

Quebec

HOME *and* SCHOOL

Published Monthly by

THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS



HOME AND SCHOOL ON THE AIR — Members of the Lachine High Glee Club gather around the Home and School "mike" for instructions before going on the air. (Picture by Metzger)

Vol. II. No. 2.

Montreal, Quebec

February, 1950

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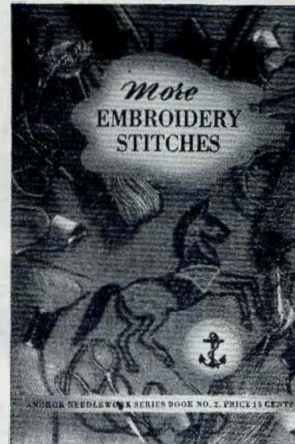
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The President's Message

Our Founders' Day

Many Program Planning Committees of our Associations now follow the procedure of preparing programs for general monthly meetings which conform to educational themes. This is highly commendable and is recommended to those Associations which do not have a yearly program theme. It prevents a haphazard and unconnected arrangement of material for study throughout the year. It also makes the learning more permanent and meaningful.

A theme for the year does not mean, however, that your program is so rigid that it can not absorb the various observances which Associations are encouraged to make at different times throughout the year. And one of these observances is Founders' Day which takes place during your February general meeting.

February was chosen as the month for celebrating Founders' Day because it is the birthday month of one of the chief founders of the Home and School movement in Canada. It is also observed at the same time of the year in the United States.

The form of the observance of Founders' Day should vary from year to year in order to prevent monotony. Here are a few suggestions for creating a general meeting atmosphere from which your members will be able to catch the spirit and ideals of our Founders. Your Program Committee, however, should supplement them if your Association is to celebrate effectively Founders' Day along with the regular program of the February meeting.

Suggestions

Founders' Day is a time for the observance of the birth of the Home and School movement in your own school community, in Quebec and in Canada. These birthdays can

be celebrated in a variety of ways. Each Association will work out its own particular pattern. The Refreshment Committee may have a birthday cake bearing the words of happy birthday to the Quebec Federation and your own Association. A member who has rendered valuable service to your Association may be asked during the Social Hour to express the best wishes for the future prosperity of Home and School in Quebec and Canada. Your membership may offer gifts of money for



work of our Founders.

Founders' Day is a time for reviewing the past achievements of your own Association, the Quebec Federation or the Canadian Federation. It may not be advisable to have more than one of these stories at one observance. The story may be told in a five or ten minute period by a member who has been intimately connected with your Association for a number of years. Another procedure would be to have the story mimeographed and copies handed to your members as they enter the meeting.

Founders' Day is a time to honour past presidents and workers who have made real contributions to the Home and School movement in your school community. Your Program Committee may honour them by arranging some special ceremony, or your Executive may invite them to take part in

the program of the evening, or your president may introduce them to your general membership.

Founders' Day is a time for re-dedicating ourselves in the cause of Home and School. This end may be achieved by having a group of nine *parents*, each responsible for one paragraph, read "the Parents' Code of Ethics"; or a past president read the Home and School Creed; or a member of the Executive read "the Aims" of your Home and School Association which should be the same

as those given in the Constitution authorized by the Quebec Federation.

Surely our Home and School traditions are worthy of the annual effort of implementing some of these suggestions.

It is my sincere wish that this message will be of some assistance to your Program Committee in planning not only for future observances of Founders' Day, but also for the celebration of all other special events.

EDWARD C. POWELL,
President.

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Quebec HOME and SCHOOL

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THE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS
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WRONG FOODS, POOR COOKING!

By ANNE FROMER

Reprinted by permission from Saturday Night

The accusation that most Canadian children, even in adequate-income homes, are seriously under-nourished seems incredible. But proof is provided by figures from surveys by the Federal Department of Health and Welfare, collected during a period of high incomes.

Even in these days of vitamin awareness, a great many mothers still do not give their children the right foods. Only in a small minority of cases is it a question of price. And many others ruin the good food they buy by wrong cooking.

This is not theory but hard, irrefutable fact proved by official surveys. It has been known that such a situation existed but the figures quoted here are the most comprehensive and conclusive yet obtained.

The author is well-known to readers in Canada and the United States.

Although Canadian family incomes have been at an all-time high level during the past

seven years, the majority of Canadian children today exist in a state of semi-starvation.

This statement may appear fantastic. But it is literally true. In the nation's largest city, for example, a survey by the Montreal Council of Social Agencies of a cross-section of the 119,000 schoolchildren revealed that exactly 64 out of every thousand had diets which could be classed as "good." The diets of two out of three children were described as "poor" or "very poor".

Next the doctors turned to three defects they associated with poor nutrition: Tooth decay, posture disabilities and low haemoglobin. They found a total incidence of 122 per cent. In other words, there were more of these defects than there were children! Which means that some children suffered from a combination of two or even three of these defects. Troubles attributed to diet deficiencies and associated causes were found to outnumber the other major defects by more than 50 per cent.

Moreover, the children examined were only those "healthy" enough to be attending school at the time. If absent pupils had been included, the record would have been worse.

