



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Contract Negotiations:

Searching for the facts



Attending Dorval Information Meet were Dr. Patterson, PSBGM; Dr. Sylvester White, Assistant Deputy Minister of Education (Quebec); Col. Sheldrick, QAPSB; Harvey Weiner, Montreal Teachers Association; Noel St. Germain, MLA; Art Seguin, MLA.

In the past few weeks there have been many 'information meetings' held in the schools at which the government, the school boards and the teachers have sent representatives.

The reason all these meetings have had capacity turnouts can only be one...that parents are very interested in finding out just what is happening and what's been going on.

They, the parents that is, go with great expectations if you listen to their comments. But if you listen to the same people on their way out of a meeting, even those that stay through the whole meeting, the general consensus is the same...

"Sure they are all telling the truth, but they are being so, oh so careful that it's very difficult to find out just what the truth is."

At a recent meeting in Dorval there were also in attendance two MNA's who represented the parents in the vicinity of Dorval. They also came to the meeting to

Report by Gordon Perry
on Dorval High Meeting

be informed. That's exactly what they told the parents. So much for them!

The representative from the government had a prepared statement to read. It was full of factual information. Unfortunately there was just a little too much detail to absorb without having a sponge for a brain, and either a tape recorder or good shorthand to study his comments at leisure later.

But to be fair, and that's the operative word in this situation, the Government's man, Sylvester White, Assistant Deputy Minister of Education, Quebec, appeared to make a 'fair' appraisal of the situation.

He threw us some good information:

. The offer made by the Government to the School Boards would add 2,000 teachers to the elementary payroll.

. The cost to the taxpayer of this offer is approximately \$25,000,000 per year.

See DORVAL MEET p. 6

QFHSAs says:

"We're with the teachers, BUT . . ."

As a result of many requests for a position statement, so that member families know what is Federation's stand, the following opinion has been prepared and sent to the Minister of Education, all the parties involved in the teacher contract negotiations, and all local presidents.

The Quebec Federation of Home & School Associations wishes to express the concern of Protestant parents over the current sporadic disruptions to the education of their children due to the above negotiations.

In particular, the reported possibility of a teachers' strike is viewed with considerable anxiety.

Such an extreme development, with the resulting direct impact upon the educational welfare of their children, especially Grade 10 and 11 students, constitutes a dereliction of the primary duty and assigned responsibilities of all parties involved in their negotiations.

In this situation, Quebec Federation wishes to record its position in respect of some of the major points at issue, or related, as follows:

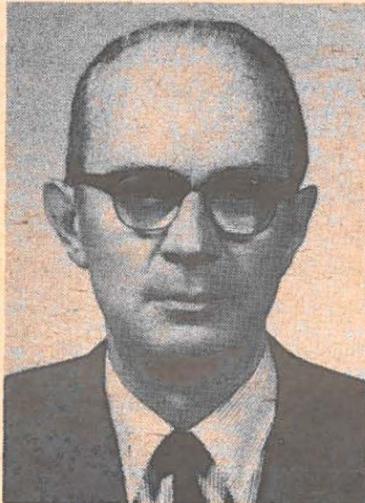
1. The environment in which present contract negotiations are being carried out is unsatisfactory because the Boards are unable to make

binding commitments without the support of the Department of Education. Further, the QAPSB must first arrive at a consensus of member Boards, and then, in certain monetary instances secure Dept. of Education approval.

The Department of Education should reconstitute independent bargaining by individual Boards under broadly established guidelines.

2. Federation considers that the present Government salary increase offer of 26.5 percent, which represents an increase of 8.1 percent over the total salary received by teachers in 1974-75 is inadequate.

In this respect it is noted that an extension of the terms of the former Collective Agreement which expired June 30th, 1975 would have resulted in a salary increase of approximately 15.5 percent over the aggregate salary (including cost of living ad-



DUTTON

justment) received for 1974-75. This increase has been expressed as approximately 35 percent over the decreed salary scales of 1972. Federation supports a salary increase of this order. It is our firm opinion that this is possible within the Federal anti-inflation guidelines.

Federation also notes that since the expiry of the last Agreement, teachers have been receiving a salary 17.1 percent less than that formerly received, and considers such a practice by the Government is most reprehensible. Retroactive adjustment must be made when an agreement is concluded.

3. Federation considers that present maximum class sizes, reaching 35-38 are excessive. We particularly support the exclusion of all specialists from teacher "norms," at the elementary school level.

See FEDERATION'S p. 5

THE FEDERATION IS WAITING TO MEET WITH EDUCATION MINISTER JEAN BIENVENUE TO DISCUSS THIS & OTHER THINGS

CURRENT NEGOTIATIONS STATUS

by Syd Dutton, Chairman
Special Committee,
Teacher Contract
Negotiations

The QAPSB is understood to have responded with offers to all teacher demands, with the exception of the salary demand. (This was the situation at the time of writing, Feb. 10th, 1976.) Further, it is understood that the response to the salary demand is dependent on negotiations currently in process between the Boards and the Department.

OVERALL COMMENT

Parents have recently been exposed to considerable information and pressure tactics in respect of the teacher's case in these negotiations, but relatively little information in respect of the Boards' position.

As in most instances of this nature, the issues involved are not black and white, nor simple, and without denying the validity of certain teacher demands, it is suggested that parents should not give unqualified, 'in toto' support of one party or the other, but rather should give their support on an issue-selective basis. (See item "We're with the teachers, BUT...")

Indeed, it appears questionable whether all teachers fully support or are aware of their union's

demands, or the harassment tactics recently being employed, or their union leaders' reappraisal and common contract demands with the C.E.Q.

SUMMARIZED COMMENTS ON THE MAJOR ISSUES

1. Union complaint of negotiation delays

Whilst it is apparent that the joint Boards-Government employer relationship is a somewhat ponderous and slow negotiating structure, and something better will surely have to be devised, it should not be overlooked that the union leadership itself, by endeavouring to force the Boards to

See TEACHERS p. 5

Editorial:

Comments & opinions

Quality education

The school system has the enormous responsibility of preparing children for the future.

In days not too long distant, this was comparatively easy. The economic demands of the world determined that certain basic skills should be acquired in order to allow the student to earn a living. The moral aspect of education was no less easy to interpret. What the family taught, the school reinforced. Attitudes to manners, morals and discipline were more or less consistent within the community. These primary conditions are conducive to producing 'quality' education.

Social and technological change has now overwhelmed us. Parents, bewildered as the highly complex educational system battles to respond to the need for change, have taken refuge in making clear their demands, appropriate to a changing society, only in the area of functional education. They can recognize that education must be 'for living' and will support the idea that it must develop the potential of the individual—especially in the key areas of the basic curriculum, and in the arts.

But—what of values? There can be no value-free education. In this society, torn as it is by conflicting ideologies, the community has tended to support a form of non-ideology for the school. Permissiveness has taken its toll and, as a substitute for moral training, a series of ideas or programs, each dealing with a fragment of the social problem, have been introduced, only to be interpreted in a variety of ways and to further complicate the curriculum.

The moral thread is broken. Frustration for the educator is a natural outcome. Resentment against a system which by its structures dehumanizes the student results in vandalism and other serious disciplinary problems.

The community must recognize the situation. It can no longer afford to place the burden of social change on the school, but rather must create those conditions which will once again enable the school to reinforce its values. It will not be easy.

M.D.

A nos membres francophones

Plus que jamais, il faut que les parents jouent un rôle actif dans la vie d'école de leurs enfants. L'association 'Home and School' fournit le moyen de l'interaction parentale dans l'école. C'est là où les membres d'une communauté peuvent collaborer avec les enseignants et l'administration.

Les parents, en participant à l'association Home and School, se rendent compte des changements dans les méthodes pédagogiques et pourquoi ils sont nécessaires. Un de ses buts est d'encourager les parents à participer avec les enseignants pour mieux comprendre l'école et aider à l'adaptation de leurs enfants au milieu scolaire.

Aux réunions 'Home and

School', les parents trouvent l'occasion de se renseigner et de discuter la politique de l'école. S'ils ont des recommandations à faire, on les rapporte au niveau provincial, le Québec Federation of Home and School Associations.

Le QFHSA est au courant des forces socio-économiques qui rassortent de la communauté. Un changement dans les attitudes ou les valeurs sociales rend nécessaires des changements adéquats dans les modes d'enseignement. Voici un des problèmes critiques auquel nous devons faire face aujourd'hui. La participation des parents aidera à l'école de répondre aux besoins de nos enfants, et au système scolaire de s'adapter aux besoins de notre communauté.



Quebec Home & School NEWS

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Hearing from you...

Secondary Five Examinations

Dear Mr. Polak

We at Wagar would like to enlist the support of the Central Parents Committee in our efforts to correct what we see as very serious shortcomings in the Secondary Five Examinations and the attendant administrative procedures.

Basically our concerns could be classified under three headings: the exams themselves, the delays in getting the results to the students, and the seeming reluctance on the part of officials at the Ministry to investigate what we consider possible errors and irregularities.

1 The Exams Themselves

It is generally realized that the school mark plays some part in the determination of a student's final mark. In the case of exams set by our Board or an individual school, it forms half of the final mark—that is the school and exam marks are simply averaged to obtain the final mark. On the whole there has been little discrepancy between the two sets of marks.

However in the case of Ministry—set exams, the school mark as such is never part of the final mark. The students are divided into groups (a group is those children taught the same course by the same teacher), and the group average on the exam is the base for each individual's school mark! That group average is then 'moderated' (adjusted up or down) according to how each student stands within his group. The exact statistical procedure is complicated and is designed to adjust for differences in teachers' standards in marking.

We understand the rationale for this procedure, but what we seriously question is the fact that the school mark is based on a class average on an exam when the exams themselves are so frequently invalid.

A few examples follow (we have attached copies of reports submitted by members of our Staff).

(1) Frequently questions have no answer or several answers. Physics 512, 1975.

(2) Students are questioned about material not in the syllabus. Biology 422, Chemistry 512, 1975.

(3) Questions are inaccurate translations of the corresponding French paper. History 412, 1975.

(4) Students are given too little time in which to complete the paper. For instance students were allowed only one and one half hours in which to complete English Literature 522; very few finished the exam.

(5) Exams rely too heavily on multiple choice questions - See point 7 on the critique of History 412.

(6) Instructions are frequently confusing and contradictory. On the cover of the English 522 (Composition) paper, candidates are instructed to answer Question 1 (A, B, and C) and Question 2. Inside, the instructions for Question 1 read "Answer any two of A, B, and C." However a student who has answered B is presumed to have answered A as he must use the same incident as he used in A for his topic. Can they or can they not choose B and C?

(7) The proof reading of the exams was very very poor.

Three exams had to be reprinted entirely. Most were accompanied by errata sheets. In the case of Mathematics 532 there were two errata sheets and actually very few of the printing errors were corrected in the end. Furthermore the errata sheets for History 512 and 522 arrived after the exams had been written.

In short, we question the practice of basing the school mark on the group averages of exams when the exams are of such doubtful quality.

2 Delays in Processing Marks and Informing Students of the Results

Students are admitted to post-secondary institutions or to certain courses at CEGEP on the basis of their Secondary V Examination results. Yet in the case of Wagar students, all the marks in nineteen subjects were inaccurate. The Ministry had neglected to include the moderated school mark!

The corrected final results were not received by students until October 10th; the school has yet to receive those marks.

Furthermore those students whose names were not on the Master List of Candidates (i.e. they were computer rejects—as often as not because they were new to our school or Board) did not in some cases receive any marks until October 10th.

Can this time-consuming, expensive, and frustrating exercise in the name of evaluation be justified when results are received too late to be of use to the students?

3 Reluctance to Investigate Inconsistencies

At Wagar the results in a number of subjects, Geography 51 and Mathematics 532 (Functions) among them, were, to put it mildly, strange. Many students who had class marks in the 80's and 90's received from the Ministry marks in the 60's and 50's. Also, a few whose class marks were in the 40's received Ministry marks in the 60's.

On August 4th Dr. de Groot submitted to the Curriculum Department a memorandum in which these inconsistencies were tabulated and commented upon, and he asked that the results be investigated. We are always aware of the possibilities of error in the scores of computer-

Help handicapped

Dear Sir:

I would like to use the News to thank all of you who were generous enough to send me Dominion Cash Register slips. Many did not include their address so there is no other way to let them know how much their efforts are appreciated.

This past summer, the school for multi-handicapped children added one class. Materials and equipment were purchased for it with Dominion slips. The school plans to expand again so more materials and equipment will be required.

Thanks a million!!!

Denise Arrey
Montreal

Ed: Send your Dominion slips to
Denise Arrey,
11700 Elie Blanchard Ave.,
Montreal, H4J 1R4

corrected exams. (In 1973 for example the wrong answer keys were inserted for two Chem. Study papers.)

Mount Royal High School which had received similar strange results had submitted a similar request.

The Curriculum Department forwarded this request to the Ministry, and to date there has been no action taken, although we have now been told that one of the math consultants will be allowed to score manually the papers of Mount Royal and a representative sample of the Wagar ones.

We have, to be sure, received a letter from Mr. MacNevin of the Ministry's Measurement and Evaluation Services in which he pointed out that the distribution of our marks is normal. We know it's normal—it's just that we think that the wrong students received the low marks. And in the meantime, certain of our students have been removed from calculus courses at the CEGEP because their marks in Functions were not adequate!

In the past years Wagar's school marks have been consistently conservative. Our final marks have equally consistently been above the Provincial and the Board averages.

We do not think we are over-marking, but if we are, we want to know about it. If, on the other hand, our students are the victims of a mechanical error we want it rectified. Surely a Ministry dedicated to learning should be more anxious to establish the truth than blindly to defend a technocracy.

Dr. H. de Groot
Principal, Wagar High School
Montreal

Lorna M. Snow
Vice Principal and
Examinations Co-ordinator

Ed: The above letter (complete) was sent to the Chairman, Central Parents Committee.

Strong H&S start

Dear Mrs. O'Connell,

Although I am looking forward to my work with the Council of Ministers of Education, I am leaving the Lakeshore and the Province of Quebec with regrets. I shall miss very much the local scene and the colleagues with whom I have had the privilege to work for so many years.

