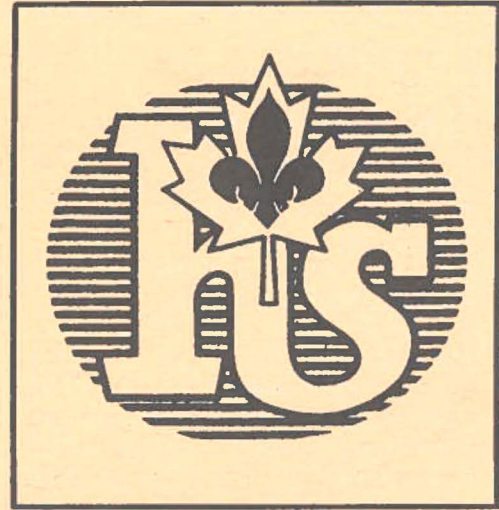


Quebec Home & School NEWS



SEPT. 1971

ISSUE I VOL. NO.9

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SPECIAL NOTICE RE BILL 28

The hearings on Bill 28 are scheduled for September 28, 29. Since this precludes a survey of local associations, Quebec Federation will present a brief based on our survey on Bill 62. Every effort will be made to circulate copies of the brief to all association presidents before its presentation. If your association has particular items it wishes to see included in the Federation Brief, please send these to Federation Office as soon as possible.

EDITORIAL Denise Arrey, President.



Since Educational Workshops were unable to function as well as had been hoped, in many instances, (some didn't function at all) are we ready to face the new challenge of School Committees as established by Bill 27? (Bill 28 refers to Bill 27 for this section). Do Home & School or Parent-Teacher Associations have a responsibility here, or are these Committees to be set up – just like that?

Are elections going to take place for School Committees, or are volunteers going to be requested?

Bill 27 states that the principal of a school "...shall call a general meeting of the parents of children who attend such school to establish therein a school committee..." Whether elections take place, volunteers are requested or whatever way is devised to establish a school committee, parent associations have a role to play to be sure that the right people are in the right place at the right time. Parent associations must encourage people who have some knowledge of the present school system (administration, regulations, etc), to become part of these school committees. The school committees must be made up of people who will keep themselves informed of new developments, who have an open mind,

so that they may carry out the functions of the school committee as set out in Bill 27.

The functions of the school committees are to – stimulate participation by parents and the community generally in the improvement of educational services, study measures likely to promote more personal educational services, and make recommendations to the administrators of the school to ensure the best possible operation of the school.

There are people, responsible parents, not necessarily Home & Schoolers, in your school community, who should become members of school committees. Home & School members should support and help them, by all means, if we are to contribute to the best education for all children, and carry out our responsibilities as parents.

LETTER OF GREETING

*Editor — Quebec Home & School News,
Quebec Federation of Home and School
Associations,
4795 St. Catherine Street West,
Montreal 215, Quebec.*

Dear Mrs. Reddall:

It is a great pleasure for me to extend greetings and best wishes to the Quebec Federation of Home and School Associations as I am very conscious of the great contribution they are making in the field of education.

The information they are giving the public on the pressing issues of education today is of the greatest value and I wish them every success in their future undertakings.

Yours sincerely,

*L. N. Buzzell
Honorary President
Quebec Federation of
Home & School Associations*

QUESTIONS AND ANSWERS IS IT TRUE?

That Maritime Universities refuse to give any credits for CEGEP courses? It has been reported to us that the University of New Brunswick and Acadia have accepted junior or senior matriculation standing ONLY from Quebec students, and one or two years at CEGEP do not receive any recognition as University courses. What's your experience? Quebec Federation is investigating this.

— That all high schools in this province are required to give General Maths to 40% of their students, Algebra and Trigonometry to 40% and Functions and Advanced Maths to 20% — regardless of the percentages of students qualified for the various maths programs? Ask your High School Mathematics Department head and let us know what is happening in your High School.

— That one of Montreal's finest music teachers has left the High School program to teach in CEGEPs because the new music course designed for the High Schools is impossible to teach adequately? We will try to interview some of the music teachers in the area about their courses for our next issue.

Rumours and gossip cloud the education scene. Home & School tries to clarify issues. What have you heard that you would like to know the truth about? We will try to find the answers for you — Send your questions to:

IS IT TRUE?
QUEBEC HOME & SCHOOL NEWS
4795 St. Catherine St. West,
Montreal 215, Que.

FROM HERE AND THERE

With schools only just re-opened, there is little news as yet from the locals.

Our 1971 Grade 11 students are still smarting from the delay in getting their high school leaving results, and President Denise Arrey has taken the matter up with the Department of Education. We have been hearing about "technical difficulties" with computers etc. for over five years. Surely if these are so difficult to overcome, the case for accreditation should be given much more serious study.

A reminder that Federation's Drug Abuse Committee Chairman has information and program available for locals. Mrs. J. Le Gresley, president of New Carlisle Home & School has joined this committee to work on an information program for students, teachers and parents in the Gaspé area.

Once again a number of French summer schools have been run successfully this year, and when passing a playground it is interesting to hear a happy mixture of French and English as the children switch from one language to the other — which seems to bear out the contention of many authorities that the second language is much more easily learned in an informal play situation than by rote in the classroom.

BUS PASSES

Back in April, Mr. Reid-Tilley, chairman of the Protestant School Board of Greater Montreal, and two members of his administrative staff, met with Mrs. Arrey, then president of the Montreal District Council of Quebec Federation and Montreal District Council members to discuss the bus pass situation.

As a result of the Montreal District Council's pressure, forms are being completed by students who require bus passes, validated by the schools, and the new passes will be issued to the students in November. Meantime, last year's passes are valid.

APPOINTMENT to the Protestant Committee of Superior Council of Education

The appointment of Mrs. Constance Middleton-Hope to the Protestant Committee of the Superior Council of Education of Quebec has been announced by the Minister of Education.

A teacher at Macdonald High School, Ste. Anne de Bellevue, for the past nine years, Mrs. Middleton-Hope will represent educators on the Committee, which is charged with the responsibility for texts, programmes and teaching materials for Moral and Religious Education courses in Protestant Schools.

Mrs. Middleton-Hope has served on the executive of the Lakeshore Teachers' Association for the past two years, and is a delegate of the Quebec Association of Teachers of History to the Standing Committee on Social Sciences of the Department of Education. She has also been active in Home and School work.

A resident of Hudson Heights, Que., Mrs. Middleton-Hope is on sabbatical leave from the Lakeshore Regional School Board in order to complete her studies for the Master's Degree at the State University of New York, Plattsburgh. She has three children attending Hudson High School.

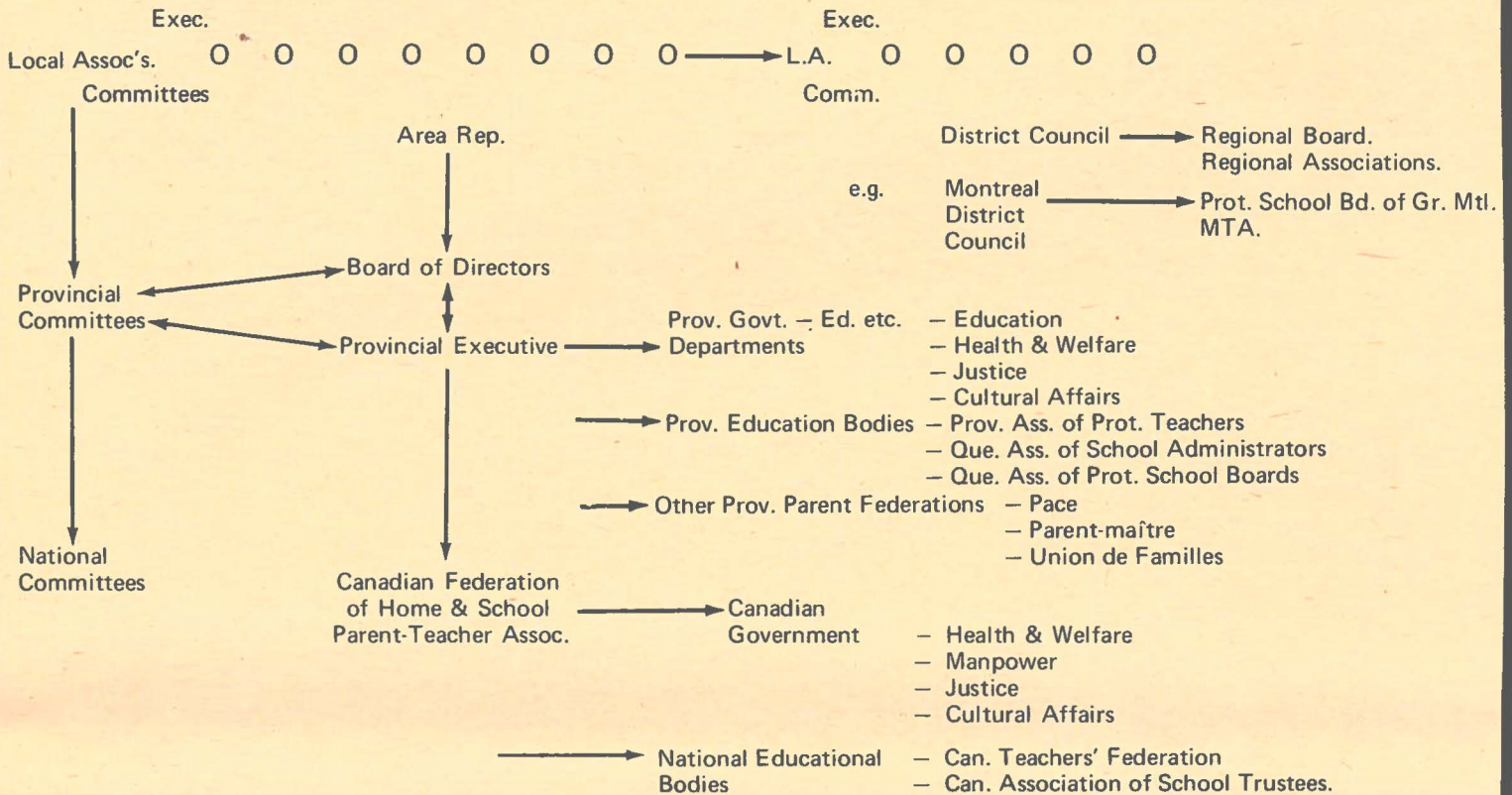
THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS WILL HOLD THEIR ANNUAL CONVENTION NOVEMBER 11 AND 12.