In a check of 15,000 of Canada's 2,000,000 schoolchildren aimed specifically at the causes of absenteeism, Dr. A. J. Phillips of the National Committee for School Health Research, found 80 per cent of all absenteeism due to medical reasons.

Alarming Picture.

From the Atlantic to the Pacific, juvenile health surveys conducted by the Nutrition Division of the Federal Department of Health and Welfare present this alarming picture:

BRITISH COLUMBIA: For every 100 children, there were 166 signs of nutrition defects chiefly attributed to deficiencies in riboflavin, vitamin A and indications of past rickets. More than four out of five children showed symptoms of riboflavin deficiency. Bad teeth, poor posture and underweight, all "to some extent related to poor nutrition," occurred 158 times among every 100 children examined.

SASKATCHEWAN: Rickets and deficiencies in the riboflavin—vitamin A groups were noted 142 times per hundred children; dental, posture and weight inadequacies, occurred 105 times among every hundred children.

NOVA SCOTIA: A detailed study of adult and juvenile residents of an island off the Nova Scotia coast took into account the following symptoms as indications of "definite and probable nutritional deficiencies": dietary inadequacy, riboflavin deficiency, underweight, past rickets, anaemia, subnormal serum ascorbic acid level, and deficiencies in vitamin A, protein, ascorbic acid, niacin and

thiamine. At least one of these symptoms occurred 88 times among every 100 persons examined.

ONTARIO: This province has the best record in nutrition surveys. But, even so, a study on the same basis as the Nova Scotia survey of persons of all ages in one Ontario town produced 52 diet deficiency indications per 100 persons examined.

QUEBEC province (outside Montreal): In one county, the incidence of deficiency symptoms was 84 per cent; in another 54 per cent.

This, then, is the nutrition status of one of the most prosperous and civilized of the world's nations. Of a country which pays to the parents of every child from birth to age 16 the sum of \$5 to \$8 per month for the avowed purpose of placing all children on an equally high nutrition level.

Moreover, as has been pointed out, this situation has occurred at the height of a boom. Nutrition experts are particularly concerned with what would happen in the event of a reduction in national income, which would be automatically followed by even less adequate nutrition—and there is no margin for worsening in Canada's juvenile health status. What has caused the situation outlined? And, more important, what can be done about it?

Indignant Mother.

For at least part of the answer to the first question, consider the example of a typical malnutrition case in Toronto calling for a home visit by a school nurse. When the latter mentioned "malnutrition" in connection with two children, aged eight and ten, the mother became indignant.

"I feed my children as well as any other mother in Toronto," she declared.

(Continued on page 18)

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Parents' Page

Letters to the Editor:

Regarding the short article in the latest issue of "Quebec Home and School", on Grade IV Homework, could not some homework be started in Grade Three, so that so much does not come all at once? In Grade Three, perhaps one lesson at night would help in making the step to three or four lessons a night, an easier one. I find my little son is quite overwhelmed with his homework, at times.

ALICE STANGER

May I express an opinion on the policy of giving Fourth Grade homework? It seems to me that a child of nine needs as much healthful outdoor play as possible, as well as a good deal of free play with friends, as a part of his education for living. I have been lead to understand that there is a readiness for homework just as there is for reading and arithmetic, and that this readiness has not been reached with the average nine year old.

Should it not be possible with modern educational methods to teach a fourth grader all he needs to learn during the school hours? If, not, would it not be better to keep the child a half-hour later for a supervised study period? Then the work could be done more quickly, and the child would learn proper study habits under trained teachers. It is possible that a parent who does not understand to-day's teaching methods can, by giving the wrong kind of help, create confusion in the mind of the young child. What policy is recommended by the Department of Education on this matter? Let's look into it!

NORAH SILVER

Ed. Note: A copy of the above letter was forwarded to Dr. Percival, Director of Protestant Education. His reply, in part, follows.

"... the Department of Education has no definite policy on homework. According to regulation 4 of the revised regulations of the Protestant Committee, the school day shall

normally run from nine o'clock in the forenoon, until four o'clock in the afternoon. Regulation 5, however, says, "The school day shall be not less than five hours in duration, except insofar as the school boards may, by resolution, reduce it in the primary grades. . . . No deviation may be made without the approval of the Director of Protestant Education.

It is evident, therefore, that in some schools the length of the day may be six hours, minus the amount of time allowed for recess. If school boards decree shorter hours, some method must be adopted for completing the work of the year.

When officials of this Department discuss the question with teachers and principals, they usually advise that there shall be no homework in grades one to three. In other grades, there may be a reasonable amount of homework, if the school hours are shortened."

W. P. PERCIVAL

LOUD HYMN

BY BRUCE

The people got sick
And that was too bad.
And then they died.
And that was too bad.
And they went to heaven.
And that was too bad.
Everything was too bad.

The Holiday Question Again

It has been suggested that the weatherman, by substituting fairly normal Easter holiday weather for normal winter weather during the past Christmas holidays, has just added a clincher to the argument for a late February or March holiday, instead of an Easter one. You might be interested in knowing that of all the letters received by the editor on this subject, not one has been in favor of retention of the holiday at Easter, except for Easter Friday and Monday.