I look back with particular gratitude and appreciation on the work of Home and School Associations. As a beginning principal at Valois Park School many years ago, I had the good fortune of a strong, very dynamic, and co-operative Home and School Association. I have often thought that in addition to contributing to the development of educational services for local pupils, the association helped to shape my own career. I have no doubt that many other school administrators have been helped in a similar manner.

Best wishes to you and the Quebec Federation of Home and School Associations in your continuing efforts and very important contribution to the educational scene.

Sincerely,
Lucien G. Perras
Director General
Lakeshore School Board
Beaconsfield

Highlights - November and January Board Meetings

The QFHSA Board of Directors held its November and January meetings at Westmount High School.

Guests at the November 22nd meeting were Bonar Lindsay, president of the Quebec Association of Protestant School Boards, and Ian Trasler, president of the Quebec Association of School Administrators. John Roberts of Lewis King School Committee, Laurenvale School Board, was present at the January 31st meeting.

TEACHER CONTRACT NEGOTIATIONS

A considerable amount of time at each meeting was devoted to discussion of teacher-school board-government contract negotiations. During the course of explanation of the QAPSB position, Bonar Lindsay suggested that H&S should study provincial costs of education. At the January meeting the Board debated major items in the contract demands and offers, and set up a working party to draw up a statement of H&S opinion for circulation for parental support

PLEASE BE SURE YOUR AREA REPRESENTATIVE ATTENDS 20th MARCH BOARD MEETING—

and transmission to the negotiating parties and the press. A meeting for H&S executives planned for January 23rd but cancelled due to bad weather is to be rescheduled at the earliest possible date.

SOCIAL PROBLEMS IN THE SCHOOLS

QASA president Ian Trasler at the November meeting, described help for schools dealing with social problems, in all areas of the province, as a priority of his association. He called for a combined effort from teachers, boards, administrators and parents to persuade the three government departments involved in dealing with children to work together to improve conditions. He referred to progress in negotiations on the administrators' contract and his Association's disappointment that a request for an 18.62 percent cost of living increase had been turned down by QAPSB.

APPOINTMENTS

Glenna Leorik, Chairman, Noon Hour Supervision Committee.

John Goodchild, Interim Chairman, Policy and Resolutions Committee.

W. Miller, Chairman, 1976 Nominating Committee.

MEMBERSHIP

Sylvia Adams, Membership Chairman, reported at the January meeting that 24 H&S Associations have not yet been heard from and that current paid-up membership is slightly down from last year. A problem has arisen with a few Associations which have not increased their local dues to take into account the new QFHSA membership fee. These Associations are all in areas which had failed to nominate an Area Representative at the beginning of the year. A continuing effort was called for from all local membership chairmen, to enable as many families as possible to have the opportunity of belonging to H&S.

BILINGUALISM GRANTS

Chairman Barbara Moore at the January meeting, gave an account of the Canadian Teachers' Federation seminar on bilingualism grants in Ottawa in January. A full report is to appear in this edition of the H&S News. QFHSA is playing an important role in focussing professional and public attention on the weaknesses of the grants program. A QFHSA questionnaire sent to school boards and local associations asking for comments on local costs and effects of bilingualism programs on schools has been returned by 6 out of 19 boards and by 23 out of over 100 associations. More returns will enable a more comprehensive brief to be prepared.

TREASURER'S REPORT

A recommended increase of 5 cents per-family-member dues to the Canadian Home & School-Parent-Teacher Federation was approved. Improved insurance coverage on the office and its contents, liability for meetings and conferences, and on borrowed equipment was agreed to by the Board. The Treasurer reports that the books have been audited and that expenditures and revenues for the current year are in line with the previous one.

AREA REPORTS

In November, 11 area reports were received—for LaSalle, Baie Comeau, Western Quebec, Saguenay, Lakeshore I, Lakeshore II, Chateauguay, Westmount, Lachine, Seven Islands and the South Shore. At the January meeting Magog, Baie Comeau, Lachine, LaSalle and Lakeshore I reported, with other reports delayed till the next meeting due to shortage of time.

PRESIDENT'S MESSAGE

OUR Federation like every Association has a responsibility to give an accounting to its membership. This is not only done at our Annual Meeting and throughout the year with executive and board meeting minutes which are sent to local association executives but directly to the membership through this paper.

Thus I am certain you are aware that Federation is not passing time idly. Our concerns have involved most serious matters in education, to mention two—teacher contract negotiations and the Federal Grants for Bilingualism in Education.

By being well informed on these and other matters you can participate at the local and provincial Federation levels of Home & School wherever needed.

Acceptance of social responsibility means among other things not leaving others to do what we should share in doing.

Quebec Federation of Home & School Associations continues to be the only independent, volunteer,



Elizabeth O'Connell
President

chartered, provincial organization of parents, educators and others interested in supporting English language education in Quebec. Recognition of the importance of the role our Federation plays in Education in the province was given by QAPSB with the recent adoption of a motion by their Board of Directors moving the president of QFHSA to attend their Board of Directors meetings as an observer. This is the same status given QASA.

To continue to be an effective voluntary organization we need your membership and we need a well informed membership. Please do not hesitate to call our office for any information you may need. We are there to help.

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The Apprenticeship System does work

The technical and vocational training which now takes place largely in the school and the college in North America is regarded by many as a poor substitute for on-the-job training in the form of apprenticeship to a skilled craftsman or technician.

In Europe today, the apprenticeship system still persists—it appears to flourish in West Germany, but is on its way out in Denmark, two countries whose craftsmen are in high repute.

According to a recent issue of the "Danish Journal," school-based vocational education makes it possible to train a large number of school-leavers who are either unable or unwilling to bind themselves for several years through an apprenticeship contract and would otherwise become unskilled labour, poorly paid and the first to become unemployed in a depression. It was felt, too, that it will overcome another disadvantage of the apprenticeship system, the necessity for young people to make a very early choice of career, binding them in a contract that is difficult to annul.

Denmark's new system includes a one-year basic course in a major vocational area, such as building and construction, followed by a second course providing extended training for a single occupation within the chosen area, partly at the school and partly on the job. It also includes general education and trainees have the opportunity to qualify for further education, even university entrance.

In West Germany, 1.3 million girls and boys enter apprenticeships after leaving school each year. They train in craft enterprises, trades and administration, industry and governmental organizations, agriculture or the free-lance professions.

According to 'Scala' magazine, industry and public authorities have recently undertaken a new form of apprenticeship training—for junior executives. It lasts for three years and comprises several sessions of study combined with practical experience in a variety of roles. A final examination set by the employer or the Chamber of Commerce completes the apprenticeship. The student is paid throughout the course and is subsequently hired by the organization to which he or she was apprenticed.

Motivation for this innovation was the shortage of places in German universities where future executives traditionally receive their education; and the demand from German commercial and governmental institutions for large numbers of skilled young executives to maintain the high quality of German goods and services.



Technical & Vocational Training

In the past many trades were traditionally reserved for men. Women had hardly any opportunity of being trained in them. They can make their own choice in the new courses, and many in fact have chosen what used to be men's subjects. They are coping very well alongside the men. The courses have given them their chance, and they have been quick to take it.



BED WETTING INFORMATION

Many procedures, such as restricting liquids and taking children on a schedule to the bathroom do not usually end bed-wetting. We are a total Canadian organization and will provide, free of charge, a booklet that will answer many questions on this problem.

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Teacher demands...

sit at the Common Table until obliged by the Courts to sit at the Protestant Table, must carry a major share of the blame for the slow start to the Protestant negotiations.

2. The major monetary issues - Salaries; Teaching minutes; Class size.

SALARIES: In terms of any reasonable criteria, other occupations or elsewhere in Canada, teacher salary levels are inadequate and the initial Government offer is also inadequate, a view which some Boards apparently share. Whilst serious reservations are held about the basic validity of certain details in the present salary structure, this is a separate issue, and should in no way detract from parental support for an overall increase above the Government offer. Parents should ensure that their Boards are aware of their feelings on this specific issue and it is hoped that the QAPSB is pressing this point with the Government.

CLASS SIZE: The pedagogical preference of the Protestant system for more specialists, and more latterly and more particularly, the dilution of teacher strength to staff special French language tuition arrangements has led to excessive class sizes, as the Quebec Department of Education does not fully recognize these 'above norm' needs. Protestant teachers have had to bear the brunt of this situation, and students have had to suffer the adverse educational consequences.

In this matter, it would appear that the Boards have been less than honest in advising parents of the full overall consequences of French Immersion arrangements, and have left their teaching staffs to bear the burden.

Whilst no doubt is expressed regarding the efficacy of French Immersion arrangements as one method of second language tuition, nor the obvious need, surely there is injustice to English parents in this province, when the Ottawa Board of Education receives \$300,000 from Federal sources and \$300,000 from the Ontario Government to cover the supplementary costs of French language instruction in a year, yet the very Government that passes Bill 22 will not provide any financial assistance to the English system in this province for the same purpose?

Here again, it is recommended that Protestant parents not only support the teachers in this demand, but also advise their Boards of this support. They could also express their feelings to their M.P.'s and M.N.A.'s regarding the manner in which they are being 'shafted' compared to their lucky counterparts in Ottawa.

TEACHING MINUTES: The teacher contract demand is for a reduction to 900 minutes per week at all grade levels from current teaching times of 1380 minutes (elementary) and 1125 (secondary) (as indicated by PAPT). This demand cannot be supported to this degree, and it is pointed out that a common time for all grade levels appears illogical, and that the demand is not only reportedly less than anywhere

else in the country, but also less than that recommended by the Commission d'Etude de la Tache de l'Enseignant, the findings of which have been referred to by PAPT for support in other areas. To a degree this demand could be termed irresponsible insofar as the monetary consequences in a milieu wherein the Provincial Government is clearly financially embarrassed, would adversely prejudice acceptance of the more essential and valid demands in respect of salary and class size.

JOB SECURITY-FRINGE BENEFITS-ETC.: There is

neither the time nor the space to detail all these items, but in summary it is felt that some are unreasonable to the extent demanded, whereas others merit partial or complete support.

As an example, job security in the same Board region to the extent demanded (unconditional except for arbitration-proven negligence, and applicable to all teachers attaining so-called 'permanent' status by reason of contract renewal after the first year), however desirable (for parents too!) would appear to be totally unreasonable.

Likewise the demand for ex-

clusive teacher control over the selection and duties of department heads, although most parents would support a strong and effective teacher voice in this matter.

Make your views known - Join Home & School - TODAY!

Federation's position:

Further, Federation urges the Government to set a special pupil-teacher ratio of 15:1 for the teaching of French as a Second Language at the elementary and high school level in the English system.

Federation also supports a separate norm for free-flow teachers.

4. Federation considers that present teacher working hours in the Protestant system are reasonable and therefore does not support the teacher demand for a reduction in teaching and in-school times, nor the Government proposals for an increase in the same in the Protestant system.

5. Federation cannot support the teacher demand for job security in the sweeping terms stated although we support all

reasonable measures to minimize the effect of a surplus of teachers.

6. Federation believes that teachers should be responsible for certain supervisory duties while children are at the school and does not therefore support their demand to have no supervision duties except for circulation in school between two classes. This is a subject for local negotiations.

7. Quebec Federation urges that conciliation, followed if need be by independent non-binding arbitration, be a mandatory procedure prior to the legal right to strike, or prior to Government decree. Most important, the arbitration report should be freely available to enable the public at large, and those

directly affected to determine the party primarily responsible for the impasse.

8. We are deeply concerned with the CEGEP teachers salary negotiations and interruptions in the teaching schedule of these students is critical and intolerable.

In conclusion, the Quebec Federation wishes to impress upon the negotiating parties in general, and on the Ministry of Education in particular, that the educational welfare of school-children is their primary responsibility, and reiterates that all parties should work expeditiously towards a settlement.

We would also appeal to the teachers concerned, notwithstanding their legitimate grievances in the matter of reduced income and tardy negotiations, to exercise even more patience before contemplating precipitate action.

Teachers urged:

TAKE CONTROL

"What is Teaching and who is leading the Board?" asks Estelle Fainsilber in the December issue of P.A.P.T.'s Sentinel.

Estelle Fainsilber, a former teacher in the Chateauguay Valley Region School Board, urges teachers to get control of their professional lives.

The article suggests that teachers should set entrance requirements and curriculum for teacher training colleges; set the length of time for practice teaching and its administration; grant licenses or certificates on completion of requirements.

Ms. Fainsilber points out that a tribunal of experienced teachers, aware of teacher and student needs, should be formed for decertification of their colleagues in case of a complaint.

Currently, teachers hold only consultative posts on committees at the Ministry and at McGill, positions that are powerless in policy-making. The only exception is the Probation Review Board where teachers have been permitted to be effective.

Teachers can achieve these ends by declaring themselves a professional group in the province of Quebec and by lobbying through their MNAs for changes in educational policy at the government level.

The article states that teachers must want these changes and must pressure PAPT, PACT and local unions to demand professional control.



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QHS

Dorval meet...

The pupil teacher ratio would again be reduced to a little over 1:24 at the elementary level.

Sylvester White points out that the teacher demands for maximum class sizes of 20-22 pupils per class and a three hour work day (that includes teaching time, supervision, teachers' meetings, meetings with parents, refresher courses, supervision of student teachers, but excluding preparation and correction of lessons) would double the number of elementary teachers to 50,000 (approx cost \$300,000,000 extra each year) and require the building of "several hundred new schools."

Speaking on behalf of the Montreal Teachers Association Harvey Weiner did not contradict a single point made by the government spokesman.

Weiner outlined the teacher aspirations for a better educational system for the children by establishing smaller classes in line with the most recent report commissioned by the government. He also stated that all the teacher demands had been presented to the Boards and that the teachers had offered to sit down and negotiate seven days a week if necessary to reach a suitable conclusion. He, like many parents, asked the question...why can't the boards at least make their offer (on salaries) known?

The official answer to this question has been well reported and was clearly stated by Col. Sheldrick at the meeting. In essence his reply was that the Boards couldn't make an offer until the work load has been established...and in any case



THOMAS

Parent's view:

Get on with it!