THE FRAME WORK OF HOME & SCHOOL

150 Local Associations – 16,200 Family Members.

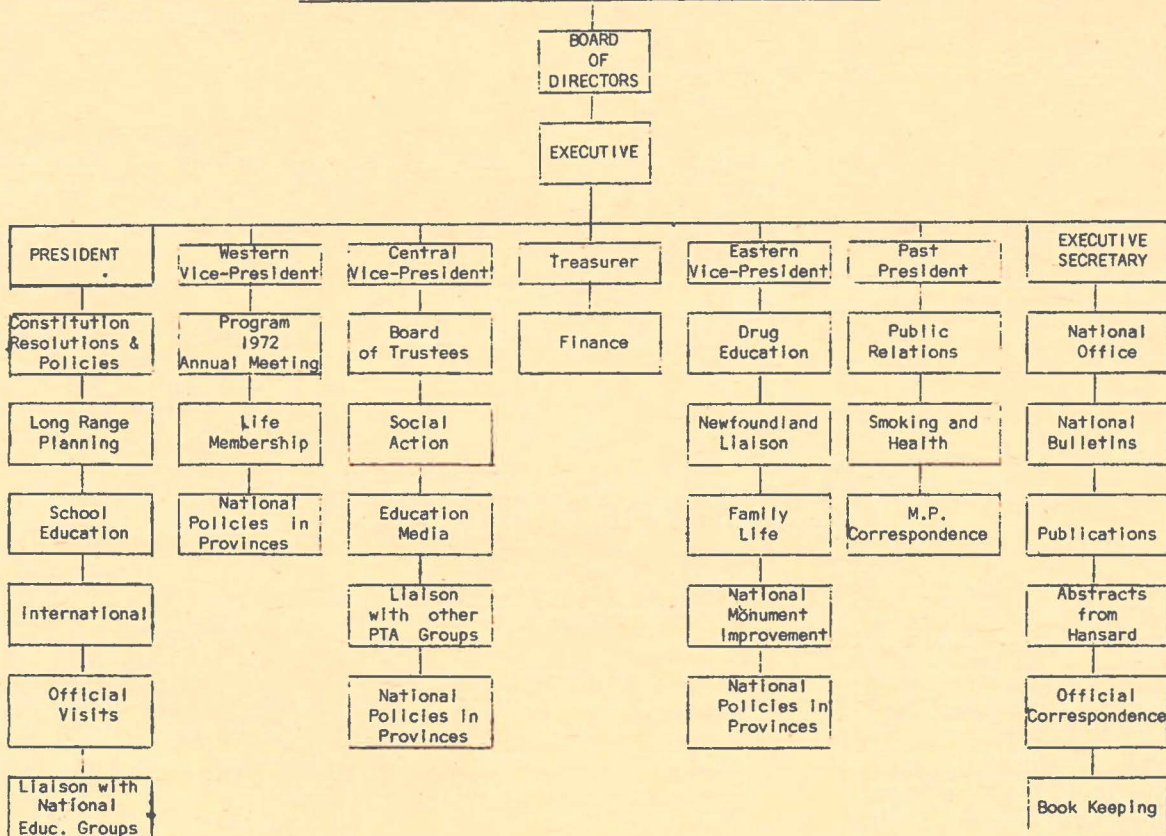
1 Board of Dir. – 38 Area Representatives – Elected by local assoc. presidents in each geographic area.

1 Prov. Exec. – 12 Executives Members – Elected at Annual Meeting.



HOW THE NATIONAL BODY IS SET-UP

1971-72 OPERATIONAL PLAN
THE CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION



QUEBEC FEDERATION - FROM THE "GRASS ROOTS"

COMPOSITION:

- 16,200 family members
- 135 Local Assocs. Regional Councils
- 38 Area Representatives
- 1 Board of Directors (50 members)
(Area Reps. & Executive)
- 1 Executive (12 members)

HOW ELECTED AND TO WHOM RESPONSIBLE?

16,200 Members: By voluntarily joining for membership fee of \$2.00 plus local assessment.

Local Associations: Formed from membership. Local Assoc. elects its own

executive and forms its own committees.

Regional Councils: Formed by local associations whose schools come under the jurisdiction of a regional school board. The presidents of the locals or their delegates and the area representatives make up the regional councils. These councils are the direct link between the local assoc. and the regional board. Where there is no regional council, the area rep. serves as this link.

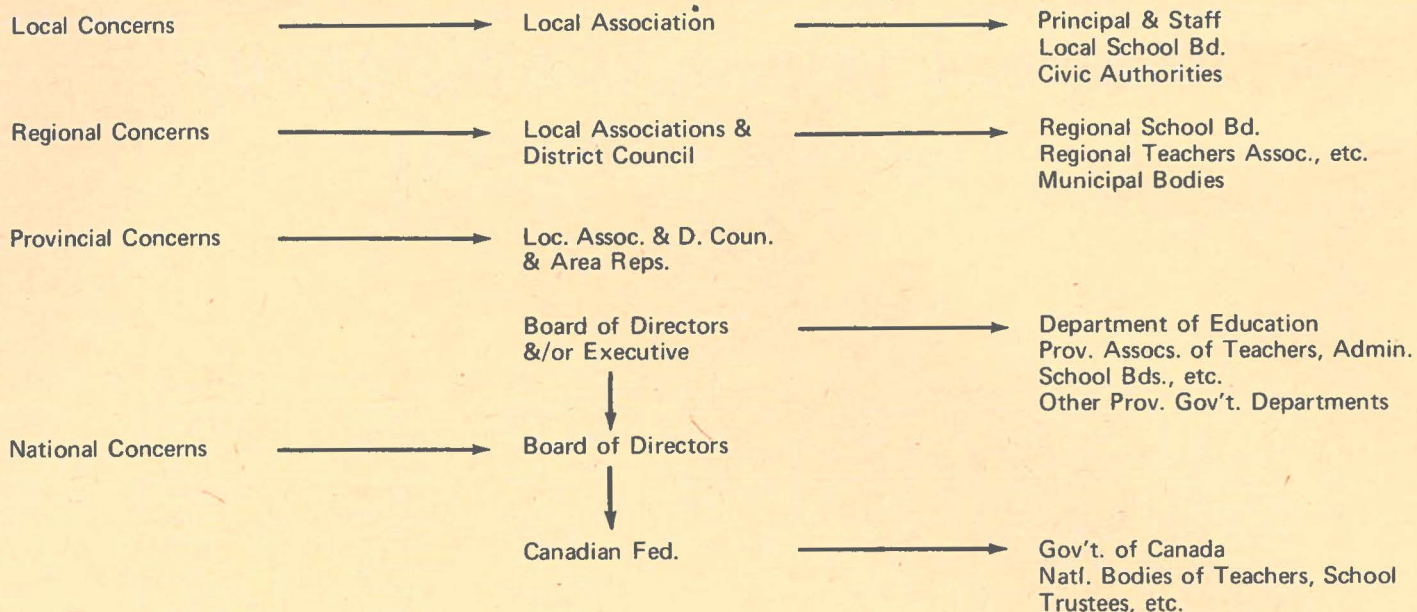
Area Representatives: Elected by the presidents of the local associations within the designated area. Areas are roughly based on one to two high schools with their feeder elementary

schools. Population density and geography also are involved — large areas of either are allowed 2 reps.