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THIRD ANNUAL PROVINCIAL CONFERENCE

of the

Quebec Federation of Home and School Associations

to be held

Friday and Saturday, April 28 - 29,

in the

WINDSOR HOTEL, Montreal

Program: Friday, April 28 — 2 p.m. Council of Representatives.
— 8 p.m. President's Reception.
Saturday, April 29 — 2.30 a.m. Council of Representatives.
— 2 p.m. Council of Representatives.
— 7 p.m. Conference Dinner.

This is the annual get-together of Home and School members throughout the Province. **You** are invited to attend all events on the Conference program.

Complete details on the Conference will be available from your Association Secretary, from the Federation's weekly broadcasts (CFCF—Saturday at 1.10), from your newspaper, and from the March issue of **QUEBEC HOME AND SCHOOL**.

Billeting arrangements may be made for Representatives and Members from Associations outside Montreal. Applications for billeting must be received by the Federation Secretary by March 31.

Conference Fee: \$5.00 for Representatives } All-inclusive: Registration,
\$3.00 for other Members } Reception, Dinner, etc.

Fill in the registration form below, detach it and send it to your Association Secretary—who in turn will forward it to the Federation Secretary: F. W. Price, 1461 Mountain St., Montreal.

REGISTRATION FORM

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Address..... (if necessary).....

Please register me as a)
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Member }

1950 Conference from..... Home and School 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 registered forms must be in the hands of the Federation Secretary **by April 15.**

Federation Highlights

From the Minutes of the Board of Directors and the Council of Representatives

October 20, 1949 :

The Secretary reported that he had received and answered requests for information and help in forming Associations from *Arntfield, Rupert, Otterburn Park, and Queen's School (Westmount)*. . . . Mr. Ernest Jarand of *Royal Vale* presented the Survey Committee's report on the 1949 Annual Conference, of which he was chairman. Mr. Jarand was given a hearty vote of thanks for this report, which includes recommendations for guidance of the 1950 Conference Committee. . . . The text of a letter to the Montreal Protestant Central School Board, on behalf of Associations sponsoring dancing classes, was approved. . . . Publication of a Manual by the Program Planning Committee was authorized, a copy to be sent to each Association.

November 17 :

The President welcomed three new Directors : Mr. Alex. Greenberg of *Mount Royal* and Dr. L. E. Socolow of *Bancroft*, both representing the North End Regional Council, Montreal; and Mr. A. W. Lang, representing the Provincial Association of Protestant Teachers. . . . Mr. Haskell C. Jay, Organizing Vice-President, reported that he had attended preparatory meetings at *Aberdeen, Amherst, and Crystal Springs* Schools in Montreal. . . . Affiliation of the newly amalgamated *Asbestos — Danville — Ship-ton* Association was confirmed. . . . The President announced that the Montreal Protestant Central School Board have accepted our recommendations on dancing classes in the schools, and have embodied them in a circular to School Principals and to our Associations. . . . Mr. Lang was appointed our liaison officer to the P.A.P.T.

December 2 :

Council of Representatives: The President reported on Federation activities since the Annual Meeting — including action on resolutions passed there — and referred to the importance of contributions from Associations to the Sustaining Fund this year. . . . Mrs. R. W. Coutts and Mrs. F. Willows described the work of the Program Planning

Committee, particularly the new Manual for use of Associations. . . . Mrs. C. E. Woolgar told of the activities of the Parent Education Committee, and answered questions on leadership and bookshelves for Child Study groups. . . . Mr. W. A. E. Pepler reported on his liaison work on behalf of the Federation with the Montreal Protestant Central School Board. . . . It was moved, seconded, and duly carried: "That the Federation communicate immediately to the Protestant Board of School Trustees of the City of Outremont their support for the Board's application for a permit for the extension of the Strathcona Academy building; and that the Federation take whatever action the Board may suggest to help them obtain the necessary permit; and that the Federation issue a press release on the matter before December 7, 1949."

December 15 :

The President welcomed a new Director — Mr. H. L. Land of *St. Lambert*, representing the South Shore Regional Council. . . . Letter from the Montreal Protestant Central School Board was read, giving their decision to grant our Associations the use of school facilities under their jurisdiction, free of charge, for one evening each month during the school year. . . . Rev. DeC. H. Rayner of *Town of Mount Royal High* made a progress report on his special committee's study of the Outremont school situation, in accordance with resolution of the 1949 Annual Meeting of Federation. . . . The President announced plans formulated to date by the provincial committee for Education Week, March 5 — 11.

Rural Health

Thirty years ago Canadian Red Cross began financing the employment of rural health nurses. Today Red Cross directly employs doctors, dentists and nurses for work in otherwise neglected rural communities—always with the idea of encouraging such communities to establish their own health service as soon as they can manage the organization and expense.

Here is Help with your Problems

Each month, in future, the Parent Education Committee will answer one or two of your questions about your children. Dawdling, fighting, eating, or whatever is on your mind. Now, these answers will not be given by professional psychiatrists nor psychologists and must not be regarded as the last word on the subject, but every member of the panel has had training in Parent Education and long experience in handling Child Study Groups.

It is hoped that the replies will prove practical, as well as giving a wider slant on your children's behaviour.

Send your questions to Mrs. J. C. Ware, 15, Health Rd., Hampstead, P. Q.

Here is one, to start the ball rolling, one which comes up often in Child Study Groups.

What can I do to stop my second boy teasing his older brother and his younger sister?