In her closing remarks at the recent information meeting concerning the whole teacher negotiations story... presented by teacher, board and government representatives, to parents from schools in Dorval and Lachine, Laureine Thomas, Chairman of the Dorval High School Committee-Home & School Association spelled out parents' feelings when she said:

"If I may be permitted to make a personal observation, it seems very clear that the parents don't want to have the negotiations degenerate to the point where a strike is called with its consequent

disruption to our children's education.

"If wages and teaching time are the basic issues, deal with them. If the other provinces' wage scales are to be used as a standard, let the teaching time of the other provinces likewise be a standard.

"Minor issues should be treated as such.

"A strike followed by a back to work decree 2, 3 or 4 weeks later is a ritualistic charade that we cannot accept.

"We don't want our children to be pawns in a game of party politics. A sense of urgency must prevail in the negotiations to settle the issues quickly."

QAPSB is not in a position to make an offer because the Quebec Government has not issued its own guidelines concerning price and wage controls.

Unfortunately, there were many parents, some of whom are also businessmen having to make wage and salary decisions under the guidelines, who considered this to be a cop out on the part of the Board's negotiating team.

However, it was stated by Sheldrick that the QAPSB has been trying to get the Quebec Government to "work out contract provisions more favorable to Protestant teachers," and the quote in this case is from Sylvester White, the government spokesman. General consensus: "There's no way the government will make different salary offers to Catholic and Protestant Teachers."

Sheldrick also presented many, many details to the parents. He outlined the developments from the first meetings called to try to iron out a new contract in the

Spring of 1975 right through to the current meetings. He stated that in spite of the fact that the QAPSB and the Protestant teachers sat down one month after the Catholic groups sat down, the Protestant Board and teachers had actually made more progress.

He gave out comparative figures of salary scales and work loads for teachers in different provinces. He spelled out the increase received by teachers each year for the past three years—10.5, 16.5 and 18.8 per cent and said "if that's the kind of increase teachers are calling insulting, then I'd like to be insulted at that rate."

After the three parties had finished their presentations, questions were answered from the floor. While most of the replies were satisfactory, or assumed to be satisfactory, there was a very clear indication that neither party was anywhere but in the middle of contract negotiations...nor were they happy.

CBC choral competition

CBC Radio and the Canada Council are offering good money to Canadians to open their mouths and be heard.

Brochures outlining the competition rules and containing entry forms are available from CBC stations in major centres, or by writing to National Radio Competition for Amateur Choirs, CBC, Box 500, Station 'A', Toronto, Ontario M5W 1E6.

The competition offers up to \$8,000 in prizes to amateur choirs in the following categories:

School Choirs, with all members attending the same school, and no older than 20 as of September 1, 1975.

Youth Choirs, up to age 25 as of September 1, 1975.

Choirs of men and boys associated with a religious or educational institution.

Equal Voice Choirs, men or women, but no school or youth choirs as defined in the first three classes.

Mixed Voice Choirs, but not school or youth choirs as defined in the first three classes.

First prize in each class is \$1,000, with \$500 second prize. In addition, \$500 special prize will be awarded for the best performance of a Canadian work. Deadline for entries March 31, 1976.

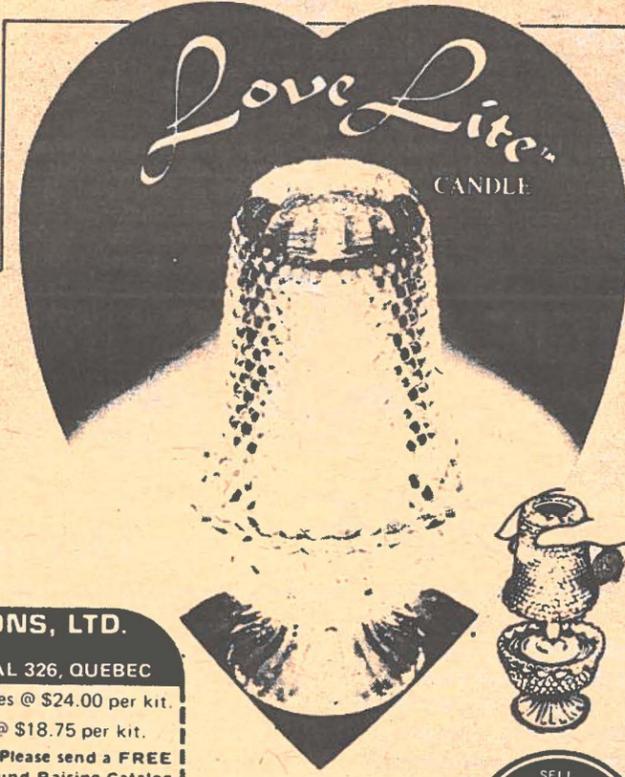
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'CROSS CANADA ROUNDUP

Sometimes with Bill 22, language grant controversy, and teacher slow-downs Quebec parents think they have the monopoly on action. Here's what's happening on the NATIONAL and PROVINCIAL fronts.

NATIONAL—HOME AND SCHOOL NATIONAL HEADQUARTERS AT TORONTO plans a Canada-wide SURVEY of parents' feelings on HOT EDUCATION ISSUES—locals will discuss and rank in importance such things as DISCIPLINE, EDUCATION OF IMMIGRANT CHILDREN, SEX EDUCATION, BASIC LITERACY, COMMUNITY CONTROL OF EDUCATION, TEACHER-SCHOOL ACCOUNTABILITY FOR EFFECTS OF CHILDREN, SCHOOL FINANCING AND TAXES, CANADIAN CONTENT, SPECIAL ED, COMMUNICATIONS—they'd better add TEACHER-PARENT-STUDENT MILITANCY and RECESSION-RELATED CUTS IN EDUCATION SPENDING.

National is pushing local sponsorship of BOY SCOUT groups—across the country 173 Home and School locals provide leaders and space for Scout meetings (that's 10,000 boys supported by 900 adult leaders)—more information pamphlets and a film available from QUEBEC FEDERATION on how to get involved—Wonder why a similar hook-up hasn't been made with GIRL GUIDES??

SMOKING AND HEALTH is still a big item with National—booklets, literature, and films are available through QUEBEC FEDERATION for locals interested in programs of their own.

National released a statement in January—kick-off of a campaign for stricter CERTIFICATION policies for teachers—increased teacher training courses, up-dating teachers on new curriculum—assurances from school boards that only SUBSTITUTE TEACHERS with teacher certificates are employed (no more baby sitting).

Past National president FLORA PRIDDLE of Ottawa attended the October annual meeting of the VANIER INSTITUTE OF THE FAMILY where ALTERNATIVE LIFESTYLES TO THE NUCLEAR FAMILY were discussed in depth—Priddle's acid comment: "This group bears watching, and Canadian Home and School Federation is urged to offer comment whenever it sees the welfare of the child threatened by the actions and activities of the Vanier Institute or any other agency."

Definition of 'family' established



Ivy St. Lawrence, executive secretary of the Canadian Home and School Federation, picked up some fascinating facts from attending the International Union of Family Organizations in Paris last August.

St. Lawrence is on the executive of the Canadian Committee of IUFO, and attended as a delegate through funds from Federal Health and Welfare and the Quebec Government!

There is no UN organization for the family, so IUFO draws its members from all kinds of family-related agencies across the world. For instance, South American countries have many "Father and Student Associations" and national PTA's for private schools only. Western European countries have parent groups more along the Canadian line—but their governments are much more free with support financing.

Right now IUFO is twisting the United Nations arm to declare 1980 as the "Year Of the Child"—suggested by Canadian delegates at the 1974 annual meeting.

St. Lawrence noted that most of the recommendations from the conference are "old hat to

Canadians"—equality of educational opportunities for women, equal pay for equal work, removal of sex stereotyping in schools and at work, maternity leave etc.—but to many third-world countries they are "quite daring."

She reported that workshop sessions often got bogged down over defining the term "family."

"This is a hassle that seems to come up time and time again not only at the IUFO but also in the Canadian meetings, particularly if anyone from the Vanier Institute is present," St. Lawrence commented. "Eventually in desperation I suggested that we define as a 'family' anyone who wanted to be defined as a family, which, after some thought, the delegates accepted!"

St. Lawrence felt the best blow for women's lib struck at the whole meeting was the absence of the speaker who was scheduled to make the closing report.

Mme Toure Alssata Kane wired regrets at not being present because she had just been appointed Minister of Family Service for the Islamic Republic of Mauretania.

— Provincial's active:

BRITISH COLUMBIA—B.C. Home and School Federation, reduced from 60,000 members in the booming sixties to 10,000 in the busting seventies, seemed to have won most battles (universal kindergartens, adequate school equipment, flexible financing, education research, family life ed, teacher ed, curriculum for native children, optional community schools, imaginative curriculum, input into juvenile delinquency and child abuse government studies etc.) until SEX reared its unruly head—an organization called the LEAGUE OF CONCERNED PARENTS tried to pitch FAMILY LIFE AND SEX EDUCATION out of the schools last spring—Charged H and S provincial president MARGARET ENNENBERG:

"(the League) leaders do not hesitate to associate themselves with the notorious right-wing political association known as the Canadian League of Rights...CONCERNED

PARENTS promote the sale of (the book) THE CHILD SEDUCERS by John Steinbacher...at a rally in Burnaby this same JOHN STEINBACHER said...sex was unmentionable, sex education evil, and 'most of the people in this field are so hung-up sexually that they act out their sexual fantasies with the children in the classroom'...This sort of association suggests a disturbing parallel with events south of the border, where similar unholy alliances between concerned but ill-informed parents and reactionary political groups have played havoc with the orderly development of curriculum, not only in family life education, but also in English literature and science. What we need is rational discussion not hysterical pressure groups."

A British Columbia vice-president told Quebec president BETTY O'CONNELL at the mid-term national executive meeting in January that "pressure from the League is increasing but we're standing firm in support of family life programs."

B.C. has a newly elected government in power and the provincial H and S worries about grants—it also worries about its carefully-promoted DAY IN THE LEGISLATURE where parents and politicians discuss education goals—there's an idea for Quebec and other provinces.

ONTARIO—with 25,000 members Ontario Federation is putting great effort into increasing memberships and spread the gospel of parental involvement—they get a \$25,000 government grant (the most generous in Canada) and have been pre-occupied with the Toronto teacher strike—which President KRISTI JARVIS says resulted in the organization of several new locals.

MANITOBA—For a Federation whose president Francine Morier told the national meeting of Home and School in Moncton last May—"Blow on us and we'll collapse!"—Manitoba seems to be doing well—(with only 35 local associations) they held a Leadership Conference recently stressing SMOKING AND HEALTH PROGRAMS.

Manitoba is pushing COMMUNITY SCHOOL OFFICERS & TEACHER AID programs for more parent involvement.

They also sponsored eight new BOY SCOUT units in schools. Manitoba gets a \$1,000 government grant.

SASKATCHEWAN—with 5000 members and a \$7,500 government grant Saskatchewan Federation is busy doing spade-work on membership—they tried and failed to get enough grant money for a paid staff.

A survey is being made of youths leaving school in the age group from 12 to 16.

ALBERTA—Tiny Alberta Federation (1,650 family memberships) nearly DISBANDED in November because of lack of commitment or interest by members—Canadian Home and School president BLANCHE BOURGEOISE galloped across the continent from New Brunswick to mount a rescue operation—The vote was for continuance of the Federation with a blueprint for re-organization to be prepared and personal commitments given by the board of directors.

Alberta has fought for increased grants, and a paid field worker (they get a \$8,000 grant)—they're also battling an arbitrary 11 percent ceiling on education spending—they want more funding for disadvantaged rural school boards, fixed honorariums for trustees (instead of each board fixing its own salaries) and more school library grants.

NEW BRUNSWICK—with more than 6,000 members, N.B. Federation fought battles this year and last against teacher cut-backs by the government—several Home and School locals

kept children out of school to dramatize the need for more staff—the government did increase the teacher allotment a little but not enough.

With a 60-40 mix of English and French-speaking people in the province, N.B. Federation presents an interesting reality of the two solitudes working together for their children—not without some problems and friction of course.

Locals in parts of the province have organized hot lunch programs and raise money for school libraries—the Anti-smoking campaign has been successful at the Federation executive level that hardly any board members smoke any more—now let's see what they can do in the schools!

NOVA SCOTIA—with 4,000 members and a \$7,500 government grant, N.S. Federation has been setting up liaisons with teachers' unions, trustees, and the department of education—It started research into corporal punishment, does in-service training for locals, previews children's films, and studies bus safety, report cards, and fire protection in schools.

A university professor has shown an interest in doing his doctoral thesis on the Home and School movement, reports provincial president CAROLYN DRYSDALE.

PRINCE EDWARD ISLAND—With only about 2,000 members PEI Federation came on like Gang Busters last year with a plan of action for future years—priorities—liaison with teachers and trustees and the Department of Education, encouraging H and S members to run for school boards (1975 was the first year all school boards were elected), establishment of DISCOVERY GROUPS (for pre-schoolers' parents to get them interested and involved in good parenting), improved lunch programs, study effects of vocational ed, workshops in child development for parents and students, individualized ed, re-establishment of public information programs on radio and TV. Good luck to them—hope for a progress report soon.

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Moral & Religious Instruction:

Where's it at to-day?

What do the words "Moral and Religious Instruction" bring to your mind?

Perhaps some picture of a class struggling to attention for the flag salute, God Save The Queen, the Lord's Prayer and a very few dimly remembered Bible stories which, in retrospect, do not seem to have contributed much to your ability to cope with life responsibly and happily.

If so, you probably have not worried greatly about the near disappearance of the subject from your school's time-table.

You are more likely to have worried about the tendency of students to be apathetic, non-participating, directionless crowd pleasers who are unable to take a stand either in support of principles of their own or in opposition to the wasteful vandalism that surrounds them.

Concerned educators have been trying, especially since the move to comprehensive schools placed many Protestant students in schools with Catholics who were receiving daily religious instruction, to devise courses which during the same period of time could assist non-Catholic students in arriving at:

- adequate self-understanding,
- sensitivity to others,
- awareness of contemporary moral and social issues,
- knowledge of the resources of their religious heritage, and,
- ultimately, the ability to take a stand on the basis of a maturing philosophy of life.