Board of Directors: Composed of area representatives and executive of provincial federation. This is the policy-setting body of Quebec federation, acting on policy established at annual meetings and through surveys.

Executive: Elected by delegates from the local associations at the annual meeting (3 delegates per assoc.). This body carries out the policies of the board and represents parents at the provincial level.

HOW DO YOU GET ACTION?



Obviously many concerns cover more than one area. These need action at all levels. Communication must flow from the local associations to the regional and provincial bodies, if these bodies are to act for the parents. Issues that come to the attention of the regional & provincial bodies must be, in turn, conveyed to local associations. Only by a continual transfer

of knowledge and experience can we grow and increase our effectiveness.

People to Know:

- Your local association President
- Your local Board Member
- Your local Principal
- Your Area Representative
- Your Regional Bd. Chairman
- Your Council President

- Your City Council Member
- Your M.N.A.
- Your M.P.
- Your Quebec Fedn. President

Write in their names beside this list — these are the people who can help you find the answers to your questions and can help to solve the problems.
Any questions?

Hallowe'en for UNICEF

On Hallowe'en about 3/4 million Canadian children will be collecting pennies in their *UNICEF* boxes to help other children in the developing countries.

For the price of two airforce fighter bombers, *UNICEF* can provide the vaccine TO PROTECT 226 MILLION CHILDREN FROM TB.

At Hallowe'en, pennies save lives. One penny in a *UNICEF* collection box will protect a child against tuberculosis.

**2½¢ WILL PROVIDE PENICILLIN TO CURE A CHILD OF YAWS.
11 MILLION CHILDREN STILL HAVE THIS CRIPPLING DISEASE.**

Have your pennies ready at Hallowe'en. The witches and goblins at your door are collecting coins for others as well as candy for themselves.

Three out of four children live in areas where mortality rates among one to four-year-olds are about 40 times higher than in Canada. *UNICEF* means help and hope for those children.

YOUR CHILD CAN LEARN TO PLAY A MUSICAL INSTRUMENT

When a child of six or seven years of age sits down to learn the piano he is faced with a large, solitary instrument and a book of music. He must not only learn to read an entirely new set of symbols; i.e., musical notation, but he must then coordinate his two hands and interpret what he sees on the printed page before he can begin to play the piano. This is essentially the same method an adult of 30 would use to begin a study of the piano; why should a child of 6 or 7 be forced to use an adult method to learn any instrument?

Now he doesn't have to be forced into the adult mold; there is a method for children to learn music, by which children from 4 years of age can begin music training. The Carl Orff Method uses, among other things, 30 different percussion instruments: tympani, xylophones, glockspiels, tambourines and triangles, to name just a few. What child doesn't enjoy creating his own series of sounds on an array of percussion instruments? He is therefore amused at the same instant he is learning to create his own music, sing, and is able to do all of this at his own pace, receiving one stimulus at a time. Also used in this teaching situation are movement, body coordination activities and folk dancing-physical activity for the energetic and growing child; a far cry from the solitude of the piano bench.

Thus this situation is based on a system which will capture the child's imagination, interest, and teach him the fundamentals of music; rhythm, melody, harmony and notation.

The Carl Orff Method originated before World War II as a series of Radio programs done for the Berlin Radio to further Music Education for Children. After the war, Carl Orff moved to Munich and further developed his method, special instruments, and a complete set of music books. Canada was the first country to receive Orff instruction in 1951 when Doreen Hall from Toronto studied with Orff, translated the books into English and brought the instruction back to Canada. The method is now used around the world and is recognized as being the most effective way of teaching children music.

YOUR CHILD CAN LEARN MUSIC

... quickly
... easily
By

PLAYING THE RECORDER Christy Slater,

Member

Montreal Symphony Orchestra
American Recorder Society
American String Teacher's Assoc.
Canadian Music Educator's Assoc.
Orff Method
Bachelor of Music
Bachelor of Music Education,
Indiana University School of Music



Pre-Testing required

FURTHER INFORMATION:

489-4543

489-8809

MONTREAL

HE'S YOUR CHILD - NOT THE GOVERNMENT'S

WHAT'S HE BEING TAUGHT ?
JOIN HOME AND SCHOOL AND FIND OUT !

LETTERS TO THE EDITOR

The Editor
Home & School News,
4795 St. Catherine St. West
Montreal 215, Que.

Dear Sir:

At the "Central vs Local Control" Session of your annual meeting I aroused considerable hostility when I suggested that Regulation 6 posed a threat to the continued existence of the French Immersion programmes of the PSBGM. May I be permitted to expand on my inadequate answer to a request for explanation:

1. If Regulation 6 eventually means that 40% of the total time in English schools must be devoted to French one way or another (But it is not certain that that is what is meant, and one wonders why a regulation has to be so unclear as to require a new and different explanation every second week), then one possible implication is that 40% of our teachers will have to be French. (Is it fair to say that vocal parents have been demanding native French speakers as teachers of French?)

2. 40% of 11 years of schooling amount to 4.4 years. How much more time should an English school system reasonably be expected to devote to French? A year of immersion over and above this raises the total to just about 50%. Does Bill 63 offer parents the right to choose an English education or just a 50% English education?

3. If the Regulation permits adjustments from year to year to compensate for more than 40% in a given programme, will parents be content with 30%, 20%, 10% in any other year? Not likely. The lady who asked the question, having a youngster in a Grade VII immersion class, wants the same programme to continue throughout high school. Why does she not opt for French instruction under Bill 63?

4. The threat to job opportunities for English teachers by the Regulation is bad enough. If we continue immersion programmes without being allowed to adjust the percentage of French downward in other years, the percentage of French teachers will have to rise over 40%. Is this an English system or not? Are the displaced English teachers going to find employment with the French boards? Not likely. Especially not if the unilingual CEQ can prevent it.

One gentleman wanted to know why we couldn't have a massive retraining of teachers in the summer to make them bilingual. This is a splendid suggestion up to a point. Again it has to do with motivation. A teacher has to want to undergo such training, otherwise it is a threat to his employment. He was hired as an English teacher. To expect him to retool over a summer is unfair, as it would be for that gentleman to have to suddenly conduct 40% of his business in French if he wasn't trained to do so.

As I tried to say at the meeting, it is the Board that will make the final decisions on the future of our immersion programmes: I have given you my personal views.

Yours sincerely,

M. H. Stanley,
Superintendent of Curriculum.

To the Editor
Quebec Home School NEWS
4795 St. Catherine St. W.,
Montreal 215, P.Q.

If the Department of Education cannot correct promptly and supply accurate results of the high school leaving examinations to a small percentage of the student population of this Province, what confidence can we parents (French and English) put in the Department of Education's plans to reorganize Quebec's entire educational system?

Dorothy Russel
Montreal 215, P.Q.

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IMPROVE YOUR FRENCH

AMELIOREZ VOTRE FRANCAIS

What time is it?
Quelle heure est-il?

Do you have the time?
Avez-vous l'heure?

It is 3.00 P.M.
Il est trois heures p.m.

It is noon.
Il est midi.

It is 6.30.
Il est six heures et demie.

With Daylight saving time the days seem longer.
Avec l'heure avancée les jours semblent plus longs.

It is light later.
Il fait clair plus tard.

What is the weather?
Quel temps fait-il?

Is the sun shining?
Fait-il soleil?

Why are you so worried about the weather, Dad?
Pourquoi est-tu si inquiet de la température, Papa?

Why are you asking the time so often?
Pourquoi demandes-tu l'heure aussi souvent?

To-night we have our Home and School Meeting.
Ce soir nous avons notre assemblée de Home & School.

OH! Now we know why you were worried.
Si! Maintenant nous savons pourquoi tu étais si tracassé.

What time does the meeting start?
A quelle heure l'assemblée commence-t-elle?

Since it is the first meeting of the New School Year; it should be important.
Du fait que ceci est la première assemblée de la nouvelle année; cela devrait être important.

Dad, can you explain how these meetings function?
Papa est-ce que tu peux m'expliquer, comment ces assemblées fonctionnent.

EXPLANATORY NOTES ON BILL 27

EXPLANATORY NOTES

The principal objects of this bill are to regroup, as of the 1st of July 1972, the approximately 1,100 local school municipalities now existing outside the Island of Montreal into 168 new local municipalities which will be integrated into regional boards, to set up the machinery required to ensure this regrouping and to make various amendments to the Education Act respecting school board management.

