

QUEBEC HOME AND SCHOOL

... *This Issue* ...

**Dr. Penfield
Talks About
Languages**

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A POET IS BORN?

The longed for summer's on the way,
And eager children glimpse the day
When school doors shut—and stay that way
For months on end—hurray!

Our year of Home and School is done,
It has been work, it has been fun,
We seemed to take it on the run—
And now, to lake and sun.

But wait, a short accounting's due
From you and me, to me and you,
To see if in our point of view
We never went askew.

In membership up front we stood,
Our projects many, most were good,
Our problems faced and understood,
And solved as best we could.

Our meetings were attended well,
Fond parents heard the teachers tell
Of progress made by Bill and Nell,
Or why poor Mary fell.

At times the teachers listened to
Some candid parents sweetly coo—
What teachers, surely, never knew—
How smart were Sam and Sue.

Then, too, we had our speaker guests,
Psychologists who did their best
With book and film and mental test
Our fears to lay at rest.

They warned what yes, and not, to do,
They threatened consequences, too,
If quirks were not attended to
When these came into view.

All this we did, all this and more,
Till our Association's score
Was better than the year before.
All hail! Bravo! Encore!

But with all that, there needs must be
Two more accomplishments, you see,
Ere claim be truly made that we
Have done successfully.

The first of these—Can you deny?—
That home and school saw eye to eye
In training, guiding our small fry
To keep their standards high.

The second—more important still—
That all of us, with patient skill,
One further step took with a will
Up Understanding's hill.

And thus does Spring—that wily wench—
From dullards duller poems wrench.
Fear not—my muse will now retrench,
Till spring again I'm on the bench.

REUBEN RESIN

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May, 1954

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Quebec Home and School

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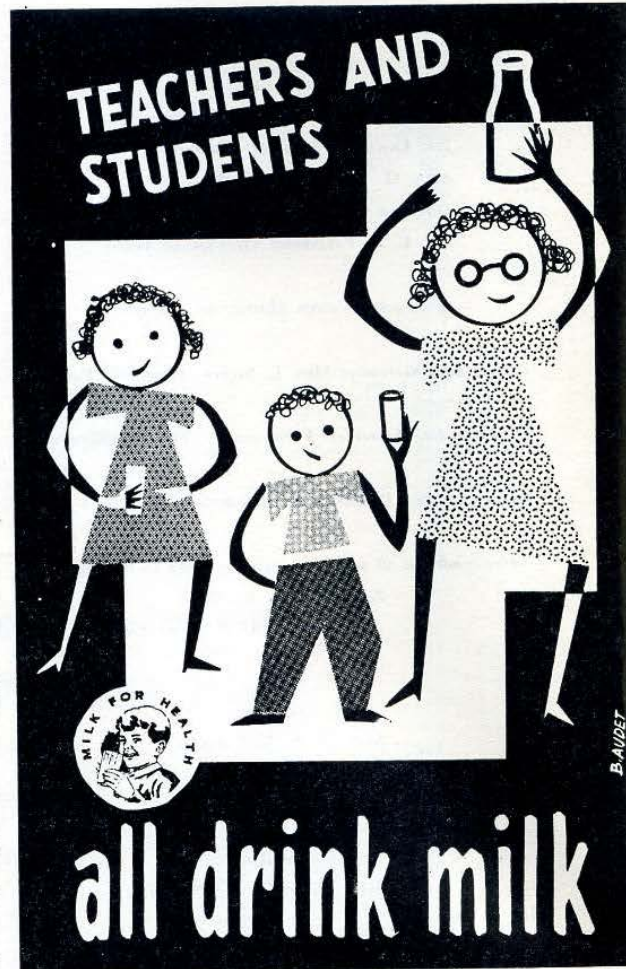
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THE HUMAN BRAIN AND THE LEARNING OF LANGUAGES

by Dr. WILDER PENFIELD

Director of the Montreal Neurological Institute

One who is mindful of the changing physiology of the human brain might marvel at educational curricula. Why should foreign languages (dead and alive) make their first appearance long after a boy or girl has lost full capacity for language learning? Why should the efficient methods, so long employed at the mother's knee, be replaced by the techniques of grammar and syntax at a time when the mechanisms of the brain employed in learning speech are relatively inflexible and senescent?