Different programs were devised to meet the needs of different regions—"Man and Society" on the Lakeshore, "Personality Development" on the South Shore, "Moral and Social Development" in the Townships, "Human Awareness" in Montreal, while others retained the old name, M.R.I., which, incidentally, had never ceased to be officially compulsory in all Protestant schools.

During the past two years Elementary and Secondary Curriculum Committees meeting

under the direction of the Protestant Education Service have attempted to pool the best experience of all the above areas and have completed a major revision of the content of M.R.I. from Grades I to XI, as outlined elsewhere in this issue.

In so doing they have been guided by such recent research as:

—Lawrence Kohlberg's demonstration of the stages through which moral reasoning develops,

—Sidney Simon's outlining of the processes by which one makes a "value" such as honesty or justice one's own,

—Eric Ericson's insight into the part which emotional development plays in one's ability to act according to his values.

Above all, the curriculum takes account of the fact that ours is by law a confessional system serving a pluralist society. At the elementary level it introduces children to the Judeo-Christian culture's distinctive "story": that God has been at work in its history, achieving, through a people and through individuals, a world that needs their participation in its further perfection. At the secondary level there is, in addition to the studies of moral and social issues, the possibility of choosing either a deepening of understanding of aspects of the Judeo-Christian world view or an introduction to the world views of other religions.

Naturally, a course is only as good as the teachers who teach it. Because few have yet been



BY
MARGARET ASSELS

Educational
Development
Officer

Quebec
Department
of Education

trained for such sensitive work, its introduction may be slow. As Educational Development Officer I am available to give assistance throughout the province when requested. A conference for M.R.I. teachers

will be held in May, and Concordia University will be offering two courses this summer specifically planned for teachers of this curriculum. Perhaps you will want to encourage some of the staff of your school to attend.

Protestant Committee Visits "Constituents"

"Protestant education is far more than a refuge for the English language," says Francis Slingerland, new elected president of the Protestant Committee, Superior Council of Education. In a communique to "The News," Professor Slingerland emphasizes the positive values of our multi-confessional Protestant system—values which transcend languages and denominations.

"The Protestant school," says Slingerland, "welcomes children of all faiths, and encourages diversity and free enquiry. Far from producing a secular, truncated education which neglects ultimate questions, the very pluralism of the Protestant school should stimulate students to explore together the bases of their beliefs and behaviour."

The diverse membership of the Protestant Committee, its revised regulations, and the newly-approved programmes of Moral and Religious Instruction (MRI), are all intended to reflect the pluralistic nature of Protestant education, he maintains.

MONTHLY VISITS

An important feature of the Committee's activities are monthly school visits whose purpose is both to inform the Committee of the needs and problems of its constituents and to inform them in turn regarding trends and progress in Moral and Religious Instruction.

Since 1974 the Committee has visited communities in every Protestant regional board area. Since September school visits and meetings have been held in Ayer's Cliff, Bury, Coaticook, Cookshire, Cowansville, Farnham, Franklin Centre, Girardville, Granby, Lennoxville, Magog, St. Georges de Beauce, Sherbrooke and Stanstead.

Currently the Committee is consulting with the South Shore and Eastern Quebec boards and the PSBGM with a view to visits in St. Lambert in February, Mount Royal in March, Trois-Rivieres in April, and La Tuque in May. These visits include

meetings with parents, students, teachers, administrators and school commissioners.

WIDE VIEW

The legal mandate of the Committee includes approval of teaching materials from moral and religious viewpoints, promotion of "values" courses (MRI), the formal recognition of Protestant schools and actions to ensure their confessional character.

As the only Protestant advisory body to the Minister of Education, the Committee interprets this latter duty fairly widely, and has communicated with the Minister in person and in writing on such diverse topics as teacher classification, decentralization, Bills 22 and 104.

However one of the central concerns of the Committee is to demonstrate in the new MRI programmes that religious pluralism is fully consistent with

Parents involved:

"Human Awareness" — works well

by Angela Garratt
Teacher, Roslyn School,
Westmount.

At Roslyn School two teachers at the Grade Six level began a Human Awareness program last year.

The teachers involved first put together in September a skeleton plan of the topics they proposed to cover with the children.

A parents' meeting was then held, the plan detailed, and the resources the teachers intended to use were displayed.

This initial meeting was followed by another meeting in December and another in May. At the May meeting it was felt that the program had been successful and a proposal was made that it should continue, using much the same format as the previous year.

Students input own research

Experimental Ethics 51 is a course given in Grade XI at Massey-Vanier Regional High School in Cowansville, Quebec. Open to Protestants and Catholics alike, it is part of the Moral Instruction program, and when completed satisfactorily earns the student one credit towards the School Leaving Certificate.

Now in its fourth year of operation the course has provided a worthy academic subject while presenting different, and sometimes contradictory, attitudes towards ideal human behaviour.

The author and developer of the course, Mr. Geoffrey Tenneson, explained that he aimed at providing thumbnail biographical sketches of 27 ethical systems and their philosopher creators, "but we leave the students, as far as possible, to make their own comparisons and judgements," he says.

The first draft was written in



SLINGERLAND

courses in moral and religious culture. These courses, although based on the Judeo-Christian heritage of the majority, are open to local variation, and seek to provide the student a broad understanding of the moral and religious traditions of mankind.

The Committee feels that this non-indoctrinating approach forms a useful complement to the commitment-oriented training of home and church.

Changed direction:

Autonomous thinking stressed

For the past five years the Richelieu Valley Regional High school at McMasterville, Quebec has been teaching an M.R.I. programme devised by the South Shore Protestant Regional School Board called "Personality Development."

Although this programme had been taught successfully since its original introduction the Staff teaching the course felt that it was time the content was changed. Certain sections which had been considered of great importance when the course was developed were now felt to be less essential, and it was noted that the course did not pay sufficient attention to certain aspects of life which the staff felt needed to be stressed. It was accordingly decided to adopt a new programme.

The new experimental programme (M.R.I.) devised by the Protestant Education Service in Quebec City seemed to meet the school's needs. Permission was therefore sought and granted to teach the course on an ex-



JONES

perimental basis. So far both staff and students seem very satisfied with the programme. The Staff see the advantages as being a greater emphasis on meaningful content, a greater stress on autonomous thinking and more opportunity for the students to produce thought-provoking material for themselves.

The teachers feel confident that within two years they will have the new course in full-operation with nearly all the problems removed, and they feel very pleased that they were permitted to be the first group in the Province to experiment with this new programme.



TENNESON

1972. Since, it has gone through several stages of development. A student text and a teachers manual, containing suggestions for classroom assignments, are both in preparation.

One feature of the course—self study—is important to Massey-Vanier. Some of the projects are researched by the students themselves in the well-equipped library and suggestions from this activity are included in the text.

After a brief introduction in which the necessity and usefulness of studying ethics is discussed, the relationship of Ethics with Philosophy is considered.

Tenneson then divides his subject into three main, but broad, general headings:

- a) Ethical Systems which emphasize the development of Personality.
- b) Ethical Systems which emphasize Society and its needs.
- c) Ethical systems which emphasize religious teachings.
- d) Kant and the Categorical Imperative which teaches that we should not treat other people

as things makes a fourth category.

As a finale to the theoretical sections, the whole question of beliefs and Ethics is taken up, and the different positions held by atheists and theists are studied.

The last section of the course is a discussion of social issues such as war, euthanasia, abortion, sexual relationships and torture.

One very interesting feature of this course is that it was presented by Tenneson as an Independent Studies Project at Loyola Campus of Concordia University and accepted for high credit towards a B.A. (Honors in Philosophy) degree, which is expected to be awarded this spring.

William Clinton, Head of the Moral and Religious Department

explained that vigorous action was taken three years ago to get the Department of Education to approve a credit for this course in order to upgrade it in the eyes of the students and give it an important standing in the academic community. Clinton feels that this has been very beneficial in every respect and in no small measure accounts for the success of the course.

Secondary Program

This program is still being developed but material is already available at each of the five levels for study of any two or three types of units:

- . A biblical unit
- . Religious phenomena, including world religions
- . Moral values and social issues

Secondary 1

1. The story of God and man in the Old Testament.
2. Biographies of religious leaders.
3. Personal values as basis of attitudes and behaviour.

Secondary 2

1. The life of Jesus.
2. Buddhism.
3. The family.

Secondary 3

1. Prophets and wisdom.
2. Myths and rituals.
3. Issues of survival.

Secondary 4

1. Social dimension of the New Testament.
2. Religious mosaic in Canada.
3. Justice and individual responsibility.

Secondary 5

1. St. John's Gospel and-or Ecclesiastes.
2. Of Gods and Men—in religion, art, literature, etc.
3. Man and society.

In Unit 3 at each level there are four or more topics from which teachers may choose those issues best suited to the class. At each of Levels 4 and 5 the subject earns a High School Leaving Credit.

Young kids enjoy MRI

"My active Multi-level class of six to eight year olds seems to really enjoy the "R" part of the MRI programme. We still call it that because children are more realistic than adults."

So says Virginia Mather, Teacher, Mount Pleasant School, Hudson. "The Bible stories of the Old and New Testaments have always appealed to children, who are able to relate many of the events to their own lives. Ancient customs also intrigue them.

"The story about Moses and the bullrushes not only helped the children to relate to a familiar situation (in a discussion on how we get along with a new baby in the home), but the art lesson which followed produced such delightful pictures that they received a private showing at a meeting of the Superior Council of Education.

"As well as listening, discussing, writing, and drawing, we use music in our programmes. While many of the hymns are familiar and loved, other kinds of religious music appeal to



MATHER

the very young. The response to a tape of Gregorian plain chant was quite surprising. The children expressed their own interpretations in art as they listened, and then asked for a repeat of the tape while they worked at individual tasks.

"I've used the tape (without the accompanying slides) of the Lakeshore School Board's unit called "Awareness" which combines words with music. Although it was intended for a much-older group the children

responded with a surprising sensitivity that reflected an innate sense of wonder. Religious festivals of many faiths are exciting to the children and the parent volunteers who contributed to this enjoyment provide an extra enrichment for children. My own class is fortunate in having many such parents and the lady puppeteer who puts on inventive morality plays is very popular."

Last year, her Special Education class used some new units of the programme on an experimental basis. "Finding your way through the Bible" fascinated these children in spite of reading problems. Each child had his own Bible, and the constantly reinforced reward of the programmed workbook helped to retain interest during the year.

Says Mather: "I have found over the years, while teaching grades one to six that practically all children have a keen interest in the Bible, their own and other religions and enjoy the activities which relate to their families, their community and their environment. Poetry, language, art, music and reading all serve as tools in the context of the MRI programme."

FOCUS	JUDEO-CHRISTIAN STORY	CELEBRATION	AREAS FOR ACTION	VALUE CLARIFICATION	GROWTH • DEVELOPMENT
Home	Stories told to a pre-school Jewish child in time of Jesus, about Hebrew Children	Songs	Family roles chores customs manners Types of Families Foster Adopted Babies	Questions to encourage well-considered choices Why families have rules	SAFETY: Re medicine cabinet and street PHYSICAL HEALTH: Charting growth, tooth care, etc. EMOTIONS: Having good feelings about... REPRODUCTION: "All life comes from life like itself"
School & Community	Stories told in synagogue school about heroic youths Learning on trip to Jerusalem	Hymns Poems	The school family Its responsibilities Its manners & customs Care of Property Members of Community Roles of Children & others Types of Communities	What might happen if... Could you become better at... Catching someone doing something good	SAFETY: Bike courses, farm dangers PHYSICAL HEALTH: Canada's food rules, 'soapy' science EMOTIONS: Happiness re abilities and others'. Responsiveness REPRODUCTION: "It takes two to start new life"
Canadian Mosaic	What makes this people special? Stories of the old Covenant—Noah to Jeremiah	Dance	CITIZENSHIP Appreciating why we or ancestors came here Significance of each people's festivals Birth of Jesus as celebrated elsewhere	Sharing in formulating a class rule When do rules need exceptions? Why do we need "authorities"?	SAFETY: On the water - swimming lessons? PHYSICAL HEALTH: Varied diets - trying New Canadian foods EMOTIONS: Feeling good re own sex Sympathy for animals, humans Overcoming prejudice REPRODUCTION: Pre-natal to six years
Extending Community	Jesus discloses the mysterious New Covenant	Silence	Organizations linking Communities: Clubs, UNICEF, Red Cross. Communities' need for agreed standards: For meeting basic needs Laws Golden Rules in many religions	Deciding among demands for time—TV, Homework, paper routes, etc. Meeting money temptations Making rules for oneself Do some people need a "better than even" chance?	SAFETY: Fire, firecrackers, fire-arms PHYSICAL HEALTH: Sleep and nutritional needs EMOTIONS: Dealing with aggression with family vs. peer conflicts REPRODUCTION: Varieties of fertilization and development
Social Responsibility	Apostles invite others to New Covenant - to end of Roman Empire	Art &	Understanding how democratic process provides fairness Levels of Government: Municipal, Provincial, Federal Responsibilities of officials and citizens	Sportmanship Reliability Co-operating with majority (unless harmful) Courage to be only one who... What kinds of punishments are: Fair? Useful?	SAFETY: In care of younger children PHYSICAL HEALTH: Avoiding over-eating EMOTIONS: Dealing with anxiety about appearance, development, etc. Sports as outlet. Enjoyment of having responsibilities REPRODUCTION: Understanding puberty
People of Integrity & Action	Remarkable people spread Covenant Community to and through North America Missionaries show need for Ecumenical Christianity	Others	KNOWING: Local heroes who've given names to schools, churches, etc. National heroes: Vanier, Cartier, Leger, Casgrain International: King, Gandhi, Bethune, Mother Theresa	Whom do admire? Choosing friends Persuading majority to change When should one change ones mind? Respect for innovators Evaluating rules When is a joke not funny?	SAFETY: Risks of unprescribed drugs PHYSICAL HEALTH: Safe ways to deal with moods - sleep, sports, hobbies EMOTIONS: Loyalty to friends Coping with friendship break-ups Love toward God and man - expression in art, diaries, prayer REPRODUCTION: Preparing for mature love

Bilingualism Grants:

Where did they go?

When Quebec Federation sent out letters to all Federal MP's asking what happened to the money for Bilingualism it certainly set the cats among the pigeons.