Under section 1, the school municipalities which were established exclusively for Roman Catholics and those which were in fact Roman Catholic are regrouped as indicated in Schedule A of the bill into new school municipalities established for Roman Catholics within the meaning of section 49 of the Education Act; certain non-organized territories are added to these new school municipalities. The same applies to the school municipalities established exclusively for Protestants and those which are Protestant in fact; Schedule B indicates how they are regrouped.

Section 2 constitutes a new Protestant regional school board in the manner indicated in Schedule B; called the Eastern Québec Regional School Board.

Section 3 sanctions the regionalization of the local school municipalities and certain corporations of trustees as indicated in Schedules A and B.

For these purposes, sections 97 and following of the bill provide for the establishment of a provisional council for each new school board not later than the 15th of October 1971, the composition of which is provided for in detail in section 98 of the bill.

Each of these councils will constitute a corporation and will take the preparatory steps for the application of this act within the new board; it must inventorize the assets and liabilities of the existing boards, prepare a plan for the integration of their staffs within the new board, prepare the new board's budget for the 1972/1973 school year and fix the assessment rate applicable for that year; it must also prepare for the school elections of June 1972 for the election of commissioners to the new board.

The expenses of the provisional council will be borne by the existing school boards out of their budgets; the persons employed by them will be transferred to the service of the new corporation without prejudice to their acquired rights.

No existing school board may validly contract a commitment having effect after the 1st of July 1972 without the assent of the provisional council.

Acts done by the provisional council will bind each new school board.

The term of office of commissioners in office on the 30th of June 1972 will expire on that date.

Section 4 of the bill adds a provision to the Education Act which enables a person's domicile to be established for purposes of that act.

Section 5 of the bill allows a school board governed by a special act to obtain, by petition, the replacement for it of this special act by the corresponding provisions of the Education Act.

Section 6 allows persons performing duties related to official examinations to make a solemn affirmation instead of taking an oath.

Under section 7 of the bill, only members qualified to vote will be considered for the fixing of a quorum of a school body.

Section 8 provides for publication of every order in council relating to the grant of powers of delegation.

Section 9 of the bill adds to section 13 of the Education Act provisions enabling the government to order that the powers of a school board be suspended and exercised by an administrator when an inquiry into the affairs of such board is ordered.

Section 10 repeals an outdated provision and enables the government to make regulations respecting the school committees and parents' committees, and the pupils' school calendar. These regulations will be published in the Québec Official Gazette.

Sections 11 and 12 of the bill are concordance provisions.

Section 13 of the bill adds to section 49 of the act provision that a person other than a Roman Catholic or a Protestant domiciled in a territory common to a school municipality for Roman Catholics and a school municipality for Protestants may enroll his children in the schools of either school board; he must then pay his school assessments to the school board in which his children are enrolled. If such a person has no children, he must pay his school assessments to either school municipality but cannot vote for school commissioners or be elected as one unless he has made this option; if he fails to make this option before the 1st of April of a school year his taxes will be divided between both school boards in accordance with section 423 of the act.

Under section 14 of the bill, the government may fix a date other than the first of July for the coming into force of the erection of a school municipality wholly comprised within a non-organized territory, or the annexation of such a territory.

Section 15 has the same effect as section 14 respecting transfers of patrimony in cases of annexation or union.

Section 16 replaces an outdated provision by a provision enabling a school board party to a union or annexation to leave at the charge of the ratepayers of a territory part of the liabilities of the board which had jurisdiction there and the cost of the contractual commitments for which the board, prior to its union or annexation, has not provided for the appropriation of the necessary amounts; a special tax must be imposed in such cases on the territory concerned, with the Minister's approval.

Section 17 repeals sections 57 to 63 of the Education Act in view of the provisions of section 16 of the bill.

Section 18 of the bill replaces sections 64 to 70 of the Education Act dealing with school districts by provisions respecting school wards, school committees and parents' committees:

-Section 64 imposes upon school commissioners the obligation to divide, every three years, for election purposes, their school municipality into wards the number of which varies from nine to fifteen according to the number of children enrolled in their schools on the preceding 30th of September; as regards school trustees, they must provide for a division into wards the

number of which is fixed at three.

-Section 65 provides that the number of commissioners and trustees of a school corporation is equal to that of the wards and that a candidate cannot be nominated for the office of commissioner or trustee for more than one ward.

-Section 66 provides for the establishment by parents, before the 15th of October each year, of one committee for each school. The principal of the school and one representative designated by the teachers are ex officio members of such committee but are not entitled to vote thereat or to be appointed chairman.

-Section 67 enumerates the functions of the school committee.

-Section 68 establishes for each school board a parents' committee consisting of the chairmen of the several school committees; it also enumerates the functions of the parents' committee.

-Section 69 provides for regulatory powers.

-Section 70 defines the words "parent" and "school" for the purposes of sections 66 to 69.

Sections 19 to 21 are concordance provisions.

Section 22 of the bill replaces sections 90, 91 and 92 of the Education Act by provisions respecting the Council of Commissioners, the executive committee and the corporation of commissioners or trustees:

-Section 90 deals with the names of school corporations.

-Section 91 provides that each corporation of commissioners is subject to the authority of a Council of Commissioners consisting of all the commissioners; an executive committee is also established for each such corporation; it consists of five commissioners appointed by the Council of Commissioners; the director-general and the assistant director-general are members ex officio of such executive committee but are not entitled to vote.

-Section 92 is reenacted with changes of concordance.

Section 24 of the bill provides that the obligations and powers of school commissioners will apply to school trustees, unless otherwise provided.

Section 25 relates to qualification for election; henceforth every Canadian citizen of full age who has been domiciled in the school municipality for six months and who is not under any legal incapacity is eligible as school commissioner or trustee for any ward of the school municipality but he cannot be nominated for more than one ward.

Section 26 of the bill strikes out paragraph 1 of section 98 of the Education Act which excludes keepers of inns, restaurants, etc., from the office of commissioner or trustee.

Section 27 relates to electoral qualification; henceforth every Canadian citizen at least 18 years of age domiciled or an owner in the school municipality and not under any legal incapacity other than minority is entitled to be entered on the electoral list and to vote in each ward in which he is qualified as an elector.

Sections 28 to 36 of the bill are concordance provisions.

Section 37 enables school commissioners or trustees to make a solemn affirmation instead of an oath.

Section 38 states the manner in which a drawing of lots will be made to replace the commissioners or trustees of the school corporation after a new erection of a school municipality.

Section 40 provides for the appointment of a vice-chairman to the Council of Commissioners.

Under section 41 of the bill, the rules respecting meetings of the executive committee will be fixed by by-law of the Council of Commissioners and submitted for the approval of the Minister.

Section 42 of the bill adds to the Education Act sections 202a to 202e respecting the powers of the Council of Commissioners and the executive committee:

-Section 202a gives the rights and powers of the school boards to the Council of Commissioners.

-Section 202b enables the Council of Commissioners to delegate, by by-law subject to the approval of the Minister, certain of its rights, powers and obligations to the executive committee.

-Section 202c provides that the day to day administration is under the jurisdiction of the executive committee.

-Section 202d enables the Council of Commissioners to delegate certain of its rights, powers and obligations to the director-general, assistant director-general and senior staff contemplated in section 204.

-Section 202e compels the Council of Commissioners to hold four meetings each year; it obliges the executive committee to hold two meetings each month.

The new section 204 of the act, enacted by section 44 of the bill, obliges the Council of Commissioners to appoint a director-general, and under the direction of the latter, an assistant director-general, a secretary-general and the senior and management staff and any other staff required for the administration.

The new section 204a provides that the rights, powers and obligations conferred by this act or by any other act on the secretary-treasurer are exercised by the director-general. The Council of Commissioners may however, by by-law submitted to the approval of the Minister, apportion certain of such rights, powers and obligations among the director-general, the assistant director-general and the persons holding senior positions.

The new section 204b provides that the trustees may appoint the required administrative staff.

Section 45 of the bill provides that the representation allowances of the commissioners and trustees will be determined by the Lieutenant-Governor in Council.

Under section 46, agreements for school purposes will henceforth be submitted for the approval of the Minister only and no longer of the Lieutenant-Governor in Council.

Section 47 of the bill repeals a provision stating that no school corporation can hold real estate the annual revenue of which exceeds \$3,000.

Sections 48 and 49 remove the obligation to publish a resolution amending a loan resolution to increase the rate of interest on a loan while providing that the rate of interest on a loan cannot exceed that fixed under the Municipal and School Debt and Loan Act.

Section 50 frees a school corporation from the obligation to publish a loan resolution the object of which is to pay the printing and selling costs of a bond issue subsequent to a first borrowing.