The duration of man's childhood is very long as compared with that of other animals and the early years are normally devoted to learning a language as a means of learning about life. The human brain has a plasticity at that time and a specialized capacity for acquiring speech which is lost later. Perhaps we who glory in the power of adult reason and who have responsibility for teaching the young, might give some thought to the unalterable evolution of functional specialization in this brain of ours.

When we consider its complexity, composed as it is of thousands of millions of living nerve cells, each sending out or passing on individual electrical currents over insulated wire-like branches, it does seem an unbelievable, a fabulous structure. It can even be used as I would have my hearers use theirs tonight, for self-contemplation.

Miracle of Speech

The brain of man is the organ of destiny. It holds within its humming mechanisms secrets that will determine the future of the human race. Speech might be called the human brain's first miracle. Speech it was that served to make man what he is instead of one of the animals.

Canada is a bilingual country and the Province of Quebec, particularly, is a bilingual province. These statements are true — theoretically and politically. We, who are loyal citizens, struggle to make them true practically and in every day life.

But the system of education makes this an almost impossible feat for the average man and the average woman, and we are all

• The following article by Dr. Penfield is based on recent addresses to the American Academy of Arts and Sciences, and the National Research Council. The right to publish them here was obtained through courtesy of the Canadian Citizenship Council.

average when it comes to learning language the right way. One race is not more gifted in this regard than another.

The solution would seem to me a simple one. It could be introduced without altering the established barriers and difference of religious teaching, and with little if any increase in the costs of schooling.

The language barrier constitutes a Canadian problem. Language barriers constitute a world problem, the importance of which is difficult to overemphasize. In the consideration of this problem, educators might well give more thought to the evolution of the human brain from cradle to grave.

A Means to an End

It is obvious that the little child, learning to speak his mother's tongue, does so without accent and without apparent effort. When he learns words he is learning about life. Language provides him with a way of asking for, and usually getting, what he wants; a way to share the exciting ideas, that teem in his new-born imagination, with others who love him; a way of understanding the intriguing romance of fairy tale and the equally intriguing mechanisms of steam engines, dump trucks, animals and dolls. For him language is a means to an end and not an end in itself.

At first he mispronounces his words and he creates a delightful "lingo" of baby talk. But all too soon, perhaps, he drops these mispronunciations and adopts the less interesting way of talking used by the adults about him. The mother's method of teaching language is amazingly efficient!

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HUMAN BRAIN, cont'd

If, before the age of 10 to 14, the child associates with those who speak a second and even a third language, he can learn by a similar technique two or three languages with no evident increase in his effort.

I had the opportunity of watching this experiment carried out in my own home. Two of our children spoke German in the nursery with a German governess from the beginning. Then, when they first went to school it was to a French nursery school at the ages of three and four. There, work and play were presented to them in the French tongue.

No Confusion

In the nursery with the governess it seemed to them quite natural that the word for dog was "hund". In the nursery school it was "chien" and when they were with their parents it was "dog". There was no confusion, no extra effort, no foreign accents. The change in environment was sufficient to change the way of expression. Or the appearance of the governess who never spoke anything but German might have the same result. The parents also spoke German to the best of their ability in the nursery. This established what may be considered a conditioned reflex.

The experiment was successful. Even the two older children who had played with German children for only a few months at the ages of 9 and 10 continued to talk with the German governess who entered the family at that time. In each case fluent command of the language was achieved without labor, and the ability has since served useful purposes to three of the four children.

Compare that with the experience of their parents who learned English at home in the usual way and later, between the ages of 16 and 22, according to accepted school curricula, they studied French and German with Latin and a smattering of Greek thrown in. Still later Spanish was taken up for a special purpose by the excellent Berlitz method. It was all done with textbooks and word lists and rules of grammar and syntax—home work, toil, trouble and headache.

All this was hard work. The time required was great. The discipline was said to be good for the character. But if the object of it all was to speak easily without accent, to understand quickly and to think in these other languages, the result was certainly a failure.

Little Effort

If languages are learned in the right way, and particularly if they are learned at the right age, multiple languages may be learned perfectly, with little effort and without physiological confusion.

It has long been one of the avowed objects of education to learn from other cultures. It has been agreed that this could best be done by speaking and reading the languages of those other cultures. Hence the standard school exercises in Latin and Greek and in modern language. The problem is a very old one and it was not always solved in the same way.

Since history began the educated people of civilized lands have spoken more than one language. Most often two languages were current.