Unhappily for parents, every child feels he has an exclusive right to all the parents' time and love. And it is a long hard struggle for him to learn to share that parental sunlight with brothers and sisters. Teasing is one way of "getting back" at those he feels are hurting him. It is a subtle way too, because the offender manages to preserve that "innocent bystander" look when he has needled a brother into a tantrum or tears. The other fellow pays and has to take the blame, if the parent isn't very careful.

If this is so, then part of the solution is to make the child feel he is important too. Especially so in the case of a middle child, who has been displaced, in his eyes, by the youngest, and lacks the prestige of the eldest. He has to be reassured, in ways that he understands, which doesn't mean words, that he is important too. Spend some time each week alone with him, over his stamps, walking, making cookies or whatever, making sure you enjoy his company, and that he knows it. Is he getting plenty of satisfaction from doing things, hockey, collecting, painting or meccano? Are you sure you are not favouring any one child? Do you do things together as a family, to foster a real feeling of family unity?

A certain amount of teasing can be taken as thoroughly normal, and it is, moreover a healthy way of expressing resentments.

Often the situation can be turned into a joke by, for instance, "Oh, John is fat, is he? John is fat. What do you think of that, You are thin, That's not a sin," Anything to turn them to laughs. They love plays on words. Most of that resentment will be drained off in active games and hobbies, some will always remain to burst out in exasperated moments of teasing, or sulks, or tantrums before they learn control. How about letting them know you understand how they feel, with a "You *are* feeling mean right now, Tom, aren't you? Everyone does sometimes. How about coming with me to the library for the "Billy, Topsail" book?" That gives the feeling that you are right there to help over a bad moment, and that you still think he is a pretty good chap even though he does slip now and then.

You can forestall some looming battles too, by stepping in with a suggestion of checkers or something you know will interest them. Don't always expect brothers to play together though. Each child needs lots of time with his own friends, in his own home and in theirs, where the competition that naturally exists between brothers doesn't compel self-assertion.

Actually teasing gets under our skins, because of the noise and wear and tear on our nerves. Children can take more of it than we can. They need quite a bit of this give and take, working through it themselves, gradually building up a sense of self esteem, and with it a respect for the rights of others. So overlook a good deal, redirect with constructive suggestions, give plenty of time alone with each child, and see that he has lots of opportunities to play, to build, to make. This way he will grow more happily into a more civilized method of expressing resentments, perhaps into an ability for discussion, which is an adult faculty, rare indeed.

Only one person in ten living near the water in the Province of Quebec can swim, says a Canadian Red Cross bulletin on water safety.

KENSINGTON

Art on display. — Sometime during February there will be an intriguing, and lively display in the windows of Alf. Ladouceur's haberdashery store on the corner of Clifton and Sherbrooke, in N.D.G. The Adult Oil Painting Group and the Children's Saturday morning Art Group of the Kensington Home and School Assn. will contribute some of their masterpieces for the enlightenment of the community.

Mrs. Peter Douet (Miss Ruth Dingle) the instructress of the Adult Group, has inspired some very refreshing work, and the paintings of the Children's Class under Miss Lendon and Miss Kenworthy promise plenty of future art hobbyists.

Kensington's Drama Group who scored a great hit with two one act plays at the 1949 Annual Meeting, scored again in Dec. with the presentation of "Charade" and "Strained Relations" to the Rosedale United Church Women's Auxiliary. They will again brighten the Annual Reports in April with a more advanced one Act play, "Everone Comes to Mable". Mrs. Lachlan Campbell is their capable Director.

At the meeting on Feb. 8th, K. E. Norris spoke on "The Growth of Religious and Moral Ideas." Following is a synopsis of his talk by W. A. Wheeler, Chairman of the Publicity Committee.

It is generally agreed that moral and religious, or spiritual ideas, are among the most desirable outcomes of education. Indeed some of the great writers on education, to whom modern education is most indebted, have placed first among the objectives of education: "to know God aright". Even the least religious parent wishes his child to grow up a decent human being, with some integrity of character, some concept of the good life, and some conscious adjustment of himself to forces outside himself which make for good in the world.

Association



The Glee Club of Lachine High School, directed by Mr. School on the Air on Saturday, January 28, at the was accompanied by M.

Any realistic view of this subject cannot separate ideas from behaviour. Religious and moral ideas which do not find expression in behaviour are either barren and valueless, or are the source of emotional conflict with the person.

Development in this area, as in most areas of education, takes place at three levels:

1. Knowledge about religion and moral codes.
2. Habits, or regular modes or behaviour.
3. Attitudes regarding religion and morals, and toward self in relation to them.

As in all other forms of education, children learn what they practice with satisfaction. Psychological studies have shown that increased knowledge about religion and morals does not necessarily result in im-

Highlights

Free Milk for Undernourished School Children

All of us are interested in the health and welfare of our children. We have visions of them growing into strong and healthy citizens, ready to take their place in the community. Last year 474,548 Bottles of Milk and 400,000 Vitamin Capsules were distributed *Free* to children in the Montreal Schools. Are your children in need of this nourishment?

The Canadian Progress Clubs of Montreal and St. Laurent, through their Milk Fund Campaign supply the schools with Free Milk.