Under section 51 of the bill, the exemptions from school taxes for the immovables owned by a municipal corporation will no longer apply to persons occupying such immovables under a title other than that of owner.

Section 52 is a concordance provision.

Section 53 of the bill specifies the powers

of a school board in matters of expropriation of an immovable necessary for its purposes.

Section 54 is a concordance provision.

Section 55 of the bill repeals sections respecting the publication of public notices by posting; under section 56, such publication will in future be made only in newspapers.

Section 57 is a concordance provision.

Section 58 contains a concordance provision and enables the secretary-treasurer to publish instead of the whole text of a resolution, only the summary in a newspaper.

Sections 59 and 60 are concordance provisions.

Section 61 of the bill replaces section 319 of the Education Act to impose on every corporation of school trustees the obligation of appointing a secretary-treasurer.

Section 62 enables the secretary-treasurer to make a solemn affirmation instead of taking an oath.

Section 63 relates to the signature of the chairman on the bonds issued by a school board and the signatures of the chairman and of the secretary-treasurer on cheques issued by a board.

Sections 64 to 66 are concordance provisions.

Under section 67 of the bill, the operating, investment and debt service budget of school boards will be submitted to the Minister on the date prescribed by him and it must balance revenue and expenditures; it will be of no effect until approved by the Minister but henceforth, in cases of urgency or necessity, the Minister may specially authorize an expenditure not approved in the budget.

Section 68 is a concordance provision.

Section 69 of the bill provides that henceforth the collection roll, instead of being based on the valuation roll in force at the time of its deposit, will be based on the valuation roll in force on the preceding first of July, unless the Minister has fixed another date at the request of the school board.

Section 70 contains a concordance provision and does away with a contradiction which existed between section 391 and form 14 of the act.

Sections 71 to 73 are concordance provisions.

Section 74 of the bill provides that every regional board of which a member school board has jurisdiction over a school municipality contemplated in section 49, relates to Catholics or Protestants, as the case may be, within the meaning of that section.

Section 75 is a concordance provision.

Section 76 provides that the executive committee of the Council of Commissioners of a regional board will consist of five commissioners if the regional board comprises twenty-five commissioners or less, and seven if it comprises more than twenty-five commissioners. It provides also that the Minister may, upon petition, raise the number of members of the executive committee to nine; finally, it stipulates that such executive committee must comprise at least one commissioner from each of the member school boards of the regional board.

Section 77 is a concordance provision.

Section 78 provides that all commissioners or trustees of school boards which are members of a regional board will be members of this regional board and that the duration of a commissioner's term of office on the regional board will correspond with that of his term as commissioner on the local

board which is a member of such regional board, but he will remain in office until his successor is sworn in.

Sections 79, 80 and 81 are concordance provisions.

Section 82 replaces section 485 of the Education Act for the purpose of making applicable to a regional board the provisions respecting the chairman, vice-chairman, and the commissioner who replaces the chairman, and to render applicable to the staff of the regional school board, as provided for in section 204a, the provisions of this act respecting the secretary-treasurer of a school board.

Section 83 of the bill re-drafts sections 486 and 487 of the Education Act as regards the appointment of the auditor and the presentation of the budgets by regional boards.

Section 85 is a concordance provision.

Section 85 of the bill provides that the Minister may exempt a school board which avails itself of section 495a from the obligation of appointing one or more of the persons mentioned in section 204.

Section 86 enables the government to order that a regional board cease to exist if a school board which is its sole member applies to it for that purpose; the same application may also be made to the government by all the school boards which are members of a regional board when they apply to be united into one school municipality. In such a case, the new school board or the subsisting one, as the case may be, succeeds to the rights and obligations of the regional board which ceases to exist.

Section 87 reformulates section 496 of the Education Act.

Section 88 provides for a right of appeal to the Provincial Court from any decision of an administrator appointed under section 13 or 92 of the Education Act as amended by this act, when the object of this decision is to change the boundaries of the school municipality.

Sections 89 and 90 of the bill indicate the delay for such appeal and compel any person wishing to avail himself of it to advise the Minister and implead him.

Under section 91 of the bill, execution of the administrator's decision is suspended until the appeal is decided.

Section 92 enables school boards or regional boards to provide for courses of study for adults in accordance with the regulations; it will be possible to engage the persons who will give these courses for less than one school year.

Sections 93, 94 and 95 of the bill amend forms 1, 8 and 29 of the act.

Section 96 of the bill amends section 1 of the Photographic Proof of Documents Act to allow school boards and regional school boards to avail themselves of that act.

Section 113 renders inoperative the provisions of special laws inconsistent with this act.

Sections 114 to 123 amend the charter of the Québec Catholic School Commission and of the Protestant School Board of Greater Québec to make these charters comply with the bill, while enlarging the jurisdiction of the Protestant Board as indicated in Schedule B.

Section 124 concerns persons who will give courses within the scope of the school boards' continuing education service.

EXPLANATORY NOTES ON BILL 28

EXPLANATORY NOTES

The object of this bill is to replace the school municipalities and boards existing on the island of Montreal by eleven new school municipalities and eleven new school boards the members of which will be elected for a term of three years in accordance with the same terms and conditions as the members of the school boards having jurisdiction over the remainder of the territory of the Province; however, if the Lieutenant-Governor in Council is of opinion that the French-speaking or English-speaking minority is not sufficiently represented on a school board following an election, he may, on the recommendation of the Minister, appoint two more commissioners to it for a term of one year, after consultation with the school advisory committees of the minority concerned.

These boards will be constituted on the 1st of July 1973, and will generally assume the same functions as those governed by the general provisions of the Education Act as amended by Bill 27. They must however provide at the same time Catholic instruction, Protestant instruction and instruction other than Catholic or Protestant to the children in their territories.

The same general provisions of the Education Act respecting the administration and organization of instruction will apply to such boards. In particular, an advisory committee consisting of parents of students will be constituted for each school to see to the quality of the instruction given there, and an advisory committee consisting of the chairmen of the school committees will be constituted for each school board.

The bill also provides for the establishment of a Catholic committee and a Protestant committee for each such school board to see to the application of the regulations of the Catholic and Protestant committees of the Superior Council of Education for the schools in which they are applicable; these committees will consist of three members elected from among the members of the advisory committees established for the Catholic or Protestant schools as the case may be. The manner of election of such members and the mode of operation of the committees will be determined by the Catholic and Protestant committees of the Superior Council of Education.

The bill also provides for the establishment of a School Council to co-ordinate the activities of the school boards on the island of Montreal and especially to see to their financing and operational and development planning and to provide services that may benefit all such boards.

For these purposes, the bill amends the Education Act by inserting three series of new provisions at the end of it.

The first group of these provisions relates to the organization of the new school boards.

Most of the provisions of the other parts of the act apply to these boards as regards the functions they perform, and their composition, method of administration and rights and obligations. They may however comprise, in addition to the 15 members elected for three years, two members appointed for one year as above mentioned; moreover, their executive committees will comprise seven members instead of five.

The commissioners must also appoint two deputy directors-general, one of whom is to be French-speaking and the other English-speaking, and the necessary staff in the academic, student and personnel services for the English-speaking or French-speaking minority, as the case may be.

Moreover, the boards are especially entrusted with taking the necessary steps to ensure that from the first to the eleventh year level, in the schools under their control, courses of study are provided in accordance with the regulations applicable to Catholic schools, Protestant schools and schools other than Catholic or Protestant.

In addition to the powers resulting from the other parts of the act, they will have certain special corporate powers which they will exercise under the control of the Council and, in certain cases, upon the approval of the Minister of Education. They must also submit their budgetary estimates to the Council, send their financial statements to it at the end of each year and communicate to it, for advice, every draft agreement and every by-law for their internal management.

The second group of provisions added to the Education Act deals with the denominational committees constituted for each of these school boards to see to the application of the regulations of the Catholic and Protestant committees of the Superior Council of Education. They must also be consulted by the commissioners as regards the appointment of principals of Catholic or Protestant schools, as the case may be.

The term of office of the three members of these committees will be three school years.

The third group of provisions relates to the School Council of the island of Montreal.

This Council will consist of fifteen members, of whom eleven will be designated by the school commissioners of the island of Montreal, one for each school board, and four will be appointed by the Lieutenant-Governor in Council. The term of office of the eleven will be of the same duration as their term as commissioners and that of the others will be four years.

The day to day administration of its affairs will be under an executive committee that may also exercise all the powers entrusted to it by the Council by by-law approved by the Minister. This committee will consist of a chairman and a vice-chairman chosen by the Lieutenant-Governor in Council from among the members of the Council and three to five other persons appointed by the Council from among its members. The Council will also appoint a secretary-general and an assistant-secretary-general.

To exercise the above functions the Council will have several special powers in addition to those of a corporation within the meaning of the Civil Code, and provision is made for the supervision of the exercise of these powers.