Like the Quebec Federation, the MP's also are now wanting to know what has happened to the...hold onto your hats...the \$302,667,696 the Federal Government has given the Provinces for elementary and secondary education between 1970, when the program started, and January 1975. (For some reason the 1975 figure is not presently available).

Of course the 300-million dollar figure does not cover all of the grants.

In addition there were considerable sums made available for post secondary education, language training courses, bursaries for teachers, second language study fellowships, and travel bursaries.

The following is a report by Barbara Moore on a recent information meeting in Ottawa.

"Betty O'Connell, Bill Asherman and I were fortunate to be able to attend Information Meetings on the Bilingualism Grants held in Ottawa with the co-operation of the Secretary of State's office. These meetings were sponsored by the French Language Commission of the Canadian Teachers' Federation and we were warmly received as

participating observers.

"The remarkable explanation was given that the formula payments were established because no one really knew how much extra minority language schools might cost or what the extra expense might be for second language teaching.

"This money was given from 1970 to 1974 in the hope that it might 'encourage' the provinces to develop minority language schools and second language teaching, and there was no attempt made to check on the use being made of the millions of dollars dispensed during that time.

"We also learned that the renewal of the program in 1974 added as Objectives: 1) Provincial accountability and 2) Evaluation of the results.

"Although we were assured that talks with the provinces had been going on "for some time" on the questions of accountability for federal funds and evaluations of programs, it was very interesting to us to learn that it was only in November 1975, four months after we sent a letter to all federal M.P.s expressing Quebec Federation's concern, that formal written requests were made by the Secretary of State's office, to all provincial governments. These requests asked how each province had used their allocation and so far only three provinces (unnamed) have replied!

"We learned that our letter to the M.P.s caused far more

concern than we had imagined with M.P.s questioning the Secretary of State's office as well as the Provincial governments of their home provinces.

"Problems expressed in the workshop sessions focused on the difficulties involved resulting from a Federal Program in a Provincial Jurisdiction with minorities having difficulty in getting both information and money from their provincial governments. Delegates stressed to the Secretary of State's officials that pressure exerted by a provincial minority on a government expressing the concerns and priorities of the provincial majority might have little or no effect depending on the sensitivity and concern, or lack of same, of the province concerned.

"Three provinces have open and clearcut dispersal of the Bilingualism Grants. These are Ontario, Manitoba and Nova Scotia and, in my opinion, Ontario's plan is the best. Ontario offers a supplement of \$50 per student, per year at the elementary level for every child in a minority language (French in Ontario) school. They offer \$36 per credit, per pupil, per year at the secondary level—with a maximum of five credits per student.

"All delegates were told that the Secretary of State's office would try to respond to requests for meetings and it was suggested that it was not too soon to submit briefs relating to the contract renewal due in 1979.

"Quebec Federation is on the right track and we will follow up our Brief to the Provincial Government with one to the Federal Government."

QFHS M & E Committee

CONFIDENTIAL STUDENT RECORDS

Following the introduction and withdrawal of the controversial Student Cumulative Record in 1973, the Ministry of Education set up a Measurement & Evaluation Consultative Committee. Members of this Committee include representatives of various branches of public and private education, departmental experts, and delegates from the Federation of Parents Committees and the Quebec Federation of Home & School Associations.

On the basis of the briefs (460 of them) which were received on the subject of students' records, and following a series of Committee meetings, a new regulation was drafted on the 'fiche scolaire' or school record card, and its confidential nature.

Recent discussion, however, between the Measurement & Evaluation Service and other Services within the Ministry has

brought to light the problem of regulating the confidential nature of other statistics and information which may be collected within a school or school board, apart from the material recorded on the official record card.

For example, it is to be recommended to the Minister that no results of I.Q. tests be permitted on the student record card. However, it seems highly likely that such results would require recording somewhere within the school or school board for a shorter or longer term. Such information is very sensitive and must clearly be regulated as to its confidentiality and the conditions of its transmission to other persons or institutions.

The Measurement & Evaluation Consultative Committee is therefore in the process of approving an extended regulation to cover not only the official school record card but other records which a school or school board might decide to collect.

Ste. Foy parents win Bill 22 case

by Bill Asherman
Constitution Specialist,
Quebec Fed. H&S Assoc.

On March 19, 1975, a French couple of Ste. Foy filled in two registration forms for their children at the School Commission of Ste. Foy, one child attending grade 3 and the other one Kindergarten at the time. The registration forms showed that the children were Catholic, their first language learned and still understood, the language usually spoken at home and the language of instruction in 1974-75 was French. However the language asked for in the registration for 1975-76 was English.

On May 15, 1975, the Director General of the Commission sent copy of a resolution to the parents, which was passed by the Commission in April 1975 and whereby the children would have to go to French school, in conformity with that resolution. The parents were to advise the Commission by May 21 whether they maintained the registration.

On May 21 the parents started court proceedings against the Commission to obtain annulment of 3 articles of that resolution, one in particular, which their lawyer contended were beyond the power (ultra vires) of the commission.

In the judgement rendered in the case, Chief Justice Jules Deschenes, Quebec Superior Court, discussed in great detail Chapter V of Bill 22 pertaining to language of instruction, and its background (particularly Articles 40 to 43). He also cited certain articles of the Government regulations of April 2, 1975 referring to the obligation of each school commission to ascertain that pupils have sufficient knowledge of the language of instruction, and may do so through administering of tests. Basing themselves on Bill 22 and above government regulations the Ste. Foy School Commission passed the resolution mentioned in their letter to the plaintiffs,

which says in article 6 (in translation):

"that any pupil already receiving instruction in French at the Commission, or registering for the first time at the Commission, is to receive instruction in French, except if his parents solemnly declare that the mother tongue of that pupil (viz. the first language learned and still understood) is English and if they ask that he receive instruction in English."

The plaintiffs contended that this article was illegal and ultra vires in that it demands a solemn declaration by parents, which is not required by the Bill nor by the regulations. Also, it restricts instruction in English to a category of people, contrary to both the Bill and regulations. The contention by the Commission that Article 6 was based on a government regulation of December 1974 dealing with compulsory registration, was considered too narrow by the court, as it does not take into account above-mentioned obligation of the Commission re. verification of sufficient knowledge of language of instruction.

After a lengthy discussion of all pros and cons—the Commission had also referred to a demographic study, whereby 97 percent of children in their territory are not bilingual i.e. have no sufficient knowledge of English to receive instruction in this language—Chief Justice Deschenes ruled Article 6 of the Commission's resolution ultra vires and thus annulled regarding language of instruction, because:

the Commission had failed to fulfil their above obligation; the article in question contravenes the principles of Bill 22; the right to appeal to the Minister (Article 43, para. 3 of Bill 22) does not influence the role of the court;

it is not a question of correcting an administrative mistake but of rescinding a resolution which exceeds the powers delegated to the commission.

Costs for the account of the commission.

Parents hold teach-in

How can parents show their support for our teachers in their present contract negotiations, and how can they show this support in a positive fashion?

These were the questions facing the parents at Keith Elementary School, Ville LaSalle, recently at the latest in a series of parent information meetings sponsored by the teaching staff.

Parent-teacher relations in this elementary school have always been good and parents were disturbed by the lack of any visible progress toward an

agreement. An action committee appointed that evening was small, one representative each from School Committee and Home and School Association and 2 teachers who volunteered to act as resources as we attempted to develop our plans.

The Committee knew that the parents wanted something done, they felt it should be constructive and to be effective as a protest it had to be imaginative enough to draw public attention. Since, at previous meetings with the teachers, the question of classroom ratios and working hours kept coming up we decided

to try and find out through first-hand experience just what they meant. How to do this? Easy—take over the teaching duties for a day. Details were worked out, discussed with the administration and teaching staff, approved by both parents groups and finalized.

The letter sent to Keith School parents calling for volunteers stressed the two main objectives of our action:

1. to give parents an opportunity to experience some of the issues, and
2. to protest the lack of contract negotiations.

Through this letter and direct telephone contact, parent volunteers were obtained and class assignments made. When the final day arrived every teacher in the school had been assigned a parent volunteer.

Feb. 4th, the day of the teach-in arrived. The parents had been briefed the evening before, both in a group and individually, by the teacher whom they were replacing. It was decided that teachers would not enter the classroom during the day unless their assistance was requested. A nursery for pre-school children of the volunteers was set up and run by the teachers.

Before the day was over the parent-teacher taught classes, corrected assignments, did outside monitor duty, prepared plans for the following day and generally assumed any and all duties of a teacher. One of the parents expressed a common opinion: "a week of this and I'm quite sure we would be glad Friday had arrived."

One of the telephone contact volunteers summed up local reaction, "The parents were marvelous. Everyone I spoke to was very enthusiastic. They were behind us 100 percent, even those who could not take part in our action themselves."

A woman Director-General?

No reason why not!

—The majority of teachers are women.

—The majority of principals and administrators are men.

—The odds at present against a woman achieving a top educational job are enormous.

Should this be so?

Are men better principals and administrators than women?

Economic reasons may push men to rise as high as they can in a school system, and social reasons may press them to thwart potential female leaders, lest "they see themselves failures as men."

Dante Lupini, Superintendent of the Vancouver School Board, reported in an address to the Canadian Education Association last fall, that research shows that women rank significantly ahead of men as 'democratic' principals—the most desirable kind

since 'democratic' leaders involve the group in policy-making decisions, allow creativity and initiative, and foster two-way communication.

Personnel policies can discriminate against women—through the non-use of part-time teachers, disadvantageous conditions for maternity leave, and the absence of child-care programs.

Also at fault can be curriculum materials which are discriminatory, sex-defined course enrolment, and bias as to aptitudes—all capable of affecting the teacher as well as the taught.

To overcome the complicated problem of sex discrimination, there must be challenges in the home, the school and society. For a girl to become a brain surgeon, it is suggested, the medical school must admit her, and her father must be prepared to take out a second mortgage to finance her. This means that we have to change the ways boys and girls are taught at home and at school.

Resolutions can bring solutions — usually!

Don't let the wording get you down!

Are you fazed by the legal-sounding wording of the Resolutions debated at QFHSA Annual General Meeting each year? Don't be! The 'whereas's' and the 'be it resolved's' are only there to neatly tie the proposition into a single (if long) sentence with no loose ends. 'Whereas' states the problem and 'Be it resolved' says what you think should be done about it. It's as simple as that.

Try drawing up a Resolution yourself. Any subject will do for practice.

A SAMPLE RESOLUTION

STEP 1. What's the problem?

"If there's a crummy job to be done, I'm always the one that gets asked to do it."

This turns into something like:

WHEREAS THERE ARE MANY TASKS WITH WHICH THE SCHOOL AND ITS TEACHERS NEED THE ASSISTANCE OF VOLUNTEER MOTHERS DEEMED UNEMPLOYABLE IN ANY OTHER JOB AND TOO DISORGANIZED TO HAVE ARRANGED TO GO SKIING UP NORTH THAT DAY, AND WHEREAS MANY OF THE TASKS PROVIDE LITTLE FEELING OF ACCOMPLISHMENT OR OPPORTUNITY FOR PERSONAL DEVELOPMENT...

Now, STEP 2. We have to suggest a solution. What do we want? Pay, or turn-and-turn-about at running the ditto-machine or stapling papers? Or would we just like a cup of coffee

in the staffroom and the feeling that we are part of the school and not the Invisible Woman?

BE IT RESOLVED THAT TEACHERS AND ADMINISTRATORS IN THE SCHOOLS RECOGNIZE THE SERVICES OF SUCH VOLUNTEERS IN A FRIENDLY AND HOSPITABLE MANNER.

The final question is, to whom shall we direct this Resolution? Teachers and administrators seem a natural—they've been mentioned. We might add the school boards, too; they set the policy.

DESTINATION: PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS, QUEBEC ASSOCIATION OF SCHOOL ADMINISTRATORS, and QUEBEC ASSOCIATION OF PROTESTANT SCHOOL BOARDS.

You're nearly there. Debate the Resolution at your local H&S, approve it, and get a nearby H&S to second it. Send it along with a background paper explaining why you feel this problem is pressing and why the Resolution is relevant at this time.

You have until March 5 to send Resolutions to Federation office.



KEEP UP THE PRESSURE

If you wish, you need not stop there. QFHSA's Resolutions Committee will present the Resolution to the parties named as DESTINATION and pursue the matter, taking all the steps necessary to get action. You can help in doing this. You have drawn up, proposed and had adopted a solution to a problem about which you feel deeply. Face to face with teachers, administrators or school boards, you can impress them with the sincerity of your feelings about the situation, expressing yourself as an 'ordinary' parent without resort to official-sounding phraseology and double-talk.

And that is the way you get ACTION.

TWO CASE HISTORIES

To increase your incentive we cite two recent Resolutions as examples of positive results.

One is a '74 Resolution addressed to the Canada Council asking for support for English children's theatre in Quebec. Last fall, it was announced that Youthatre had been awarded a \$10,000 grant by the Council, the first ever to "theatre for young audiences."

The other is the Resolution asking for training programs for school-bus drivers. The Department of Transport has since announced a driver-training course for which drivers are paid. Another step remains to be taken—to ensure that all drivers take this course before driving buses.

BE PREPARED to speak to your resolution. At mike is Joan Riches, recently elected 3rd. VP Quebec Assoc. of Protestant School Boards (she's a Commissioner with the Lakeshore Board), who was Federations Policy and Resolutions Committee Chairman. QFHSA's best wishes go with Joan in her new role—an onerous assignment.

FOLLOWING THROUGH

Notice of your Resolution will be sent to other local associations, who may take it upon themselves to amend it (hopefully improving it). Come the Annual General Meeting in

the spring, you propose it formally (but not necessarily at length) to the meeting, resist or concur with any amendment, and then wait and see if the meeting votes in favour. If it does, your Resolution becomes the policy of the Quebec Federation of Home & School Associations.

Of such things is history made!

ANNUAL MEETING '76

Plan now to attend

The impact on education of changes in social values will be examined at the QFHSA Annual General Meeting at the Bonaventure Hotel April 30th and May 1st.

Last year's Annual Meeting was designed to look at current social values which are evidence of the profound changes taking place within society. This year, in panels and workshops, H&S will examine the impact of changed

values on the education of children presently in the system.