If your school needs this service, please let us know. We will make sure that no needy child is overlooked.

You too can share in this important work through your contribution to our Milk Fund.

"A Healthy Child is a Happy Child."

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Mr. F. L. McLEARON, who did a broadcast for Home and the usual hour of 1.10 over station CFCF, Montreal. The choir led by Miss MARIGOLD NASH.

proved behaviour; and that even moral and religious acts constantly repeated do not necessarily create a moral and religiously-motivated character, unless the attitudes which the child has built up are favourable to the activity. They may even induce the opposite effect, if coercion, repression and excessive punishment are made the chief methods of training.

An inner sense of security, the experience of approval and belonging, are most conducive to the growth of spiritual and moral traits in people. This can best be secured through a good emotional environment, an emotional tone within the home or school, which is more effective than preaching or punishment. Only as spiritual quality is felt, can it be learned. As one writer puts it — "Out of the heart are the issues of life".



Rhythm without interruption is essential in artificial respiration. Never vary or interrupt the regular on-and-off press applied to the victims' body.

When YOU are elected

When you have been elected to any office, no matter how large or how small it may be, your feet have been set squarely on the road to leadership. Whether you advance triumphantly or fall by the wayside depends upon you alone. There are only two signboards, "go slowly" and "keep your head".

Election to an office should be thought of, not only as a compliment, but also as an obligation.

By accepting an official position, you assume a certain responsibility. If you are not certain what that obligation is, if you do not know what the exact duties of your office are, then take steps to find out — first by a careful reading of the constitution and by-laws, next by consulting with former officers, and finally by reading books on club practices and parliamentary law. Make up your mind that when the next election rolls around neither you nor your organization will regret that you were chosen. If doing this means that you must give up other duties or pleasures, arrange your schedule accordingly and at once.

In a broader sense your election to office is an opportunity for service which may, according to the nature of your organization, be as wide as the community or country.

Do not be content merely to *hold* an office. Fill it! This caution is especially necessary

for those appointed or elected to office beyond their immediate club circles. Too many are content with seeing their names and photographs in the newspapers; they do little or nothing in the interests of their organizations. When a larger group must depend for its success upon a chain of chairmen to connect a national headquarters with every member club, down to even the smallest one, the failure of one person may be a very serious thing.

Surely, if you win high honours, you will not wish to be a "deaf and dumb chairman" as one executive called those who neither answered letters nor offered their resignations. You will not want to be dead wood upon the tree, nor have to suffer the disgrace of being lopped off to save the parent trunk. The slogan, "*serve, resign or die*", is becoming more and more common with officials who want to get things done.

—From "Leadership for Today's Clubwoman"

by
EDNA LA MOORE WALDO.

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Our Back Yard

*Contributed by a Home and School
Member.*

An article in the October issue, entitled "The Enchanting Playground" prompts me to tell you about our back yard. For some reason or other, the neighbourhood children gravitate to it. One of the main reasons may be that they know they are welcome, being children.

But why, when the majority of them have sandboxes of their own, do they prefer to play in our sandbox? We don't know. We think perhaps it is because it is a larger sandbox than usual. My husband, thank goodness, is handy with tools; he built it sturdily, making the sides about ten inches high. It measures about six feet by four feet, so it holds a lot of sand. The children dampen the sand with water from an outside tap, and they build all sorts of things, even miniature towns in it. Several hot days this summer older boys of from twelve to fifteen years of age played there for hours. Two large trees keep that corner of the yard in the shade for the greater part of the day. What the older boys play is a variation of the old cops and robbers game. It may take them a couple of hours to fashion the set-up, dozens of narrow streets and buildings. Then the game is on and the chase begins with little cars and trucks, one side trying to outwit the other. Another game is to have one child hide something in the sand, and by a diagram, designate its position. The first of the children to find it, with a narrow stick, hides it next time. Or they may carry out some project of their own, such as planning a farm. Once when I was called to see how beautiful it was, I discovered that the farmer's garden was composed mostly of rosebuds from my flower garden. The next year we had our little girl plant a garden of her own, so that whenever she or her friends feel the need to pick flowers, they can satisfy the urge and no questions asked. The only two rules we have regarding the sandbox are first, no throwing sand, and second, if one group is working together on a project the sandbox is theirs until they leave it. The necessity for these two rules is obvious to anyone with children.

Beside the sandbox is a jungle gym. My husband made this of hardwood five years ago, at a cost of ten dollars. The children use it as children always use a jungle gym, but in our back yard there is a pile of a dozen or so boards, about six inches wide by a yard long. With them, the gym becomes a house, a boat, a look-out, etc. I remember one happy afternoon when the gym (or trapeze, as the children call it) was an explorer's boat, and two or three boards together in different places on the lawn were islands to be discovered. One turned out to be a monkey's island, and the two monkeys who lived there danced like Indians and yelled like coyotes. Sometimes the gym is a train, and after tickets have been carefully drawn and coloured, the children climb aboard, until they come to "Somewhere", when the conductor shouts something like "Everybody change here for Toronto!", so the passengers get a transfer to continue their journey by boat—the garden swing. The captain stands on the footboards, the passengers sit in the seats. Sometimes a favored passenger is allowed to assist, and is called a boat engineer. And what is the wharf? Some of the boards, of course, I couldn't begin to keep track of all the games that are invented with a nucleus of the jungle gym and the boards.