The bill also makes new provisions in regard to school taxation on the island of Montreal as of the 1st of July 1973.

It provides that immovables will no longer be entered on a Catholic panel, a Protestant panel or a neutral panel, but will henceforth belong to a class grouping immovables owned by individuals or to another class grouping those owned by corporations. Moreover, every immovable belonging to an individual and valued at more than \$100,000 will be subject to a surtax for the portion exceeding that amount; the rate then applicable will be the same as that then in force with respect to immovables owned by corporations.

Taxes will be collected by the municipal corporations and remitted to the School Council; the valuation roll of the Montreal Urban Community will be used as a basis for the collection of taxes.

The tax rate for the school year 1973-1974 and for the subsequent years will be fixed by the Council.

The School Council of the island of Montreal will be formed on the date when the bill is sanctioned and until the 1st of July 1973, the date on which the new school boards will be constituted, it will be entrusted with laying the groundwork for the new structures. Until its permanent members are appointed, it will consist of thirteen persons appointed by the Lieutenant-Governor in Council, ten of whom will be chosen from among the members of the school boards presently existing on the island of Montreal.

During this period, the Council will be entrusted in particular with making an inventory of the assets and liabilities of the existing school boards and with preparing a plan for integrating their personnel into the new structures, holding the appropriate consultations; it may also exercise the powers of the future school boards pending their formation, and they will be bound by any acts which it so performs before the 1st of July 1973.

The existing school boards will be dissolved on the 1st of July 1973 and their property and obligations will be transferred to the Council which may apportion them between itself and the new school boards; persons in the employ of the existing school boards on the 30th of June 1973 will become employees of either the Council or the new school boards on the ensuing 1st of July, in accordance with the integration plan prepared by the Council; nevertheless, the bill maintains the rights and obligations of the employees, of the associations certified to represent them and of the existing school boards in their regard.

Until the 1st of July 1973, the existing boards must obtain the Council's approval in order to contract an obligation having effect after such date or to retain the services of any person before that date.

HOW IT ALL CAME OUT

Recommendation by Federation on Bill 62 as acted on in Bill 28.

The passage of Bill 27 and the first reading of Bill 28 have necessitated a review of the stand which Quebec Federation took on Bill 62. The following comments are an indication of how our recommendations on Bill 62 have altered the new legislation concerning the reorganization of the school system on the Island of Montreal. Since Bill 27 is already in effect, no consideration of Bill 28 can be made without taking into account the changes in the Education Act made by Bill 27.

Anyone who has studied Bill 27 and its school committees and advisory (board level) committees realizes that they have a very nebulous role under Bill 27. This role is to be more clearly defined by regulation. Federation's position on the role of the school committee is clearly taken in the recommendations you will find elsewhere in this issue.

Recommendations made by Home & School on Bill 62 and how they are acted upon in Bills 27 and 28.

1. We recommend that a principal, teachers and students following an elementary or secondary series of courses of a particular confessional and linguistic curriculum be designated as a "school" with the appropriate school committee.

Bill 27: Section 70 page 8: the word "school" means one or more groups of children and teachers under one principal or one person responsible, if there is no principal.

2. We recommend that confessional responsibility be added to the functions of the School Committee.

Bill 28: Division III Sec. 593-595 - page 5 - sets up Denominational Committees for Catholic and Protestant public schools at the school board level. Terms and conditions of election of these committees will be determined by their counterparts on the Superior Council of Education. Primary responsibilities will be (1) application of Protestant and Catholic regulations within schools under their board and (2) approval of principals of Protestant and Catholic schools.

3. We recommend that more time be given for nominations and between the nomination period and the election for both school committee members and school commissioners.

Bill 27: Section 66 page 7: "Before the 15th of October each year, the principal or the person responsible for each school administered by a school board or a regional board shall call a general meeting of the parents of the children who attend such school to establish therein a school committee before such date." No detail is given on the electoral procedures for such school committee. Section 69 page 8 states that "the composition of these committees, (advisory committee at school board level), and the terms and conditions of the establishment, operation and financing of such committees and of the school committees shall be determined by regulation of the Lt. Governor in Council". Quebec Federation, in cooperation with the Fédération des Unions de Familles and Parent-Maître and the Federation of Catholic Parent-Teacher Associations has already submitted recommendations regarding such regulations. These call for election of the committees by the parents and for right to vote on committee of the Principal and the teacher representative.

Para. 8 Section 127 et seq. of the Education Act regarding the nomination and election of school board members remains in effect. This provides for nominations from noon to two o'clock on the first Monday in June of each year with voting to take place the second Monday in June.

This procedure does not work well, as there is insufficient time allotment for nominations and between nominations and elections for public participation.

4. We recommend that school boards be divided on a linguistic basis, as recommended in the Pagé Report.

Bill 27 retains the confessional divisions. This often leaves the English-speaking Catholic population without a vote on the School Board which operates their high schools, when they opt to send their children to English-speaking Regional High Schools.

Bill 28: would create unified boards under which six kinds of schools would operate - the educational and economic deficiencies of such a system are as valid now as they were last year. A summation of Home & School objections to unification can be found in Vol. 7 No. 3 of the Home & School NEWS, March 1970.

5. We recommend that School Boards retain the ownership of buildings, the receiving of government grants, and all

pedagogical powers that they enjoy at present.

Bill 28: Division IV: 600 et seq. Page 6. "The Council shall consist of fifteen members, of whom eleven shall be designated at the first meeting following the election of the school commissioners by and from among the commissioners of each of the school boards, in the proportion of one member for each school board, and four shall be appointed by the Lieutenant Governor in Council on the recommendation of the Minister". While the selection of the Council has been made more democratic under Bill 28, the provisions of the Bill indicate that the Chairman and Vice-Chairman of the Council probably would be selected from the Education Minister's appointees. Also, decisions of the Council under Section 606 affect the administration of the School Boards, but are not subject to any control by these boards either in the form of being made at the request of a majority of the Board or being adopted after approval by a majority of the boards. Similar qualifying measures should be included pertaining to the Council's powers to issue bonds, etc. under Section 607. Payments to School Boards should also be more specific as to time under Section 614.

Bills 27 and 28: Both have accepted this recommendation. Bill 28, however, gives taxation power to the Island Council, based on requirements of the budgets for the boards under their jurisdiction.

6. We recommend that the Island of Montreal be divided into regions as outlined in the Pagé Report.

Bill 28: divides the Island of Montreal the same way as Bill 62.

7. We recommend that all schools at present under the Lakeshore Regional School Board be included in any new Montreal Island organization.

Bill 28 excludes the Hudson-Ile Perrot schools from the Lakeshore Regional Board. Bill 27 places them under the Chateauguay Regional Board. This particular problem is presently being negotiated with the Department of Education.

8. We recommend that the Island Council be a duly elected body, by and from the School Boards and that its jurisdiction be limited to assessment and collection of taxes, approval of school board budgets, planning, and certain services as outlined in the Pagé Report.

under Section 607. Payments to School Boards should also be more specific as to time under Section 614.

The Executive Committee of the Council, as set up under para. 4 Section 617 et seq. page 12, does not specify the number of *elected* representatives who should sit on it, and could be composed of the four government appointees and only one elected representative as it is presently set up.

Throughout this Section on the Island Council there is a lack of reference to the School Boards in terms of seeking their approval on decisions that will directly affect them or of acting upon requests from them. This type of interplay is necessary if the Council is to function in harmony with the School Boards and not as an independent body which can overrule or dictate to the Boards. Even the matter of a quorum (Sec. 628, page 14) where "an absolute majority of the members of the Council shall constitute a quorum at the sittings of the Council" should be changed to read "of which two-thirds must be members elected from school boards". A simple majority of 8 could produce the situation where four members would be the government appointees and only four members would be elected members.

9. We recommend that the citizenship requirement be removed from the right to vote for School Commissioners, substituting instead residential (one-year) status.

Bill 27: Sec. 27 (replaces Sec. 99 of present Act) retains citizenship requirement.

10. We recommend that *any* reorganization of Montreal start at the level of the school, and be added to in a democratic manner.

Bill 28: Page 30. "Transitional and Final Provisions". Unfortunately, the provisions of Bill 28 *completely ignore* this recommendation, yet it had the unanimous support of *all* our people. Even those who supported the minority report in our Brief (a report which supported the principle of unification) desired that such reorganization be developed from the school level to the Island Council.

As presented in Bill 28, a Provisional Council of 13 members (3 government appointees, 5 from the Montreal Catholic School Commission, 2 from the Protestant School Board of Greater Montreal, 2 from other Catholic school boards on the Island, 1 from other Protestant School Boards (i.e. Lakeshore Regional Board) will make the decisions and arrangements for the whole of the Island *before* the Unified Regional Boards are even elected. All the decisions on regula-

tions, school distributions, teaching staff requirements, etc. will have been decided for the Regional Boards, who will then be given the responsibility of carrying out this pre-prepared design! This despite the fact that they have had no part in the decisions! !