Today there linger echoes of this duality of tongue throughout all Christendom, for Latin is still current in the Catholic Church, and even the relatively illiterate medical man speaks a certain sort of Latin in his anatomy lesson. He also writes Latin in his prescriptions and there, curiously enough, he never fails to bow the knee to an even more ancient culture—for each prescription is prefaced by a sign which resembles an R. It is the sign of Horus and it represents a prayer to that ancient Egyptian god of health that he will remove all evil from the drugs prescribed.

But times have changed and with them the learning of secondary language. The Babylonian once bought a Sumerian slave to teach his children, at an early age, a tongue that would be useful to them when they grew up to become priests, merchants, courtiers. Two thousand years later Roman families of better class had Greek slaves and much respected Greek tutors.

In more recent times, governesses and maids who spoke foreign tongues could be hired, and this may well be possible in some parts of the world still. But slavery is gone and domestic servants seem to be fast disappearing on this continent.

New Methods Needed

The time has come to establish new methods of learning the secondary languages. Ignorance of foreign tongues cuts us off from the rest of the world and from the culture of other lands, which is just as important now as it ever was. To make up for this, foreign languages are taught in the final years of school and college. This is good but the effort yields a surprisingly small return.

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HUMAN BRAIN, cont'd

I know quite well that educators are not in the habit of asking for physiological consultation in the planning of their curricula and that the neurosurgeon who offers advice, unasked, may well be placing his head in the lion's mouth.

It may be that the good Lord intended the educated man to read foreign languages painfully and by the sweat of his brow, as a sort of penance, regardless of how easily he learned to manage the mother tongue.

But one who considers only the physiology of the human brain might suggest that a few schools, at least, should be organized somewhat as follows:

Suppose the school which we are to discuss is a day-school in an English speaking community of the Province of Quebec or perhaps Ontario. Let the first years, from nursery school and kindergarten on to grades for children of eight or ten, be conducted by teachers whose mother tongue was French, and some might have a German or Spanish department as well. The teachers must speak only their native tongue in school, at work and at organized play.

Start Young

If such a school is staffed, for example, by French and possibly German teachers, and I make no plea for any particular language, let the little ones begin their years of normal play, drawing, singing and memorizing in French, or perhaps German. Teach them no language as such except by the methods so long employed by mother and nursemaid. After, possibly, two or three years in the French department, let them shift to the German department for a time.

Get on from fairy tales to folk literature as rapidly as the child's mind is prepared for it. These children will have been hearing Mother Goose and such things at home and their play at the week-ends, as well as the home discipline and religious observance, will have been carried out in English. In their holidays they will, no doubt, speak English.

Then, at the age of eight to ten, let the children take up mathematics, history and all the other subjects that should be mastered, including the dead language as desired. This later stage may well be conducted in English with occasional exercises in French or German literature and conversation. They will then be able to pronounce their words and to concern themselves with the content of what they read.

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HUMAN BRAIN, cont'd

Let us suppose we are discussing a day school in a French speaking neighborhood of a city in the Province of Quebec, the organization would be the same except that the play and drawing and singing and memorizing, as well as reading and writing of the youngest children would be conducted in English by those whose mother tongue was English. If it was desired to have religious exercises each day at school this would be carried out by Priests or Nun in French. When the child left school to return home he would speak French after the manner of his Mother, and he would play out of doors in either tongue as a good Canadian should.

First Stage

During the first stage of education children will be learning to talk and to read and write. If this stage is properly handled the child will come through it with no more effort than when he learns one language instead of two or three.

Surely there are many parents who desire secondary languages for their children now, as in the past, in every civilized land as well as in the Province of Quebec. Surely they would support such an undertaking, and the head-master who embarks on such a scheme, utilizing at the same time all that is best in modern pedagogy, will be besieged with applications from far and wide.

Public, as well as private, schools could well be run on this same basis, in English for the French and in French for the English until the child is ready for high school.

I make no pretence to knowledge of the best organization of such a school. My plea is that we should let children hear secondary languages, properly spoken, at an early age. On this continent we are shut off from easy contact with the rest of the world, and it is necessary to give some thought as to how we may make ourselves good citizens of the world as well as good Canadians, good Englishmen and good Americans.

I realize that there may be exceptional men, capable of learning language quickly at any age. There are always exceptions. It may be that such men, learning a language late in life, can speak without accent, although I doubt it. Joseph Conrad, born in Poland, spoke French as a secondary language from infancy. He came to live in England at 20, and became an English author who has thrilled us with his stories of the sea, written in English.