"Values in education" is a topic of enormous scope. The stormy debate that rages at this moment over the future of Canadian society has exposed many of the alternatives which have engaged the attention of philosophers of education for a number of years. The need to educate children for an uncertain future has already stimulated great changes in schools.

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la commission scolaire

Lakeshore

school board

requires an

ASSISTANT DIRECTOR GENERAL

The Assistant Director General will initiate and direct educational programs, coordinate the educational divisions of the School Board, and supervise the budgets of these divisions. He will, whenever necessary, replace the School Board's senior administrative officer, the Director General.

QUALIFICATIONS:

A university education (minimum 17 years scholarship) and at least 3-5 years experience as director or coordinator of an educational service; or as a school principal. The candidate must be able to work in the French language, and must have some knowledge of the Quebec educational system.

SALARY:

In accordance with Quebec Ministry of Education scales. Should be of interest to a person earning in the \$20,000-\$25,000 range.

The territory of the Lakeshore Board includes the western part of the Island of Montreal, and an area stretching west to the Ontario border. This Protestant school board administers five high schools, twenty-two elementary schools and three special schools, with a student enrolment of 17,000.

Complete curriculum vitae, together with the candidate's conception of the responsibilities and duties to be assumed, shall be submitted (by February 27, 1976) to The Chairman, Lakeshore School Board, 450 Church Street, Beaconsfield, Quebec, H9W 3S5, with a copy to the Director General.

Frustrations galore:

Successful CEGEP outgrows facilities

Since its inception in 1969, the English-speaking section of what is now known as the CEGEP d'Outaouais has grown from its small beginnings of 7 students to a present student population of approximately 400.

Despite housing and budgetary difficulties, the administration and staff of the English Pavilion have provided an educational facility of such high calibre that, even with the opportunity of attending Carleton University's "Q" year or Ottawa University's Pre-University year, both offered just across the river, students have been opting for CEGEP education in increasing numbers, the English Pavilion showing a growth rate of 30 to 40 percent a year in the last two years.

The CEGEP pavilion offers all academic courses necessary for university entrance. Those students who have completed the two-year curriculum are able to enter university with advanced standing. In courses such as science, engineering, social sciences and arts, students are accepted into the second year at local universities. The Pavilion offers, as well, three-year professional courses leading to diplomas in business administration, private secretarial training and nursing; the latter is receiving high praise.

The Pavilion is currently re-evaluating its curriculum in the interest of adding courses specifically designed (like the electronics course at CEGEP d'Outaouais) to provide other educational dimensions to the total CEGEP scene and to the region the Pavilion serves.

Conceived originally as a small

making it increasingly difficult for them to provide an essentially French post-secondary educational environment for Hull area students to counteract the pervasive anglophone presence of the National Capital Region. In 1972, although still legally a part of the CEGEP de Hull, the English students (then 243) were required to move into a separate building, entering the French CEGEP only for the purpose of sharing laboratory and physical education facilities.

In the spring of 1973, with an anticipated enrollment for 1973-1974 of 225 the English Pavilion of the CEGEP d'Outaouais, through an Ad Hoc Committee representing the English educational community of Western Quebec, began pressing the Corporation to resolve the problem of an adequate facility for the CEGEP's English clientele. The building rented for the Pavilion on Eddy Street, in Hull, always a physically inadequate plant, would, if enrollment reached 300, be totally outgrown. The Corporation had promised the Pavilion the old CEGEP building on Tache Blvd. in Hull, on the removal of the French students to their new CEGEP building on Mont Bleu in the fall of 1974, but the Corporation of the CEGEP d'Outaouais, for numerical and financial reasons, decided instead to rent the building for three years to the Outaouais Catholic School Board as a secondary school, with an option to buy.

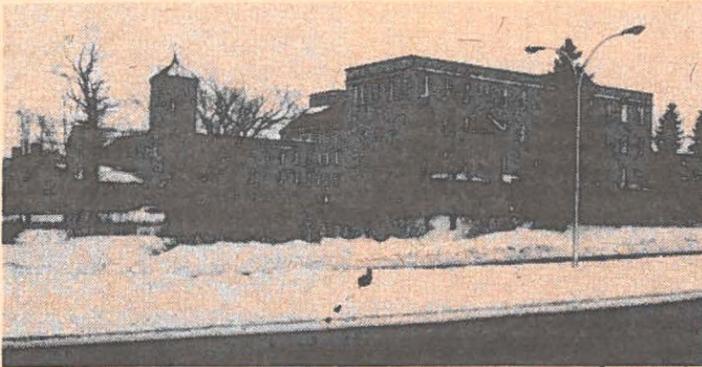
In the spring of 1974, with no solution to the housing needs of the Pavilion in sight, the Ad Hoc Committee presented a major

Pavilion had outgrown its present status as a section of the CEGEP d'Outaouais, and required administrative, budgetary and pedagogical autonomy of a much greater magnitude than that at present prevailing. Such an increase in autonomy would

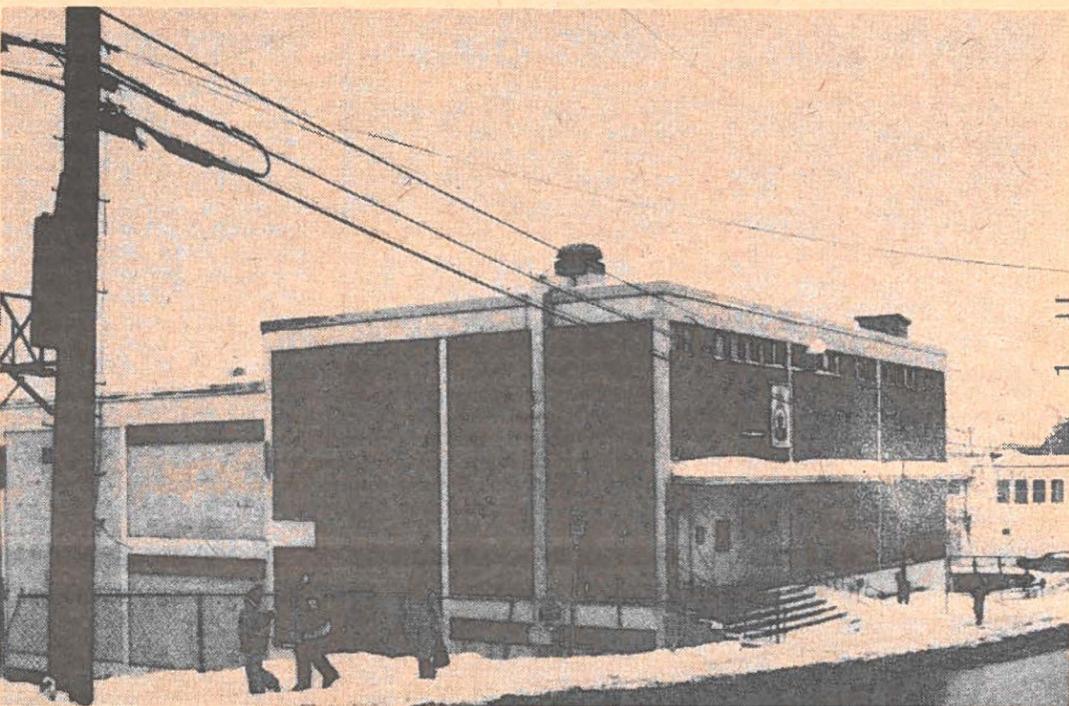
the affiliation of the Pavilion with Champlain and insisted that, at this time, the Pavilion's problems be worked out with the Corporation of the CEGEP d'Outaouais, of which the Pavilion was a part. But Quebec also responded to the deeply felt

administrative and pedagogical relationships for the Pavilion which, while honouring the charter governing the CEGEP as a local CEGEP, would provide the Pavilion increased control of its own educational scene. A demographic survey, a devis-pedagogique and a building search report were to be ready by January 31st, 1976. A comprehensive memo to the Minister of Education is to be prepared for March 15th. Mr. Pronovost assigned Roderique Brisson as his representative to correlate the whole.

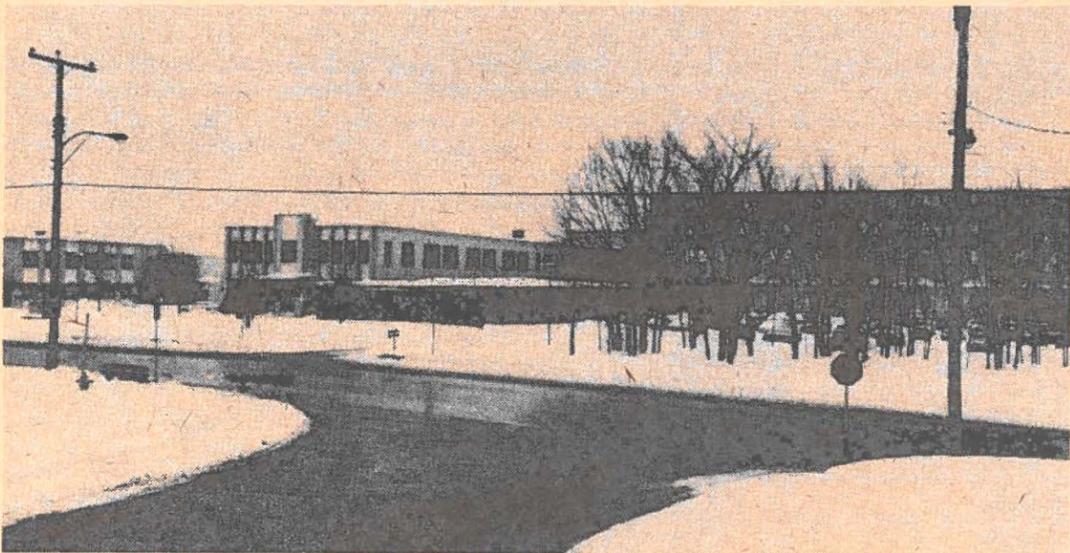
At present the Ad Hoc Committee and the Pavilion await the results of the work of the Corporation with great interest. As things stand, despite the good education being provided by the English Pavilion, problems of space and staff-student relations with the French section of the CEGEP are taking their toll on staff and student morale, and unless the Corporation is able to fulfill its obligations to the



REDEMPTORIST FATHERS' BUILDING: This heritage building designed as a college, stands empty in old Aylmer due to legal litigation with Quebec. Aylmer area residents would like to see it as a CEGEP, and for continuing education and community use.



EDDY STREET BUILDING The temporary quarters of the Pavilion on Eddy street—a converted bowling alley over the Hull Legion headquarters, providing classroom space, a library seating 25 and a minimal multi-purpose room serving as cafeteria, assembly room and students lounge. Present Pavilion enrollment—396.



division of the then very new CEGEP de Hull, the English students in 1969 were offered a core program directed to University entrance, in either English or French. English speaking parents of Western Quebec saw this CEGEP experience as not only a valid alternative to grade 12, but as an opportunity for their children to deepen their appreciation of the French milieu in which they lived and to expand their facility in the French language in order to respond adequately to the bilingual challenge presented by both Quebec and the Federal Government.

However this Western Quebec experiment in bilingual education was doomed to failure. The Board and Administration of the CEGEP de Hull felt that the growing number of English students in the CEGEP was

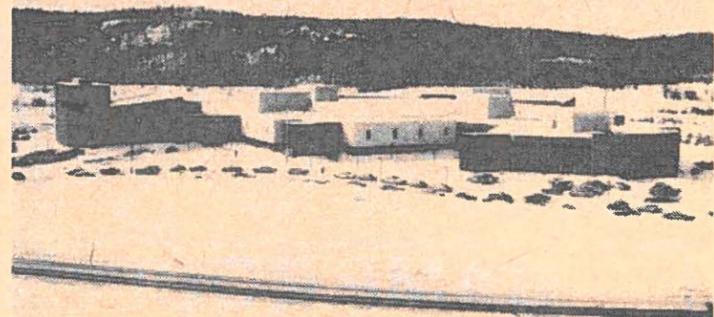
TACHE BLVD. BUILDING The former nuns' college, minus portables, provides facilities including gym, auditorium, swimming pool and basic laboratories adequate to CEGEP norms for 650 students. With an estimated enrollment of 500 students for 1976-1977 this building, in the opinion of the Ad Hoc Committee, offers the best solution for the long-term needs of the English CEGEP. With the offices restored to their original residential function, this building would offer also residence facilities for 75 students from outlying areas.

brief to the Department of Education and began consultation with Mr. Jean Pronovost, now Director General of CEGEPs, on ways to resolve the Pavilion's dilemma. Then, as now, the Ad Hoc Committee saw the Tache Blvd. Building as the only built plant in the Hull area with existing facilities adequate to satisfy CEGEP norms of education, and it continues to make this point to the Department and the Corporation.

With an enrollment in 1974-1975 of 293 and a projected enrollment for 1975-1976 of 400 it seemed to the Ad Hoc Committee that the

require either a major rethinking of the internal arrangements of the CEGEP d'Outaouais, or the affiliation of the Pavilion with an English speaking Regional CEGEP under which it would have campus status and consequent control of its own budget and services.

In the fall of 1975 two things happened. Despite student enthusiasm and a petition signed by some 2000 students, parents and other interested persons requesting affiliation of the Pavilion with the English-speaking Champlain Regional CEGEP, Quebec ruled against



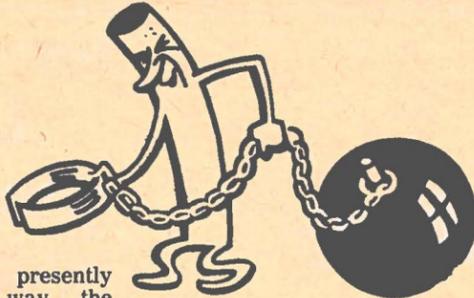
NEW CEGEP CAMPUS: The new CEGEP built for 3,000 now houses approximately 1,900 French students. Physical education and all laboratory classes must be taken there by English speaking students—20 minute taxi drive each way.

and loudly expressed needs of the Pavilion for adequate facilities and a change in its internal relations with the Corporation. Mr. Pronovost met with the chairmen of the Ad Hoc Committee, representatives of the 2 local English-speaking secondary schools, and officials of the Corporation, on Dec. 13, 1975, and laid out a time-table for action by the Corporation on the matters causing the Pavilion such concern. Arrangements must be worked out, he stated, to provide education to the English-students "adequate to CEGEP norms," and it was the responsibility of the Corporation to find suitable new quarters for the English clientele and to provide new

Pavilion by April of this year, not only will the Ad Hoc Committee have to present its case again, with an even stronger voice, to the Minister of Education, but if a more adequate building has not been provided, a limit may have to be placed on student enrolment for next year. Since a 90 per cent success rate has been registered for students from the Pavilion entering University, and since many other less tangible benefits of CEGEP education have become apparent to parents, related to the whole process of the maturation of their children, such a limitation will be a real loss to post-secondary education in this region of Western Quebec.