It has been the contention of Home & School all along that any new system for the Island should grow from the needs of the schools themselves. School Committees should be the initial step, followed in two years by the election of new regional boards, and a year later these boards should elect an Island Council, with such powers as the boards themselves would designate to it. We have also recognized that, on the matter of taxation, a common tax base and an equitable distribution of tax monies for the Island of Montreal is overdue. A temporary Island Council, which would accomplish this one function, should be set up, but it should have no other powers at this time. The present boards could define the new regions and the wards in them for election purposes.

If the present government remains adamant in its stand on unification, the following points MUST receive our consideration and comment:—

Section 589: The appointment of English-speaking and French-speaking deputy directors-general and assistant directors. This is looked upon as a protection for the minority-language schools under the various boards. However, it is hard to see how such representation could adequately provide for good education for the French-speaking minority under the West Island Boards or the English-speaking minority under the Montreal East boards. Some form of Island-wide pedagogical body for English-language curriculum and methodology and similarly for the French language must be set up, to ensure that on those boards where the minority-language education facilities are too small to provide sufficient staff for research and development, there will be access to such facilities through this Island-wide body. Only then can we be assured that education in BOTH languages will be given optimum opportunity to grow and develop in all schools on the Island. This body would be a pedagogical service centre only, not a regulatory one, and would in no way conflict with the jurisdiction of the school boards. Its composition could be derived from the Assistant-Directors under the Regional Boards, who would staff it with the educators and research staff, media resources, etc. necessary to serve the educational requirements of the schools on the Island of Montreal. Its funding should come jointly from the school boards (possibly through the Island

Council) and from the Department of Education, which could make use of it in its own education planning.

With these two provisions —

1. That a unified board be developed from the formation of school committees to the election of the new boards, and then an Island Council formed, and
2. That adequate provision be made for the continued development of education in both the French and English language by the establishment of a pedagogical service for the Island of Montreal in each language, the prospect of a reorganization of schools under unified school boards for the Island of Montreal would be more acceptable. It could provide a more equitable education for all the children of this Island.

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What Our Teachers Are Asking For

EMPLOYMENT SECURITY:

- School Boards to hire only legally qualified teachers
- All teachers already employed to have greater employment security than at present
- Greater protection against transfers and dismissals as well as non-re-engagement due to surplus of personnel
- Creation of an improved Teacher Placement Service

SOCIAL SECURITY:

- Voluntary participation in Group Insurance Plans
- Paid Maternity Leave
- Increased number of days of Social Leave
- Protection of acquired rights to moneyable bank of days plans

PROFESSIONAL IMPROVEMENT:

- Increase of funds available to 1.5% of salary budget
- Utilization of funds available to be negotiated locally
- Supplementary funds for isolated areas

PARTICIPATION:

- System of consultation to be negotiated locally

WORKING CONDITIONS:

- Maximum Class sizes and periods per week based on type of Class taught (Kindergarten, Elementary, High School, Special Education, Vocational-Technical)
- Maximum Class size of 15 for second language classes in English language schools
- Specialists and Department Heads for elementary and special education
- Improved identification of special class students
- No obligatory presence in school outside of class hours
- No obligatory acceptance of non-teaching duties
- Adequate equipment, materials and facilities

SALARIES:

Our demand does not contain a proposed salary scale.

Salary demands are presently being formulated

However, the following principles are being taken into consideration:

- a decent minimum wage for the first step in the first category on the scale
- the cost of living index in Quebec and Canada
- increased productivity of all economic sectors in Quebec and Canada
- comparative teachers salaries elsewhere in Canada
- Salary increases for other workers
- Incomes of other professions
- Financial incentives for improvement of qualifications

Salary demands will be tied in with our demands regarding classification, which are also presently being formulated.

N.B. Both salary and classification demands will be presented to members for approval prior to being presented to the employers party at the Negotiation Table.

GRIEVANCE:

- A more rapid, efficient procedure for resolving disputes

GENERAL:

- An official English translation of the Final Agreement



**Mr. Wendell Sparkes,
President of the
Provincial Association
of Protestant Teachers**

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4795 St. Catherine St. W., Montreal 215

THE POSITION OF THE ASSOCIATION FOR REFORM IN EDUCATION ON BILL 28

The Association for Reform in Education is a coordinating body containing representatives of Protestant and Catholic, English and French, parents, teachers and concerned citizens. It was originally formed to support and promote the recommendations of the Pagé Commission, especially with regard to School Boards based on linguistic lines. However, no definite, official position regarding Bill 28 can be formulated by the A.R.E. until one has been reached by all its constituent members. However, the Executive Committee of the A.R.E. has held two meetings recently to discuss Bill 28 and from these meetings there has emerged a fairly uniform consensus of opinion from the members present.

1. The Executive Committee of the A.R.E. remains firm in its preference for *linguistic Boards* as opposed to unified Boards because it feels that such linguistic Boards are educationally sound, more efficient, more practical and more economical. Among the most ardent proponents of the linguistic Board is Mr. André Gagne, President of the A.R.E. and former Chairman of the Montreal Catholic School Commission who has said publically many times that the M.C.S.C. is a prime example of a so-called "unified" Board which simply has *not* worked properly.

2. The A.R.E. Executive feels that even if the government remains adamant on the question of unified Boards, Bill 28 does NOT contain the necessary *protection for minority language education*. The only protection explicit in the Bill are

- Senior administrative official in the minority language
- The possibility that the Minister might recommend the appointment of two additional School Board members of the minority language group for a term of one year, if he felt that the minority was not adequately represented on any board.

There is absolutely no provision in Bill 28 for either teachers or parents to have any influence over curriculum or to develop curriculum services.

3. *Lack of Democracy.*

The entire reorganization process of the educational system of Montreal is to be done by a provisional Council of 13, entirely appointed by the Minister of Education. The new School Boards, which are to come into existence on July 1st, 1973 are entirely bound by the decision of this appointed Council with respect to the distribution of property, powers, etc. It seems that this is the reverse of the correct order. Surely the School Committees of Parents, the Denominational Committees, the School Boards should be elected first; from them the Council should be elected to make the necessary decisions about reorganization!

And herein lies the paradox. The thinking of the Department of Education appears to be centred on a Quebec-orientation for all the schools and educational institutions of the province. The English-speaking community - and particularly those whose children attend schools under the "Protestant" system - would like a broader orientation.

4. *Time Schedule*

Considering the magnitude of the reorganization program, the deadline of September 1973 seems totally unrealistic. Whether the School Boards be unified or linguistic, the upheaval will be a massive one which should not be attempted in less than a five year period. This fact is extremely important with respect to the reputation of the Quebec High School Leaving Certificate in other parts of Canada. There have been so many changes in Quebec education since 1964 that out of province universities have already grave doubts as to the standards of Quebec schools. If Bill 28 is put into effect with the present time schedule, it may well further reduce the creditability of Quebec certification.

5. *Positive Reaction to Bill 28*

The Executive Committee of the A.R.E. supports completely the provisions of Bill 28 with regard to -

- the establishment of a unified School Council for the Island of Montreal responsible for educational planning, coordination of services and a common tax base. This should provide the equality of educational opportunity and the choice of French or English schools which all parents desire.
- the establishment of School Committees of parents to guarantee confessional education and provide consistent home and school cooperation.

6. *Social Implications*

Many members of the A.R.E. Executive were greatly concerned over the emotional reaction of certain elements of the Quebec population which apparently expected that the conflict between French-Canadian nationalism and the "English fact" would be dramatically resolved by the establishment of unified Boards. The experience of the M.C.S.C. and the St. Laurent Catholic School Board, both of which have large English minority groups has been strongly contrary to this for the past twenty years. That is, the history of these and other School Boards seems to prove that the greatest possible cooperation and understanding occurs between the French and English sectors of the population when neither linguistic group feels that its identity is in any way threatened and when all can work together as equals, not minorities, for a common goal, with unified planning but separate structures.

A further concern expressed by the members of the A.R.E. Executive, especially by the President, was that Bill 28 might well have drastic social results - dividing Montreal into two camps and increasing the creation of "English ghettos".

Allan R. Smith,
Secretary, Association for
Reform in Education.

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The Canada-wide survey was initiated by the Federal Department of Health and Welfare, after considering submissions made by the Canadian Home & School & Parent Teacher Federation. Home & School Federations throughout Canada are being asked to conduct the survey in each province, and the objective is to determine the prevalence of smoking amongst students between the Grade 3 and 11 levels.