There is a good deal of evidence that he who learns more than one language as a

little child has greater facility for the acquisition of additional languages in adult life.

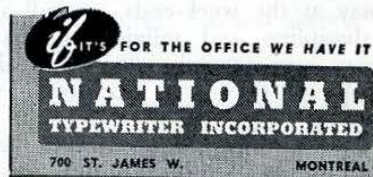
Ability Not Lost

The objection has been made that if a person learns a secondary language quite early, it may be completely forgotten with lack of practice. But let such a person live for a few weeks in the country where that language is spoken and he will discover that his former ability has not been lost nor the skill of pronunciation either.

The brain is a living mechanism, not a machine. In case of breakdown, it can substitute one of its parts for the function of another. But it has its limitations. It is subject to inexorable change with the passage of time.

We might well muse with the Psalmist: "The days of our years are three score years and ten; and if by reason of strength they be four score years, yet is their strength labour and sorrow; for it is soon cut off, and we fly away." Add, if you choose, another decade or two.

But remember that the brain passes through unalterable transitions. It is especially adapted to the learning of language at one stage and to the use of language in reasoned thought at another, a later stage. "To everything there is a season and a time to every purpose under heaven." Educators, before all others, must realize that this is particularly true of the "organ of the mind." Physiological evolution causes it to specialize in the learning of language before the ages of 10 to 14. After that gradually, inevitably, it seems to become rigid, slow, less receptive. In regard to this function, it is soon senescent. But it is ready for life's fulfillment in other directions, ready for reasoning, self discipline, understanding, even wisdom.



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WHAT MAKES CHILDREN

Behave AS THEY DO?

Here are some answers offered by Dr. Katharine Whiteside-Taylor to a group of Parent Education leaders at Hamilton, Ont.

We are all interested in exactly the same thing — what makes children behave as they do, and how we can make them behave the way we want them to. It will help us to find some answers, if we look at things from a child's point of view.

There is a new moving picture which shows how the world really looks from the pre-school child's eye (for example a department store appears a sea of legs). I think we do not realize, very often, how the world does look to them. (When one's grandchild says, "Sit beside me", she means right on the floor with her.)

We need also to think of what things mean to children. We have two stories from our work this year. One is about the little boy who went to school for his first day. When he came home he said he had had an awfully nice time — there were all kinds of things to play with. "Didn't you like the teacher?" his mother asked. "No", came the reply, "so many of those children had their front teeth knocked out, and I think she did it." The other story is of a mother who was trying to keep her children in touch with Daddy who was away at the war. He had

gone about a year. Sunday afternoon was a fine time to write to him, but one lovely Sunday the children did not want to write. Mother insisted, "You must, because Daddy loves you so much." "Well we don't miss him as much as we would miss you Mum-my." The mother though somewhat flattered, replied, "Oh yes you do. He is your parent just as much as I am." Came the answer, "He really isn't, because you borned us and he just married into the family."

This gives you some samples of how things look to children. They are all made of the same human material, but we might talk about how the world is different now than when we were children — very different. How many more things children have to learn! (e.g. a voice coming out of a box). The environment is so much more stimulating, that our children have to take in a great deal more, and that when they are very very young.

Why do they do what they do? Since the world is so much more stimulating perhaps they need to have more time alone. We need to realize that there are tremendous advant-

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CHILDREN, *cont'd*

ages in the world today. If Einstein had been born into a primitive society he never would have evolved his theories. My own son is interested in music. If Mozart had been born into a primitive society he never would have given us the music we have. How much they have to start with! So much more they can become.

Being a parent is a tremendous challenge and task. It is really a profession — the most important profession anyone has. What your children are going to become, depends more on what you can do for them than all the other teachers they will ever have. They learn what life is all about, their attitudes, all of the most important things, they learn from the parents whom they are with one hundred and thirty-eight hours a week, compared to the few hours in school. They can't escape from you in the summer. They have some of the most important emotional experiences with you, before they even go to school. If they have a not-so-good teacher in the first year, maybe in the second they will fare better, but if they have a not-so-good mother, they are generally stuck with her.

Love is important, but it is not enough. It takes love and understanding. Why do we need more than love? A boy of sixteen who had an infected knee was treated by a country doctor who loved all his patients. The doctor lanced the knee, but more infection set in, and the boy almost died. That doctor loved him, but love could not make up for lack of knowledge.