Children & Smoking:

— Parents seem unconcerned!



A questionnaire on Smoking and Health went out in January to each Home and School Association for the CHSPTF. The questionnaire originated with Health and Welfare Canada and was designed

1) to determine the awareness of parents about what is being done in their school to dissuade students from smoking and 2) to provide guidelines for future projects and programs in this area of environmental health education.

Returned questionnaires (50 percent at time of writing) seem to indicate a low level of concern among parents and teachers of elementary school children, and only moderate concern at the high school level where the problem of smoking was generally regarded as serious, but where few anti-smoking programs exist or are planned.

Why this lack of interest? At a time when smoking is in the news as never before, when doctors and medical statisticians are publicizing, almost daily, conclusive evidence about the relationship of smoking to cancer, heart disease and emphysema, and when non-smokers are being increasingly vocal about their right to breathe smoke-free indoor air, surely we should be distressed that young students are beginning to smoke in record-breaking numbers.

Nobel prize winner in medicine and professor of research at the Massachusetts Institute of Technology, Dr. David Baltimore, stated that the public is ignoring life-saving medical advice and added "the number of youngsters smoking is appalling." To continue to overlook the findings and warnings of countless researchers like Dr. Baltimore would be inexcusable on the part of educators, smokers and non-smokers alike. Children at an early age must be convinced not to start smoking in spite of the fact that a large minority of the population is addicted to the habit.

The CHSPTF Smoking and Health Committee has been established to help meet this challenge, and the QFHSA, through its local associations, intends to support this work. Any member who wishes to assist or be a part of the QFHSA committee may contact the office at 933-3664.

For teachers and-or parents seeking resource material to use

in health programs presently planned or under way, the following is a list of sources already known to the committee.

Q.F.H.S.A.
4795 St. Catherine St. W.
Montreal H3Z 1S8, 933-3664

Action Book prepared by Smoking and Health Committee of the CHSPTF

—Quebec Christmas Seal Society, Inc.
264, rue Chenier, Quebec 8e
Montreal office just opened; will have materials in coming months (843-5376).

Excellent booklets
—"No Smoking, Lungs at Work" (Gr. 3-4)
—"As We Live We Breathe" (Gr. 5-7)
Posters

—Health and Welfare Canada
Reg. Dir.
Non-Medical use of Drugs Directorate
Suite 112
1255 University St.
Montreal, Que., H3B 3A8, 283-4587
Good posters for use at elementary and H. S. levels
Brochures

—Quebec Heart Foundation
Suite M 31-32
1455 Peel St.
Montreal, Quebec H3A 1T5, 288-8141

Films available on loan:
Barney Butt 12 Min., colour
Entertaining cartoon with music tells story in pantomime of ill-fated young man addicted to smoking. For teenagers and subteens.

N.F.B.
550 Sherbrooke St. W.
Montreal
ADVENTURES OF A TIN MAN - 5 Min. colour
Animated film with general good health message including diet and smoking.
Accompanying colouring book (K-Gr.3)
IT'S ALL UP TO YOU
5 Min. colour
Animated anti-smoking film for elementary grades.

—S.T.O.P.
1361 Greene Ave.
Montreal, Que. H3Z 2A5, 932-7267
Tobacco Smoke Pollution \$5.00 general information.

—Centre for Environmental Education
1290 Caledonia Road
Montreal, Que. H3R 2V8

Language Scholarships

The Quebec Department of Education, in conjunction with the Secretary of State, is offering scholarships to Secondary 5 students who wish to follow intensive second language courses in the summer of '76.

Conditions of the scholarships are that the students are over 16 (Dec. 31, 1975), have completed Secondary 5 at the end of this academic year and are Canadians.

The courses are of six weeks duration and are to be held in institutions recognized in Quebec or in other provinces.

The Scholarship comprises

tuition fees, lodging, board, participation in socio-cultural activities and learning material. Candidates pay their own transportation costs.

Applications for forms have to be into Dept. of Education, 13th Floor, 1035 de Lachevrotiere, Quebec, G1A 1H2, and marked for the attention of Maurice Beaulieu.

The Department says it will send out application forms March 15th. and award Scholarships strictly in accordance with the receipt of properly filled out forms sent in through the mails. In other words "First come, first served."



CAMP MAROMAC

Dear Parents,

Camp MaroMac is a co-ed children's camp located 70 miles north of Montreal on Lac Quenouille.

We believe in planning and organization in order to accomplish our main aim which is to provide campers with an enjoyable and creative experience.

In order to achieve this objective we start with a beautiful site, well-groomed clean playing areas, exceptional facilities and equipment; then we add competent certified staff who have planned programs in activities like tennis, waterskiing, sailing, swimming, physical education, arts and crafts, drama and land sports. Finally, we provide constant supervision in order to have a safe situation 24 hours a day.

If you would like additional information please call us at 514-487-5177.

Sincerely
Syd & Esther Marovitch

ACCREDITED BY
Canadian Camping Association
Quebec Camping Association
Red Cross Water Safety Program
American Water Ski Association

DIRECTORS
Syd & Esther Marovitch
5901 Fleet Road
Hampstead
Montreal, Quebec
Canada H3X 1G9
514-487-5177

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We have the answer to your problem
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This chocolate is made of the finest ingredients available anywhere. Its taste is exquisite and this is your guarantee of success.
We have available to you all the technical know-how needed by your organization for a simple and successful fund-raising campaign.
Please phone or write to address below for further information:

National Fund Raising,
Division of Jean & Charles Chocolate Inc.,
3187 W. St. Jacques, Montreal, Que. H3T 1J7.
c/o Mr. John J. Laliberté, Tel.: (514) 350-7771

'No substitutes allowed'**Internal Elections at the School Board****New Act Restrictive**

According to the Education Act, a school board must elect from among its members a chairman, vice-chairman, executive members, regional board members (off-Island) and delegate or delegates (in Montreal) to the Island Council.

These internal elections are required within thirty days of the first meeting of a school board. The term of office for these appointments is set as the duration of the school board member's term of office, three years.

These stipulations of the Education Act make it difficult to resolve the situation where the commissioner selected proves to have neither the will nor the ability to carry out the appointment.

Such a situation might arise because it is not easy for a nominee to know in advance the exact dimensions of the role he or she is nominated to fill; nor are board members infallible in predicting the aptitude and ability in an assignment of a fellow commissioner whom they may well have known only for a very short time.

Bill 71 suggested that the length of the term of office of a school board member may be extended to four instead of three years. Under that circumstance, the school board chairman, executive or delegates will be required to carry out such appointments for a longer period than at present.

Under the present regulations, there is no opportunity for a school board to review or rotate appointments automatically. The Education Act might better serve the school system if it left some leeway to a school board to regulate the term of its appointments according to its own by-laws.

Act changes school elections

At its November meeting the QFHSA Board agreed that an opinion should be sent to the Ministry of Education on amendments to the School Election Act, changing the elected term of school commissioners and their election date.

Under the proposed changes, municipal and school elections

**IF YOU MISSED
THE LAST ISSUE
OF THE "NEWS"
DUE TO THE MAIL
STRIKE WRITE
FEDERATION OFFICE
FOR A COPY
— THERE ARE
A FEW LEFT**

would coincide. They would be held in November. All members of a school board would come up for election simultaneously. The present three-year term would be extended to four years.

These changes were foreshadowed in Bill 71 which affected Montreal Island school boards.

QFHSA's Board was concerned about the effect such measures might have on the continuity of the operations of school boards, especially in the event of a slate of all new and inexperienced members being elected to a board. This concern was expressed to the Minister.

In reply, Associate Deputy Minister Sylvester White pointed out that administration of a board is delegated to its senior administrators; and that the role of school commissioners is to set a board's policy, according to which the administrators will administer. Under the proposed changes, he feels that the population will have a better opportunity to express its will with regard to a school board's policy.

Community Use of Schools**IDEAS NEEDED NOW**

Schools should be for the use of the community as a whole, say social planners.

Expensive buildings and equipment should not be empty and locked during hours when adults need access to meeting rooms, gymnasiums or workshops.

Where will the financial and human resources come from to make community use of schools possible? What resources would be necessary?

These questions are to be looked at by a Montreal committee, before recommendations are made to the Quebec Ministries of Education, Social Affairs and Recreation.

Montrealers who wish to present suggestions and data to the committee are invited to contact Mrs. Micki Bregman PSBGM Commissioner, at 6000 Fielding Avenue, Montreal H3X 1T4.

Spring Conference Planned**Learning Disabilities**

An important conference on the 'Prevention of Failure for Children with Learning Disabilities' will be held at the Skyline Hotel in Montreal, March 31st - April 3.

A long list of informed speakers will take part in this event organized by the Quebec Association for Children with Learning Disabilities. Topics include pre-school and adolescent programs, reading, maths, megavitamins, hyperactivity, testing and parents' rights.

These sessions will be supplemented by films and resource displays and exhibits, tours and visits.

The Association has started to make its services available to parents of both official languages and simultaneous translation will be available at some of the sessions.

Registration, now open, is through the QACLD office at 4820 Van Horne Avenue, Montreal H3W 1J3. Conference fees \$45.00 (members) \$55.00 (non-members).

THINK WARM!

CREATIVE PLAYGROUNDS. The next issue of the NEWS will feature some new tried ideas for outside play activities for children. Also at least one 'How to do it' for your own back-yard will be included. Also in the issue... A complete rundown on the Federation's Annual Convention activities planned for your benefit.

RESTRUCTURATION:**Here's what we all want!**

J. P. Proulx, secretary of The Island Council Committee, on Restructuration, recently compiled a summary of a 300-page study, embracing the more than 50 briefs presented to that group.

1. English-speaking Protestants

1. To them Canadians are either Anglo or Francophone, each with his own culture.
2. Bilingualism is a vehicle to share culture but not an instrument of work.
3. They have no desire to impose their culture on others and do not want others to impose theirs on them.
4. Their values include industrial freedom, pragmatism, pluralism, science and business.
5. Unified and linguistic school boards are ideals but they want the status quo.
6. They want to recover autonomy lost under Bill 71.
7. They want a weak Island Council.

The summary of the conclusions was divided into five groups by Mr. Proulx and the salient attitudes and opinions of each group are presented under their own headings.

The summary:

8. Size of school boards is not of primary importance.
9. Excellence of educational services is of importance and for this they wish the right to surtax.

2. Anglophone Catholics

1. They define themselves in terms of language and faith—Anglophone and Roman Catholics.
2. Their values are religious, to them more so than among the francophones and "English education" which is primarily economic and where they feel more threatened than the Protestants for they share the same school system with the francophones.
3. They want their own school

boards.

4. In regard to language they want the formes status quo.
5. Religion—no change.
6. They want adequate representation on the Island Council.
7. Size and territory of school boards are important in as much as they relate to the quantity and quality of school services and their relation to the type of school board they want.

3. French Catholics

3(A) French Canadians. The spiritual heirs of traditional religious nationalism.

1. Language has been related to second place for they feel that those who have brought about the deterioration of religion in the schools are the architects of the Quiet Revolution who are now promoting the French language and that is why they hesitate to call themselves Quebecois.
2. Their values include the family, the parish, the institution of the church.
3. They feel they are the majority and tend to ignore

the considerable drop in religious observance.

4. They want a change of spirit, a return to the traditional values of French Canada.
5. They want denominational boards but also propose boards for "others."
6. They want a weak Island Council for it is a secular organization and their fundamental concern is religion.
7. Educational services should be closely linked to Christian philosophy.

3(B) The Quebecois

1. To them Quebec is a French province or state.
2. They respect the rights of the Anglophone minority but do not allow non-Anglophones the freedom of choice of language.
3. They feel that they are the majority.
4. Their values are Quebec, the community and the state as a means to their ends. For religious values they sub-divide into:
 - a. Pragmatic, an individual not a collective reality.
 - b. Secular. Pluralism is a

value to be promoted. Religion is important but religious freedom is valued most of all.

3(B) a The Pragmatic Quebecois

1. They opt for a unified board but will accept any type if it promotes the optimum development of the francophone majority.
2. They accept multi-denominational schools as long as parents' wishes are respected.
3. Non-English speaking children must go to French schools.
4. They want a weak Island Council.
5. They favour equality in size of boards.

3(B) b The Secular Quebecois

1. They want unified boards for scholastic not linguistic reasons.
2. They are averse to a Quebec society structured on the bases of cultural, religious, and economic differences.
3. On language see 3Ba 3 and 3B 2.
4. They propose either multi-denominational schools or turn religion over to the churches.

FOCUS on the LOCALS

News from Western Quebec

H&S in the Greater Hull Area

by Area Director
Tina Lohoar

Under the Greater Hull School Board, which provides elementary education in the area north of Ottawa, there are twelve elementary schools. Seven of these are concentrated along the Quebec-Ontario border in the more heavily populated area. The remaining schools are rural ones, some up to ninety miles away from the administrative centre.

Many of their problems differ from those of the schools in the more closely populated sector, a fact which tends to be overlooked.

JOINT EFFORT

Five of the elementary schools nearest Ottawa have H&S Associations, some of them operating under an umbrella arrangement with the school committee. There have been attempts to interest the parents and teachers in the outlying schools in the H&S movement, but the perennial problem of finding people to run an association (as well as a school committee) is difficult to overcome.

H&S has existed in some of the

schools for more than fifteen years. The Associations are run by dedicated people who provide services and raise funds for educational projects for their schools. They are not easily convinced of the role of their local association in the Quebec Federation of Home & School Associations, despite the fact that the advent of amalgamated school boards, school committees and the centralization of Quebec education would seem to make the work of Home & School at the provincial level even more significant.