The boys have invented two kinds of tag with the boards. For one, they lay them down in a sort of criss-cross pattern on the lawn, and tag is played on the boards. As

SEND THEM ALONG

Would you like to make possible a wider readership of articles which, when you read them, impressed you very favourably? If so, would you be good enough to send them to the Editor?

We would particularly like, as well, articles written by Home and School members. If you want them returned, we'll be glad to do that, provided of course, you enclose a stamped, self-addressed envelope. How about it?

well as being "IT" by tagging, the same fate is his if he steps off the boards. In the second board tag game, each player holds a board which he flips over, end for end, and then stands on. If he stands on grass, he is taggable, as well as if he stands on the board without moving when chased. When a player is being chased the activity is terrific.

The rope swing in our back yard died at an overripe old age this year, but will be replaced next spring, for the little girls, but also for the young pilots. We have had other things in the back yard, over the years, one of which was a large wooden box in which a radio had once lived. The box got progressively more unsightly, but oh, the fun while it lasted!

In the winter snow is piled high and packed solid at one end of the yard, and a snow slide made and banked around a curve at the bottom. Our back yard is only about fifty feet square, so it is a short slide, but being iced near the top, it is popular with the large as well as the small children.

I've mentioned the word "Lawn" here a couple of times. Strangely enough, our back yard is still a lawn; it seems to be a rather

resilient piece of sward, or maybe like the children, it thrives on fun and activity.

There are, of course, tears and troubles at times. Unacceptable behaviour automatically brings banishment, so usually a warning is all that is needed. Usually, again, it is a warning by another child. The last word is mine, and I use it when necessary. The only drawback to such a back yard is that the "noise" at times is rather hard on the neighbours, especially those who don't have children of their own. We try to keep the noise to a rather vacillating minimum, by explaining the necessity of so doing, to the children in terms of consideration of others. I must admit that our success is only moderate in that respect. We feel a certain amount of sympathy for Johnny who said one day, "When I'm big, I'm going to remember what it feels like to be a little boy, and I won't mind if little boys yell!"

Warmth is vital to success in artificial respiration. If possible use a blanket under and over the patient, says a Red Cross instruction precis.

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BOOK REVIEWS

Here are some more of those book reviews we promised in a previous issue.

They were selected by the Canadian Association of Children's Librarians so should prove very helpful.

The Little French Farm. Lida. Charming pictures and simple stories about the various animals and their farm life. Mussen. \$2.25.

Rain Drop Splash. Alvin Tresselt. Drip, drop, splash went the raindrops until they made a puddle, then a pond, a brook, a mountain stream, a river and finally the sea. This story has imagination and simplicity and is beautifully illustrated by Leonard Weisgard. Ambassador. \$2.25.

The Story of the Little Red Engine. Diana Ross. One day the little red engine failed to make its daily trip on time. A simply told story with effective coloured pictures. Ryerson. \$2.25.

Roger and the Fox. Lavinia Davis. "You have to be real quiet to see a fox. It wouldn't be easy for a city boy", said Seth the hired man. The many illustrations of Roger and his adventures are unusually sensitive and attractive. Doubleday. \$2.25.

JUST SUPPOSING

Dr. Dolittle and the Secret Lake. Hugh Lofting. The adventures begin in Puddleby and end in Africa. Cheapside the sparrow is still quarrelling with Chu-Chu the parrot. Tommy Stubbins is there and all Dr. Dolittle's animal friends. Longmans. \$3.50.

Freddy Goes Camping. W. R. Brooks. Once more that rat villain Simon is mixed up in the dastardly business that strikes at the very foundation of the Bean Farm. McClelland & Stewart. \$2.75.

The Great Quillow. James Thurber. Quillow, the toymaker, has an ingenious plan with which to trick a plundering giant. A delightful modern fairy tale full of humour. McLeod. \$2.50.

Little Gold Boy. D. A. Lovell. Little gold boy is a pendulum in a mantel clock and once when the clock runs down he slips away into a night of magic adventure. Ryerson. \$1.75.

The Little White Horse. Elizabeth Goudge. When Maria Merryweather first arrived at Moonacre, home of her ancestors, she saw the little white horse galloping through the forest. Here is mystery and enchantment. Longmans. \$3.25.

More Tales From Grimm. Wanda Gag. Some of the less well-known stories are included here, told in downright, humorous, sincere style that endears Wanda Gag's translations to boys and girls. Longmans. \$3.25.

My Father's Dragon. R. S. Gannett. A nonsense tale in which Elmer Elevator (my father) rescues a striped baby dragon on Wild Island. Ambassador. \$2.50.

The Stream That Stood Still. Beverley Nichols. In which Jill sees her brother Jack turned into a fish and vanish beneath the surface of the stream. Clarke, Irwin. \$2.25.

Stuart Little. E. B. White. Stuart is a tiny mouse and a valuable member of the Little household. Many amusing adventures are Stuart's as he travels in his little car that runs on "a thimble of gas." Musson. \$2.50.

ADVENTURES 'ROUND THE WORLD

The Avion My Uncle Flew. Cyrus Fisher. Johnny Littlehorn was left by his parents in the mountain village of St. Chamant in order that he might overcome his lameness and learn French—two difficult tasks for a spoiled boy. The book has mystery and adventure. Ryerson. \$3.25.