Why do children behave as they do? They all have basic needs. Children are good when their needs are met, and bad when their needs are not met. Whenever they are bad, it is because one or more of their basic needs are not met. We should not speak of a bad child, but of bad conditions.

If parents have failed, who has failed the parents? Who has failed to give them the insights and poise and understanding that children need? It is society. It is all of us. It is our responsibility to correct this. Those of us who see it must take the responsibility.

We seem to be evolving some basic formulae of human reaction. These can be, when taken in the raw, just about as sure as some Chemical and Physical formulae. People will react to certain situations in certain ways. We have human intelligence which needs to be guided. When a person is frustrated (when his basic needs are never met)

he reacts with anger. He wants to hit somebody or something. He is likely to feel guilty as a result. That makes another frustration. If you feel guilty you feel nobody can love you. If you ever shame a child by saying "Aren't you ashamed?", you are making it almost impossible for him to be good.

There is the happy opposite of this.— When children have their needs met, then they react with joy and friendliness and then they really feel good about themselves and they can be nice. The reactions that come to you from these two sets of feelings are that you get the same thing in return. I think it is as simple as that. Parents and teachers need to be understanding.

Experiments in frustration are being conducted. A drawing test is given to Nursery School children. Then they are put among fascinating playing material. After about fifteen minutes a screen is let down as a frustrating wall. What do the children do? They bang, stamp, sulk — react just in a perfectly normal fashion (some people fight when they are angry, others keep it to themselves — basic personality can be seen). Then the children are told, "If you draw another picture, you can go home." Comparison is the normal state. I.Q.'s drop as much as thirty points in the state of frustration. Some of them even drop from 100 to 50.

It is awfully important for all of us to realize what we do to children when they are frustrated. When I go into schools where they do not understand what the children need, the school walls seem to form the frustrating wall, where everything outside is desirable and all inside is undesirable.

The power of emotion is energy that can be used for destroying or building. How can this power of emotion be used constructively? Giving lectures for servicemen involved my taking many night trips without sleeping accommodation. The trains were crowded; soldiers were singing; young mothers were trying to put their babies to sleep. One mother with a 6-7-month-old baby was trying to make him take his bottle, or else! He would yell, and she would hit him and jam the bottle in his mouth. This went on

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F. David Mathias ARCHITECT

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CHILDREN, cont'd

for what seemed like a very long time. Right across the aisle there was a very warm, loving negro woman. "Do you mind if I hold the baby a little while?" she asked. As the baby got the feeling of the warm loving person, it was most interesting to watch his reaction. He took the bottle, and drank it all down and went sound asleep. Then the negro woman said, "You see Missie, you don't have to hit the baby to make him good, you just have to love him."

The child's feeling can be changed by the parents' attitude. Regarding the saying "Spare the rod and spoil the child", one of my coloured teachers, who is a Hebrew Scholar feels that we have made the wrong translation of "rod". Thy rod and Thy staff they comfort me. You don't hit to comfort.

What makes children react the way they do? A little boy came into a Southern California school one day. He looked around the kindergarten, then picked out three of the children and knocked them down; ran to the teacher and bit her on the wrist. She looked at him a little bit amazed and then said softly, "That hurts, you know." He got the feeling. She took him over to a table and gave him some soft moulding clay. He smiled, and said "You like me, even if I bit your wrist." He stayed with her all morning, and only cried when he had to go home. The visiting teacher found a very deplorable situation in his home. The father was taking out his frustration on his children, and when the mother tried to stop him, he would beat her too. The day before the boy went to school he had been told that "they" would "give it to him there". So he had thought he had better attack first. There are reasons why a person is the way he is.

There is a need for love, and a need for trust (rod to comfort, staff to guide). Parents must be something that can be leaned on and not something that hurts you. There is a need for security in a world where all is against you.

When there is a new baby in the family, a child needs somebody, particularly. It should be Daddy because he has gone through it when the first baby came. They should become pals, play together, walk together. Make the child feel that the thing that is coming is nicer than what he is leaving behind. Guidance and interpretation are needed at this time.

There are periods in the growth cycle when everybody is frustrated, e.g. babyhood

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CHILDREN, *cont'd*

to childhood. Two and a half year olds are not popular. They are frustrated. They frustrate Mama and Mama frustrates them. The child of four gets a real urge for red paint. When he used lipstick on the walls he was told he is a very very bad boy, yet in Nursery School the teacher gives him a jar of red paint and praises his work. It is the same impulse. There should be an opportunity for creative work in the home as well as in the Nursery School. What he wants to do is neither good nor bad, but the situation is bad when it cannot yield to his inclination.

