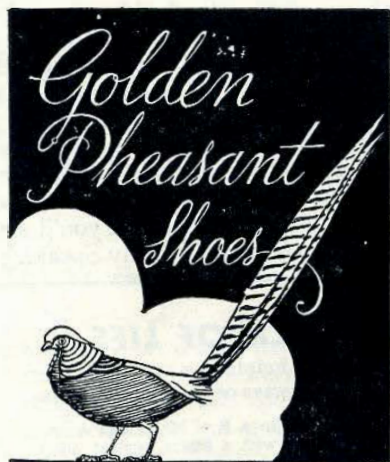
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To show our appreciation of this fine gesture on the part of station CFCF, we feel that a friendly letter, at this time, from every listener, is the least that we can do.

A little encouragement goes a long way! Keep the letters brief and to the point, just as long as *you and you and you* show them that their assistance is appreciated.

Remember, the response they receive will strengthen your cause and help to keep "Home and School... on the air!"

It's your program — Tell us if you like it — Tell us what you don't like about it.

Give us suggestions — Give us criticism — But whatever you do "GIVE".

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Hello Programm Planning Folks!

The Monthly Pack of Programme Hints from the Federation Committee

Happy New Year to all of you and as we start this year let us look forward to planning bigger and better programmes for the year 1949 in our Associations.

Let us start the New Year by remembering that all our programmes should be planned around the "Child" in the "Home" "School" and "Community".

With this in mind let us ask ourselves a few questions.

- (1) Have we a perfect "Child Bill of Health"? If not, why not?
- (2) Do we live in a community "Accident Free"? If not, what are we doing about it?
- (3) Are we fortunate enough not to know the meaning of "Juvenile Delinquency"? If not, what are we doing to combat this?
- (4) Are "Crime Comics" beneficial or harmful to our children? Have you studied this question in your Association?
- (5) Are the recreational needs of your children all you or they desire. If not, what are you as an Association doing about it?
- (6) Do we as members of Home and School know the meaning of our newly found Canadian Citizenship? What do we

expect from Canadian Citizens and how can we help develop good Citizens?

- (7) Do we understand the new methods being taught in our Schools to-day? If we do not understand these newer methods, how may we expect to help our Children?
- (8) Are we properly informed to advise our children when it comes time for them to choose a vocation? Are we familiar with all the requirements and education necessary for our children to meet to-day's needs in the world.
- (9) Have we taught our children the meaning of tolerance and do we ourselves really know what it means?

If we are satisfied that all these needs have been taken care of to the satisfaction of everybody, then we have done our Home and School work well.

Please let us hear from you. We are very interested in what you are doing. We are willing to be of service to you when you desire it.

Best of luck to you, one and all, in 1949 in this very important work in which we are all engaged.

ADALINE WOODMAN,

Chairman Programme Planning,
Quebec Federation of Home
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Radio Guide

November 1948 - May 1949
(Eastern Standard Time)

CHILDREN

On Stations

Sunday

1.00 p.m.—Folk Songs for Young Folk	CBM	CBO
1.15 p.m.—Just Mary	CBM	CBO
1.30 p.m.—Way of the Spirit	CBM	CBO
6.00 p.m.—Alan and Me	CBM	CBO

Monday to Friday

10.15 a.m.—Kindergarten of the Air	CBM	CBO
5.30 p.m.—Children's Stories (Deep in the Woods, Magic Adventure, Maggie Muggins, 2-K Ranch, Sleepy Time Story Teller)	CBM	CBO
5.30 p.m.—Nelson Olmstead's Stories	CFCF	
7.30 p.m.—Bob Crosby	CFCF	

Tuesday

9.45 a.m.—Ontario School Broadcasts	CBM	CBO
(Health, French, English, Soc. Studies)	CKVD	CKRN

Wednesday

9.45 a.m.—Ontario School Broadcasts (Early Explorers, Children of Other Lands, Health, Animals & Birds of Can.)	CBM	CBO
	CKVD	CKRN

Thursday

9.45 a.m.—British School Broadcasts (I Was There, People of the Seas & Deserts, Stories from Scottish Hist., A Great English Novel, Great Citizens, People of Rivers and Forests)	CBM	CBO
	CKVD	CKRN

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Friday

9.45 a.m.—National School Broadcasts	CBM	CBO
(Canadian Legends, Symphony Concerts, We Build a Nation, Julius Caesar, Our National Services)	CKCV	CKVD
	CKRN	CKTS

Saturday

10.30 a.m.—Doorway in Fairyland	CBM	CBO
10.45 a.m.—Books Bring Adventure	CFCF	
11.00 a.m.—Calling All Children	CBM	CB●
12 noon —Junior Junction	CFCF	
12.15 p.m.—Sports College	CBM	CBO
12.30 p.m.—Melodies for Juniors	CBM	CBO
6.00 p.m.—Cuckoo Clock House	—	—

Listings are subject to change. Consult your local station.

PUBLICITY

The Public Relations secretary has requested information for associations seeking proper publicity for their meetings in The Montreal Daily Star, and The Gazette.

Advance notices of meetings should be sent in a few days ahead of the meeting. Be sure to include the exact date, time and place of the meeting, and the full names and titles of those who will speak. The publicity secretary should put his name, address and telephone number on each communication.

Reports of association meetings must be in the hands of the City Editor as soon as possible after the meeting. Reports received late will not be used. This is not as hard as it sounds, as copies of manuscripts of speakers can be obtained and sent to the papers in advance.

Be sure to address all material to the City Editor.

TRY THIS RECORD

There's a new Tex Ritter release for children "I Went to the Animal Fair". Have you heard it? We did, the other day, and our happy home hasn't been the same since. What a joyful experience! Sorry we haven't the company or catalogue number — yet! But join us in the hunt, won't you? You will have many a gay moment with it on a rainy afternoon.

P.S.—Of course you haven't missed "Dicky Bird Hop" on the reverse side of "The Teddy Bear's Picnic" both sung by little Ann Stephens? You have? And where have you been?

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