Daughter of the Mountains. Louise Rankin. Momo, a Tibetan girl, loses her little dog to thieving wool traders. To rescue him, she makes the dangerous journey down the mountains and all the way to Calcutta. MacMillan. \$3.25.

The Dolls' House. Rumer Godden. The arrival of the proud and egotistic Marchpane into the happy life in the Dolls' House has tragic consequences. Collins. \$2.25.

Wrong Foods, Poor Cooking

(Continued from page 6)

The social worker explained tactfully: "Malnutrition doesn't really mean the children aren't getting enough to eat. It means the doctors think they should be getting more of certain elements, that their assimilation and metabolism require more of certain types of nutrients."

These white lies, couched in professional jargon placated the mother, and the nurse was able to discover just what Jimmy's and Joan's diets consisted of:

For breakfast the children ate "cream" type cooked cereal, with sugar and top milk, two slices of white toast each, jam and a glass of milk. That glass of milk was, incidentally, the last fresh white milk they were to see until the following day's breakfast.

In midmorning the children got milk at school—white or chocolate milk. These two preferred the chocolate, and their mother figured it "amounted to the same thing."

For lunch Jimmy and Joan had canned soup, white bread, cookies and an apple. On their way to school they bought and divided

a chocolate bar. Dinner was a generous serving of meat, cabbage, fried potatoes, a jelly dessert with more cookies. Before going to bed each ate an apple.

"There", said the mother triumphantly, "that is just an average day's meals. What can your doctors find wrong with the way I feed my children?"

Unfortunately for her complacency, and the peace of mind of tens of thousands more Canadian mothers, the doctors find a good deal wrong with that typical diet. The Montreal survey, the most exhaustive yet undertaken in Canada, found that a majority of the diets of schoolchildren corresponded closely with that of Jimmy and Joan, findings which led to this recommendation:

"An extensive program in nutrition education for both parents and children should be undertaken. This education should stress the importance of following Canada's Food Rules in menu planning and food selection. Particular emphasis should be placed on the growing child's need for protective foods—milk, vegetables, eggs, liver and whole grain cereals and bread. The low consumption of these foods cannot be attributed solely to



cost, as in many instances less valuable foods of higher cost were substituted. This shows that the importance of the protective foods was not fully realized."

Like Jimmy and Joan with their white bread and patent cereals, the Montreal children's diet was particularly weak in whole grain foods. More than nine out of ten were listed "poor" in this respect, and the report states: "In 91 per cent of the diets, whole grain products were almost entirely replaced by refined cereals and ordinary white bread. This . . . contributed to the number of unsatisfactory food-habit scores."

Other "contributions" spanned the entire range of foods. Fewer than one child in three received enough meat, eggs and other high-protein foods for this important part of the diet to be classified as "good." Only about one in four got sufficient non-leafy cooked vegetables; more than one in three went short on green and raw vegetables; three out of the ten did not eat enough fruit. Even so, the classification "good" was merely comparative. It meant only the consumption of more than three quarters of the quantities recommended for good nutrition.

There are other qualifications. The relatively good consumption of leafy vegetables was based on the fact that 59 per cent of the children ate one serving daily. But leafy vegetables are among the foods most easily and frequently deprived of vitamins and minerals by *poor cooking methods*. The survey did not attempt to investigate the *quality* of the food eaten.

Significant.

Another study, made at the request of the Newfoundland government by Canadian, English and American doctors did, however, go deeply into this aspect of malnutrition, with significant findings. The group made two diet-and-health surveys of Newfoundland five years apart, and issued a final report a few weeks ago.

In the first survey the doctors found that the average man, woman and child in Newfoundland showed no fewer than eight symptoms of deficiency diseases. Malnutri-

tion in childhood and adolescence resulted in three out of four Newfoundlanders dying before the age of 40. Only one in ten reached the age of 60. The overall death rate was 20 per cent higher than in Ontario, and the mortality among children under one year, *well over 100 per thousand live births*, was two to three times above the North American average. Three out of four persons examined were underweight.

The doctors' personal observations of the children they examined were almost as significant as their clinical findings. They reported that the children "were apathetic and abnormally subdued . . . it is not to be believed that a well-fed group of youngsters could repress their natural exuberance for the long hours of waiting for examinations required of these children. Furthermore, there seemed to be no play indoors or out. In attitude and behavior the children resembled little adult men and women. At all ages they seemed older than their years. Their skin lacked elasticity and resembled the skin of adults. The skin of many young adults was atrophied and wrinkled."

Clinically, the doctors found that sound teeth were the exception. *Nearly half the Newfoundlanders over 16 years of age had lost all, or almost all, their teeth*. Seven out of ten persons had some form of gum disease. Every 100 persons produced 160 eye defects due to malnutrition, 90 lip-disease symptoms and 97 tongue maladies.

Suicide by Cooking.

Newfoundland's poor health puzzled the doctors at first. True, the consumption of eggs, milk, citrus fruit and tomatoes was well below ideal standards, but that still left a diet far above what the health of the people showed: fish, potatoes, cabbage, bread and cereals, supplemented by one-fourth the Canadian consumption of milk and a little fruit. It was not until the investigators went into the kitchens of the islanders that they discovered that they were almost literally committing suicide by their cooking methods.