Adolescence is a time when everybody is frustrated. There are inner struggles and outer struggles. The adolescent does not know whether he would rather go back and be a little child or take on all the responsibilities that are expected of him as an adult. He does not know what he wants. Whenever you have a conflict, you have a double frustration. A religious boy at college found that his religion did not keep him from going to certain places, but just from enjoying going to them.

A grandmother showed insight and understanding when she said to her adolescent grandchild, "It makes me feel kind of good having a boy around the house knocking things over the way your father did."

How to give them the fulfillment of love. Love is the transforming power. Here Psychology and Religion meet. When you get toward middle age you begin to think about things a little more. You have a deeper need for the truths. Most of the neuroses of our time are caused by a suppression of the religious faculty. In our scientific era we have been almost ashamed to be religious. We have a feeling that to be religious is not to be educated.

Is love really what is wanted in this world? Does it really have transforming power? I believe we do have in the findings of science these formulae I have been talking about. Love your enemies, do good to them that hate you. If you understand how to give it, love does have its transforming power.

I believe that the Federation of Home and School Associations is one of the most wonderful ways of using it. Plato has said that in order to be guardians of the state you should have education in all of the things that make a good citizen. It is citizens that create the state and not the state that creates the citizens. This world needs more wisdom of our human relations and not more technology.

—CANADIAN HOME AND SCHOOL

NUGGETS

"To improve yourself, imitate someone better than yourself."

"The superior man blames himself. The inferior man blames others."

"Every child should believe that his parents will feel a pride in his success, sorrow at his failure, and shame at his disgrace."

"When knowledge ceases to expand and develop, it becomes devitalized, degraded, and a matter of little importance to the present or future."

"It isn't hard to stay on the road if you know where you're heading."

"Trust in ourselves and others is a necessary base for maturity."

"The only way in which one human being can properly attempt to influence another is encouraging him to think for himself instead of endeavoring to instill ready made opinions into his head."

A. LESLIE PERRY

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BUZZELL AWARD



ALEX G. PRYDE

Active in the Home and School movement at both the local and provincial levels for the past 12 years, Mr. Pryde was selected as this year's winner of the Buzzell Award for outstanding contribution to the progress of Home and School work. A resident of Farnham, he served as president of the Farnham Association, and subsequently as president of the Bedford Regional Council of which he was one of the organizers. From 1950 to 1953 he was Organizing Vice-President of Quebec Federation. The award was presented at the annual Quebec Federation dinner on May 1.

Perseverance had been defined as sticking to something you're not stuck on.

—DAVID T. ARMSTRONG

No man ever became great or good except through many and great mistakes.

—GLADSTONE

People seldom improve when they have no other model but themselves to copy after.

—GOLDSMITH

Anyone can do any amount of work, provided it isn't the work he is supposed to be doing.

—ROBERT BENCHLEY

Here lies an atheist
All dressed up and no place to go.

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MRS. G. B. CLARKE



For outstanding work in the field of mental health, Mrs. Clarke was honored by the Canadian Mental Health Association at the annual Federation dinner. In presenting the award, an engraved certificate and a gold wrist watch, Dr. Baruch Silverman recalled Mrs. Clarke's many years in bringing parents and teachers together with specific reference to Parent Education. Mrs. Clarke has been chairman of the Federation Parent Education Committee for the past three years.

STUDENTS' LOAN FUND COWANSVILLE PROJECT

The executive committee of the "Students' Loan Fund" of the Cowansville Home and School Association reports a gratifying response to its current appeal for donations. At the time of publication the amount stood at \$1,110.00.

The old "Bursary Fund", as it was originally known was subjected to a vigorous rejuvenating during the past months; a committee was formed to administer the fund, by-laws were drawn up and have been authorized at Ottawa to allow donations to be deductible in computing income tax.

This Students' Loan Fund has been established for the purpose of assisting graduates of Cowansville High School to further their education at universities, technical and business schools or nursing institutions. Graduates are permitted to apply for a loan of not less than \$100.00, interest free, which must be repaid within two years after the applicant has graduated from college or other educational institution. In this way, the loan fund once it has been built up will eventually become self-perpetuating. Many Cowansville High School graduates have been helped by this Fund.