PROVINCIAL OPERATION

Two meetings held in the area recently have served to emphasize the function of the provincial H&S Federation.

The first was held last November, sponsored by the Hull, South Hull and Aylmer-Eardley H&S Associations, and attended by parents, administrators and school board members, and took the form of a forum for the teachers to explain their position vis a vis contract negotiations and the Department of Education.

The second meeting was held in

December, under the chairmanship of John McCallum, president of South Hull H&S, to which QFHSA President Betty O'Connell was invited in order to meet with representatives of the local school committees. Betty described the work done by the provincial H&S and its importance to English speaking parents. As a result of the interest aroused, Philemon Wright High School committee is taking steps to encourage parents to take out QFHSA membership and to develop a relationship with QFHSA and its work.

OTTAWA INFLUENCE

In this area of Quebec, the proximity of Ottawa tends to overshadow our daily lives. Many people work in Ottawa, and read, watch and listen to news emanating from that city. Families moving to Western Quebec from Ontario suddenly realize that the 'separate' school system is the Protestant system, not the Catholic. They have a lot to learn about schooling in this province and Home & School has the information and willingly shares it.

SOUTH HULL 25c per head!

On December 2nd a Fun Fair was held to raise funds for the school. \$686.00 was the grand total achieved. There was a Bake Sale, Nearly New Clothes, Raffles, Jewellery, China, X'mas Decorations & Gifts, Toys, Notions, Books and Records Stalls. Children's Games including Bingo, Bowling and a Treasure Hunt provided fun for the children and profit for the H&S. An Information Booth was held by the School Committee outlining the Teacher Issue and a telegram was sent to Quebec City for which parents paid 25 cents to have their name included. Great to hear a School Committee and Home & School working together so well.

WHAT'S GOING ON?

This idea is recommended by the South Hull local as a great way to raise funds, interest and excitement at your next bazaar... it's a lucky dip!



THETFORD MINES:

Ciné club sponsors trip

Planning of the Thetford Home & School's participation in school related activities for 1975-76 was started by the new executive in early October.

A trip to Ottawa for grade eleven students has become an annual event partially financed through the establishment of a Cine Club. The organization of ticket sales, movie rentals, etc. was well under way by the first meeting to provide six feature movies at a local theatre during the school year.

Donations have been made by the Home & School toward the establishment of student activity groups at both the Thetford Elementary and High School. Activities at the more senior level will include handicrafts, games, sports, science related projects and photography. In addition

games were donated by parents for use by students during noon hours.

Rhythm band instruction for elementary school students is again being given on a volunteer basis by a Home and School member.

A membership drive was carried out by issuing bilingual requests to parents with a resume of Home & School activities. This drive was followed up by recruiting at school meetings attended by parents. Publicity to increase awareness of Home and School will include news letters issued during the year.

Student representation at Home & School executive meetings has been accomplished by appointing two Student Council members to attend meetings. Their participation with the executive will continue throughout the school year.

Plans have been made for Home & School assistance in the lodging, feeding, transporting and supervising of 200 students during a basketball tournament to be held on February 20 and 21st.

A card party will be held on March 1st. to provide funds for Home & School projects.

The High School library has been opened for public use one night per week, thereby providing a service heretofore lacking in the Thetford English-speaking community.

A general meeting was held on December 3rd to more fully familiarize senior students and parents with CEGEP facilities available for continuing education in the province of Quebec. Messrs. Joe Gallagher, D'Arcy Ryan and Dale Lockhart of St. Lawrence and Lennoxville Champlain campuses attended the meeting to explain available courses, pre-requisite courses, living facilities and advantages of the junior college system.

AHUNTSIC

Not Dog Days but HOT Dog Days

Children at Ahuntsic stay for lunch at school, so the Home & School have held two very successful Hot Dog Days, one on October 8th and the other January 26th. This serves three purposes: helps to raise money for the school, the parents are pleased, the children have a change from the everlasting sandwich and most important the children think school has turned into heaven for one day! Mrs. H. Baby is now greeted in the School with "When is our next Hot Dog Day?" A Bazaar and Bake Sale was held on December 3rd and these hard-working ladies made a profit of \$942.71 which will be used for Field Trips and much needed Gym Equipment.

COURTLAND PARK

Program for Parents

The H&S-School Committee hopes to be running a Human Awareness program for parents this month with leadership from the Mental Hygiene Institute. Recommendations have been made with regard to school dress and gym outfits to promote neatness among the students. The combined committee also draws parents' attention to the possibility of early school closing due to bad weather and reminds

them to make some arrangement for the care of their children, should they be away from home during that day.

The Country Fair which brought in nearly \$2,000 was followed in November by a skating party—another is planned for January. Dominion Store receipts keep coming in and at the turn of the year totalled \$45,743.

SUNNYDALE:

Who is Santa?

At the Santa Sunnydale Fair...believe it or not...held November 15, Santa got snowbound. Standing in were a teenager, two teachers and a parent who took turns in presiding over the fair. Sales of handicrafts, homebaked-gooies and 'junk' and games galore offered an extensive buying choice for all and raised close to \$1000 for the local.

Overall comment is that even Santa, booked early, needs Home & School volunteers to carry out his duties!

Write and tell the "NEWS" what your local is doing. What may seem routine to you could be just the thing to help another local overcome a hole in its activities. Remember to send pictures when you have them. Deadline for next issue 20th March.

ELIZABETH BALLANTYNE

VALOIS PARK

"Honour Your Partners"

Twenty five Years Young

An enjoyable evening was held by Elizabeth Ballantyne H&S on November 28th when a Square Dance was held to raise needed funds for the school. Over 100 people turned out and danced the evening away until 2.00 a.m. They were lucky enough to obtain a well qualified caller and he kept everyone swinging all evening. The decorations were provided by the children who drew Artistic Images of Country Scenes.

The Home & School is very busy helping the school celebrate its 25th Anniversary. A Hobby Show was held in November and drew a large crowd, a lot of working models were there and children were allowed to handle them, no doubt a lot of new hobbies have been taken up by the children as a result of this show. January 28th, 29th and 30th will see a Grand Winter Carnival with all the children taking part in the various winter activities, snow shoe and skiing races are also planned. The 25th Anniversary Dance will be held on February 25th. Lucien Perras, who was the first Principal, will be returning from his new position in Toronto to attend. February is also Civic Month. Depending on their level in the school the children will be attending the Municipal Court, Fire Station, Churches of the different faiths not forgetting the Synagogue. Old pictures of the area as it used to be have been blown up in size and now are around the School to show the children how things looked in the "Good old days." A birthday party and Tree Planting is planned to round off a busy year.

GREENDALE

Teacher negotiations

Greendale held a joint meeting with Thorndale School on Teacher Negotiations on November 20th. Teachers, School Board Commissioners, School Committee and Home & School were on the panel to answer questions. Over 200 people turned out for this joint meeting. They are to be congratulated on this turnout.

VOLUNTEERS NEEDED FOR FEDERATION

by Ruth Pidduck
Chairman, Office Services

There is an urgent need for more Volunteers at Federation office. With additional help we can improve and increase the services we now offer to the locals. For example, we are in the process of setting up a library of educational and governmental periodicals and other resource material which would be available for loan to local associations and the membership at large.

Volunteers are needed for this task as well as others, some of which are listed below. There is no special training or experience needed for any of these tasks. Some jobs like running the gestetner or addressograph machine can be picked up in less than ten minutes. Others, like collating and stuffing envelopes are just routine tasks. Please don't feel that you must commit yourself to a definite schedule if your commitments make it impossible—even a few hours every month or so can be a big help. If you have an appointment downtown, why not pack a sandwich and drop in to our office for a few hours afterwards. (We always keep a kettle on for coffee or tea.)

Our door is always open—please feel free to come by any time to see what we can offer you or what you may be able to offer us.

The office is located at 4795 St. Catherine West (foot of Grosvenor), Room 104 in the basement.

Please call Ruth Pidduck,

Office Services Chairman (634-1107) or Meredith Brown, Executive Secretary, Federation office (933-3664) if you are interested in helping us out or if any of your members are interested. This past week we had four volunteers in from Meadowbrook and two from John Rennie—won't you help us?—this is a good opportunity for exchange of ideas between local associations as you are helping out Federation office.

Below you will find a form outlining the various jobs in which you can help. Please contact your members and complete and return this form to us. With the approach of the annual meeting we need all the help we can get.

We still need more members

by Sylvia Adams
Membership Committee

Please continue working on your membership numbers, as we want to present a strong voice regarding the educational concerns that affect our children.

Twenty-four (24) Associations have not sent in their membership lists, and this means that their members will not be receiving the issues of the "News" for which they have paid.

I hope that all these association executives and the membership chairmen in particular, will make a specific effort to rectify this situation.

Also, remember to send in any additional names and addresses of new members as soon as they

members will have paid their \$3.00 annual family fee to QFHSA plus the additional local association fee (set by your local association); and that the local association follows the Constitution and Standing Rules of QFHSA, as well as their own Constitution and Standing Rules.

AREA DIRECTORS

I am disturbed to see that many schools have not chosen Area Directors, to represent their opinions and vote for them on the Board of Directors of Quebec Federation.

Area Directors sitting on the Board of Directors.

Does your Association have an Area Director?

Does your Area Director attend all Board Meetings for you?

Do you send your questions and opinions to the Board of Directors through your Area Director?

We need (WE DO NOT HAVE) 13 new Area Directors to represent the 44 schools listed:

If you are a member of a Home & School Association that is one of the above schools, you may not be getting the most out of your family membership in the QFHSA, because the Board of Directors and the Executive of Quebec Federation may not be

THESE SCHOOLS HAVE NO AREA REP!

Ahuntsic Glencoe Mal. Campbell Morison Maple Hill	Beechwood Herbert Purcell Roxboro Stonicroft Westpark Willowdale	Cedarcrest Gardenview Laurentide	Bedford Alfred Joyce & Guy Drommond Logal Northmount Outremont Van Horne
Mountrose	Edinburgh Eliz. Ballantyne Mtl. West	Wagar Westminister	Allancroft Beaconhill Beaconsfield Elem. Briarwood Christmas Park
Valleyfield Howick	Ste. Foy Val Cartier Theftford Mines Holland Elem. Three Rivers	Joliette Rawdon	Lindsay Place Northview Sunnydale Park Valois Park
Dist. Bedford			

Volunteers for Federation Office

Please check off on the list below the jobs you would be interested in volunteering for.

- Collating & Stapling minutes, reports, etc.
- Running Gestetner machine (duplicating)
- Clipping Newspapers
- Preparing envelopes for mailing (Addressograph machine)
- Telephone (this can be done from your own home)
- Filing
- Checking Membership Lists and putting in missing Postal Codes
- Typing
- Translating (French to English and English to French)
- Photographer (for Conventions, meetings, etc.)
- Preparing kits for Annual Meeting
- Proof-reading (H & S News)
- Library
- Recruiting advertising for Home & School News
- Other (please specify)

Would you like to commit yourself for a specific day? If so please specify

Would you like to be called on only in an emergency?

Would you like to help at the time of the Annual Meeting?

Name Telephone No.....

Address:

.....School:.....

are received. We want every member to benefit from his affiliation with QFHSA.

Schools that have shown notable membership increases are as follows: Allancroft, Beechwood, Carlyle, Dorval High, Edinburgh, Greendale, Keith, Mary Gardner, Montreal West, Northview, Valleyfield, Willowdale, and Westpark. Congratulations to you all!

Relationship of Membership to Voting Delegates

Your membership numbers will directly decide the number of voting delegates that your local association may send to the annual general meeting of QFHSA. This is where your voice is heard, loud & clear!

To send delegates, all the members of each Home & School Association must be "paid up members in good standing." Translated, this means that all

\$8,000 tag day

Twenty-four participating schools collected \$7,952.95 for the "Forget-me-not" campaign in the Fall.

Says G. Edward McLean, General Chairman, Campaign Committee:

"On behalf of the handicapped children of our province, who will benefit from our Campaign, please accept our sincere appreciation."

Involved were the children who did the collecting, Home & Schoolers, principals and teachers.

This year's collection was \$1,099 up over last year, and represents an increase of \$5,310 over the past five years.

I would strongly suggest, to all these schools, that this become a priority item on their agendas, and that they rectify this situation as quickly as possible.

The absence of an Area Director deprives all the local association members of a most important link in the communication chain, to which they are entitled by their very membership.

Eighteen (18) Areas do have

hearing about your concerns.

We can bring this fact, this problem, to your attention through the "News" and hopefully you can participate in its solution at your local Home & School Association. Your executive have all the information regarding the specifics, that you may need. PLEASE SEE THAT YOU HAVE THE REPRESENTATION THAT YOU DESERVE!

Admit two for price of one: BUY ONE DINNER — YOUR PARTNER'S IS "ON THE HOUSE"

Once again Quebec Federation of Home & Schools offers its members Premiere Entertainment Passbooks. The vouchers in these passbooks allow you to enjoy good restaurants and entertainment at reduced prices.

A partial list of Premiere participants includes Rib n' Reef, La Grenouille et le Boeuf, Réveillon, Sambo, New Granada, Le Fripon, La Belle Poule, Aux Mouettes, La Vieille France, Montreal Steak House, Howard Johnson's, La Rustica, Vieux Amsterdam, Mai Tai, Bill Wong's, Piazza Tomasso, Kenny Wong's, Dionysus, Moulin de la Galette, A & W, Cattleman, Red Barn, McDonald's, Le Vieux Rafiot, La Poudrière, Sadye Bronfman Theatre, Pendulum Theatre, Planetarium, Aquarium, Nuns' Island Golf Club, plus many more.

The price is \$9.50 per book. Apart from personal use, Premiere Passbooks make excellent gifts, and are really a money-saver in these days of rising prices.

Complete the form below and send it with your cheque for \$9.50 per book to Quebec Federation of Home and School Associations, 4795 St. Catherine St., W., Montreal, H3Z 1S8. Phone: 933-3664

Please send Premiere Passbooks at \$9.50 each Enclosed is my cheque for \$

(Please Print)

Name

Address

City