The very elements they needed most were being destroyed in the cooking pots. "The

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usual method of cooking potatoes is to boil after peeling," the investigators reported. "This robs potatoes of 50 per cent of their ascorbic acid. The potatoes are boiled in the morning and held for the noon and evening meals. The result is a loss of 100 per cent of the ascorbic acid for the latter meal, or a total reduction in the daily diet of 70 per cent.

"Cabbages are habitually boiled for one to two hours, resulting in a loss of over 90 per cent of ascorbic acid. Raw cabbage, which could contribute importantly to the need for ascorbic acid, is almost never eaten."

Eight of every ten pounds of flour bought by Newfoundlanders was white refined flour. They seldom ate whole-wheat or enriched bread. Meat was generally eaten in the form of dried beef, or salted or pickled pork "fat back".

Happy Ending.

There is however, a happy ending to the Newfoundland story. On the recommendation of the doctors, the island government took steps; flour was fortified with thiamine, niacin, riboflavin, iron and calcium, and margarine with vitamin A. Canned milk was imported and distributed in greatly increased

quantities. Orange juice was made available to pregnant and nursing mothers; school-children received milk and cod liver oil.

The result of these diet changes (*all be it noted in forms which could not be ruined by bad cooking*) was startling when the doctors revisited Newfoundland last year. The island's mortality rate was cut by more than one-third, the tuberculosis death rate was down more than a quarter. There were fewer eye, mouth and skin diseases, and the doctors were pleased to find that the children "who behaved like little wooden Indians during the first survey were now noisy, rambunctious and inquisitive, as children ought to be."

It might be objected that the Newfoundland picture reflects low-income groups living beyond the reach of modern food-distribution systems. But Canadian nutritionists counter this idea by pointing to significantly similar findings made available to them by the University of Pennsylvania, which studied the diet-and-health status of hundreds of upper-income Philadelphia families. It was found that a little more than one in four children were getting sufficient of the right foods. They were underweight, lagged in bone maturity and skeletal development,

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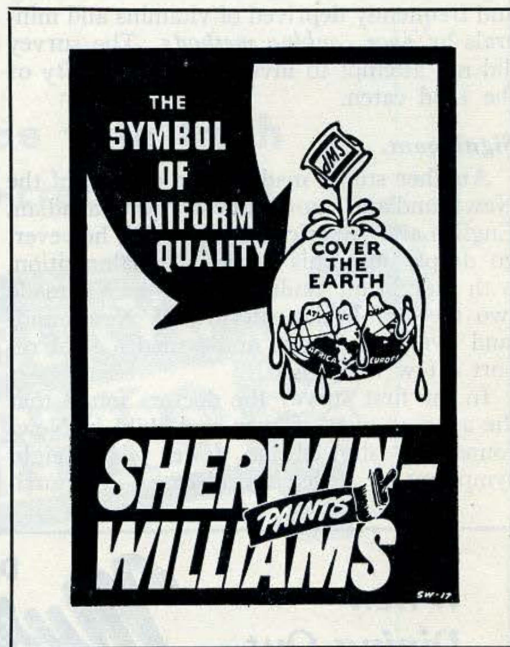
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lacked calcium and iron, and three out of four were deficient in vitamin A. At least partly to blame for these conditions were these findings:

"Large amounts of vitamins were lost by improper cooking methods. In fact, these families were really wasting much of their food money. Medical checks of their condition showed this waste clearly."

Dr. L. B. Pett, medical chief of the federal government's Department of National Health and Welfare, in deploring the fact that *in the last year for which full statistics are available (1945) more children died from nutritional deficiency diseases than from infantile paralysis*, added: "... despite the fact that our present knowledge is sufficient to avoid malnutrition."

That statement brings out the irony of malnutrition in Canada. Unlike polio and other dread diseases which nevertheless kill fewer children than hidden starvation, no great medical discovery is needed to cure the situation, "our present knowledge is sufficient."

The Canadian Council of Nutrition stresses the utter simplicity of the daily requirements of a diet for good health:

- (1) MILK: adults, half pint to one pint. Children, one and a half pints to one quart.
- (2) FRUIT: one serving citrus fruits or tomatoes or their juices, plus one serving of other fruits.

(3) VEGETABLES: at least one serving of potatoes. At least two servings of other vegetables, preferably leafy, green or yellow, and frequently raw. Conserve vitamins by cooking in a minimum of water until just tender.

(4) CEREALS AND BREAD: One serving of whole-grain cereal and at least four slices of Canada-approved vitamin B bread with butter.

(5) MEAT AND FISH: One serving of meat, fish, poultry or meat-alternates such as beans, peas, nuts, eggs or cheese. Also use eggs and cheese at least three times a week each, and liver frequently.

(6) A FISH LIVER OIL, as a source of vitamin D should be given to children and expectant mothers.

(7) PLENTY OF WATER.

All that any mother has to do to nourish her family properly is to provide these basic foods.

Don't let accident victims walk, stand or sit up after successful artificial respiration, says Canadian Red Cross. They may collapse again. Keep the patient warm, give mild stimulant (but not if unconscious).

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