MUSIC FESTIVAL

A Music Festival is to be sponsored by the Quebec Federation of Home and School Associations in the spring of 1955, where High School choirs, orchestras and bands from Montreal and district will be presented.

This will be non-competitive. There will be adjudicating but no grading. It is hoped that this festival will encourage students to maintain their interest in school music activities.

Further information may be obtained from any of the following members of the committee.

- MRS. F. E. BRYDON, *Chairman*
5656 Queen Mary Road, Hampstead.
MRS. R. W. COUTTS, *Vice-Chairman*
5662 McLynn, N.D.G.
MRS. L. E. SOCOLOW, *Secretary*
5592 Durocher St., Outremont.

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L. MOWBRAY CLARK



President of Quebec Federation for the term 1951-1953, Mr. Clark was presented with the President's Award at the annual Federation dinner on May 1. A member of West Hill Home and School Association, Mr. Clark is also a Vice-President of the Canadian Home and School and Parent Teacher Federation.

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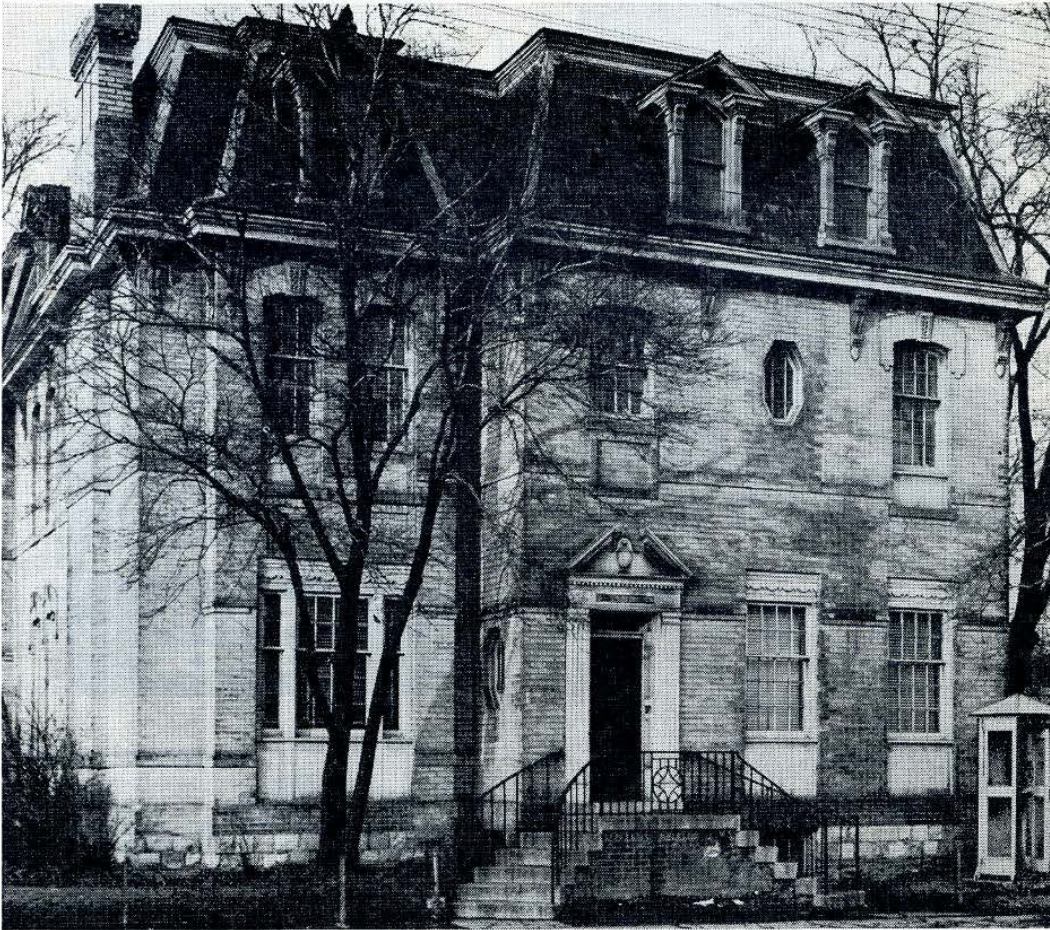
- Applications are now being received for a Leadership Training Course in Parent Education. This is a two-year course with classes from 2 to 4 p.m. on Mondays at the Mental Hygiene Institute. Classes are limited to 20 persons and will run from October to May.

The purpose of the course is to provide qualified leaders for discussion groups with parents under local Home and School Association sponsorship. It is expected that those accepted for the course, will on completion of it, provide this community service.

Further details can be obtained from Mrs. E. W. Crowe, Director of Parent Education, Mental Hygiene Institute, BE. 8971.



NATIONAL HEADQUARTERS



• This is our new National Home and School Headquarters house in Toronto. Next Fall, all Home and School members in Quebec will be called on to play our part in contributing toward the purchase of this house, by means of a "Quarters for Headquarters" fund.

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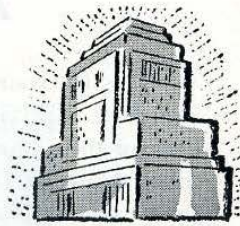
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ART CONTEST WINNERS

The 67 young artists whose pictures were chosen for the exhibition received their awards at the Windsor Hotel on May 1st. Our thanks are due to the Hughes-Owens Co. Ltd. for their generous contribution of art supplies as prizes, to Grumbacher of Canada who donated several boxes of paints, and to the School of Art and Design for providing two Junior scholarships. Dr. Arthur Lismer for his never failing support and encouragement deserves our very special thanks. The Quebec Federation of Home and School Associations also donated funds to provide two scholarships to the School of Art and Design.

The entries came from many different parts of the Province and this year more schools than ever were represented. I would invite all Home and School Associations wishing to show these pictures at their meetings next year to get in touch with me soon to book their date.

Congratulations to all successful entrants and better luck next time to the others!

MARY WEIL, *Chairman*, Art Contest.

The complete list of prize winners follows:

AGE GROUP 6-9

1. Roger Fenster (8), Scholarship given by Quebec Federation of Home and School Associations. 2. Maureen James (6), 3. Frances Horowitz (8), 4. Patricia Wilson (9).

HONOURABLE MENTION

Cassie Arzab (9), Ronald Eliosoff (8), Tom Tebbutt (7), Three Rivers, John Ivany (9), Barbara McCorkindale (6), Susan Rapkin (6), Joyce Prokopenko (7), Wayne Jobson (9), Valleyfield, Freda Anne Dickie (9), Constantia Maturoff (8), Margaret Eperson (8), Irene Memess (9), Walter Kambulow (7), Peggy Richter (8), Arvida, Frances Roback (7), Ruby Rabinovitch (8), Leslie Birch (9), Christian Baude (9), Perry Goldberg (6).

SELECTED FOR EXHIBITION

Ronald Green (6), George Brehaut (8), Danville, Mike Fenster (5), Donald West (7), Beloeil.

AGE GROUP 10-13

1. Gale Davis (12), Knowlton, 2. Diane Spencer (13), 3. Judy Morehouse (13), Beloeil Station, 4. Katy Silverstone (10).

HONOURABLE MENTION

Jennifer Chanter (13), Doreen Jeary, Andrew Geller (10), Patsy Hamilton (13), Martha Gosas, Heather Deake, Marguerite Booth (11), Angela Tinkler (10), Elsa Clark (12), Peter Taylor (12), Brunhild Goldner (13), Bruce McGarrety (11).

SELECTED FOR EXHIBITION

Richard Kitaeff, Mary Randell (11), Mary Murphy (12), Fort Chambly, Lilianne Schumacher (13), Desmond MacGowan (12), Paul Eddy Kornachuk (11), Susan Mackenzie (10), Lynn Corley (12), Fred Forbes (11), Roy Bent (11), Roy Nichol (10), Quebec City.

AGE GROUP 14 PLUS

Susan Schneider (16), Compton, and Olga Eizner (14), tied for First Place. 2. Sandra Rich (14), 3. Gale Francis (14), 4. Nelson Weippert.

HONOURABLE MENTION

Fred Pattemore (14), Quebec City, Kathleen Carell (14), Eileen Rutherford (14), Eugenie Breault (15).

SPECIAL GROUP SELECTED FOR EXHIBITION ONLY

Anne Shaw (15), Marylyn Ward (16), Lois Goodwillie (16), Anne Marie Clark (15).

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HOW DOES THE SUN MAKE ITS LIGHT?

WHAT IS ATOMIC POWER?

WHERE AM I IN MY SLEEP?

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WHY CAN'T I SEE IN THE DARK?



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