Working through school boards in selected geographic areas in Quebec to provide the best cross-section of opinion, several of Quebec Federation's area representatives will be asked to assist in contacting principals, in the distribution of forms, their completion and return to the National Office in Toronto. Analysis and processing will be done by the University of Waterloo in Ontario. Quebec Federation will receive a small remuneration for every form completed and returned.

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GLOSSARY

From time to time throughout the school year, parents will see in the news media a scramble of letters which represent the various organizations etc. concerned with education. The following may help:

- P.A.P.T. Provincial Association of Protestant Teachers
- Q.A.P.S.B. Québec Association of Protestant School Boards
- Q.A.S.A. Quebec Association of School Administrators
- M.T.A. Montreal Teachers Association
- P.S.B.G.M. Protestant School Board of Greater Montreal
- M.S.C.S. Montreal Catholic School Commission (in French will be referred to as C.E.C.M.)
- P.A.C.T. Provincial Association of Catholic Teachers
- L.T.A. Lakeshore Teachers Association
- L.R.S.B. Lakeshore Regional School Board (deals with high schools in area)
- W.I.S.B. West Island School Board (deals with elementary schools in area)
- F.C.P.T.A. Federation of Catholic Parent-Teacher Associations of Quebec (also known as PACE - Parents Association for Catholic Education)
- C.E.Q. Corporation des Enseignants du Québec
- A.R.E. Association for Reform in Education
- C.E.G.E.P. Collèges d'Enseignement Général et Professionnel
- C.H.S.P.T.F. Canadian Home & School & Parent-Teacher Federation

WHY JOIN

Every year at this time there are parents who say "Why should we join Home & School?" When what they really mean is, "What will we get out of it?" The answer is straight and simple - you'll get out just as much as you put in.

Parents who care about their children must realize that the rapid changes in education, since they themselves were in school, require constant study and understanding, if they are to guide their children to a stable and useful adult life.

Not every parent is able to play an active role in Home & School, and frequently it falls to a few to lead the group, but these few deserve the fullest support of the many. All are volunteers undertaking leadership at the local level, and on Quebec Federation's Board of Directors and Executive, because they are concerned for all children. Fathers must involve themselves after their business day is through, and mothers in between their daily domestic chores, and in the evenings. With many more mothers now working, domestic chores and participation in Home & School have to be confined to the evenings.

All this places a strain on family life, but while parents are going about their daily affairs, the Department of Education is busy churning out Bills and Regulations. These call for parent participation and comment, but time is limited and if parents do not make the time to understand and involve themselves in what is going on, they may well find that their children's education is not to their liking, and that when they leave high school, their children will be ill-equipped to pursue their education, or join the labour force.

Home & School offers no instant solutions to concerns and problems. Much of what has been achieved by Quebec Federation over the years has come from dogged persistence, and constantly reminding the authorities of the desires of its membership, through policies approved at Annual Meetings, studies and surveys.

Home & School actions will never please everyone. Some are easily dismayed by the length of time it sometimes takes to get a point across, or get something changed. But changes do come, and if they are not in line with the consensus of views, the parents must work with even greater diligence until they are.

If you feel that your Home & School has

not given you the type of information and action you seek, ask yourself what you have contributed to the efforts being made. Criticism is the easiest thing in the world to give, - why not try helping for a change. It will take some of your time and effort, but join, stand up and be counted, and with others, speak out before the type of educational system you want for your children disappears in a cloud of bureaucracy.

All children try to test their parents by seeing just how much they can get away with. Parents who have taken the trouble to actively participate in H. & S. have a much easier time of understanding and guiding the child than the ones that blindly believe everything the children say about the course, the situation or the teacher they don't particularly like, without checking the validity of the complaint.

The school committees projected in Bills 27 and 28 are in the main concerned with a particular school. It is only Home & School that looks across the broad spectrum of education throughout the Province and provides a forum for parents to consider the wider issues, the effects of which eventually filter down to the individual child in the classroom.

Whether the quality of education in this province is maintained, let alone improved, depends very largely on the vigilance of parents, and their collective strong voice when they disapprove and want changes. Home & School, through Quebec Federation provides the means for this independent voice, free from any political or other ties.

We care about your children - do you? Join Home & School and be part of the action! !



"I THINK YOU SHOULD KNOW, MISS FUNK, WITH THE TEACHER SURPLUS, YOU'RE EXPENDABLE...!"



Betty O'Connell (right), Federation's Recording Secretary shows Mrs. Groves (Connaught) Colin Smethurst, (area representative, Laval) and Dorothy White, Federation's Membership Chairman the new bilingual "Home & School & You" leaflet at the Sept. 15 meeting for Membership Chairmen. Was your association represented?

OCTOBER IS MEMBERSHIP MONTH



" THE CRISIS IN EDUCATION TODAY IS THAT THE FUTURE ISN'T WHAT IT USED TO BE... "

SCHOOL COMMITTEES

Recommendations of Brief presented by La Fédération des Unions de Familles, La Fédération des Associations Parent Maître, Federation of Parent-Teacher Associations, and the Quebec Federation of Home & School Associations.

1. That the school committee be given specific duties and powers and not only the functions stipulated in Bill 27.
2. That the school committee meet for the following goals:
 - a) to define criteria for the engagement of the principal and teachers of the school and the choice of didactic materials.
 - b) to delegate a parent from the school to serve on the various committees of the school board concerned with that school.
 - c) to assure the participation of the community, through the utilization of the natural and economic resources of the environment, and through the utilization of the human resources within the home and the intermediary organizations and others.
 - d) to bring about the development of pedagogical steps appropriate to the community and the school.
 - e) to study the political aspects of the civil service directives and others which have repercussions on the administration of the school budget.
 - f) to discuss all other questions of interest to the parents of the school population.
3. That the teacher representatives to the school committee be increased to 1, 2 or 3 depending on the number of school pupils and that they have the right to vote
 - for the selection of school principal
 - for the selection of teachers
 - for the election of school board member
4. That student representatives, at the secondary level, be part of the school committee, at a number of 1, 2, or 3 depending on the number of students in the given school.

5. That regulations provide for provisionary school committees to be set up during the year preceeding the coming into force of Bill 27.

6. That the provisionary school committees set up their own electoral regulations under the following stipulations:

i) the school committee procure an official list of parents of the children who attend its school, send a copy of said list to all persons therein listed and a notice of the date, hour and place of nominations for office.

ii) the school committee will call an election before October 15th.

iii) the school committee will call a meeting of parents for the holding of the election by means of a notice which will be delivered not less than 5 clear days before the election.

7. That for the start of the school committees a corps of animators be available for the development of this parent committee.

8. That a representative of each of our Federation's participate in the committee which will formulate the regulations concerning school committees.

Mrs. Denise Arrey, President of Quebec Federation followed up the above presentation with the following recommendations after consultation with Federation Executive and previous Federation studies on school committees. These were sent to the Minister and the communication is reprinted here:—

July 14, 1971.

To the Minister of Education,
Parliament Buildings,
Quebec City, P.Q.

Dear Sir:

We would like the following to be considered for Regulations for the School Committees under Bill 27.

1. Parent should be elected chairman by the School Committee.
2. Teacher and principal to vote with the School Committee.
3. The School Committee should report to parent population of a school at least twice a year, at a general meeting.
4. Where voluntary parent organizations exist, or come into being, such organizations should be represented on the School Committee, as observers.

5. Where such Committee represents a minority language school, (French or English) within a school board, it shall be consulted directly on curriculum for their school.

6. The religious designation of a school and the courses in religion offered within that school should be determined by the School Committee after consultation with the parent community. The School Board shall have power to veto if it can show cause of violation of the minority's wishes in respect to religion, or if financial or building facility shortage require multi-confessional use of such facilities.

7. Curriculum and time allotment for the teaching of the second language should come under the direct supervision of the School Committee, in collaboration with the principal and staff of the school.

8. The School Committee shall establish priorities in curriculum in consultation with the principal and teachers and these should be undertaken by the principal and staff within the norms set up by the Province and School Board.

9. The School Committee shall work with the other parent organizations and the general community organizations to integrate the school into the community and to promote the use of the total community resources by the school.

Yours sincerely,

(MRS) DENISE ARREY
President.

GOT A YOUNGSTER GOING TO CEGEP OR UNIVERSITY WHO NEEDS A LOAN OR BURSARY?

Write the Students Loans and Bursaries Service, Quebec Department of Education, Quebec 4 for their "LOANS AND BURSARIES" pamphlet which will give you all the information on how to apply.

EDITORIAL COMMENT ON BILL 28, BILLS 60, 63, 25, 62, 27 AND 28 AND ALL THAT!

The education system changes proposed by Bill 28 continue the creation of a new system of education in the province of Quebec. For over a hundred and fifty years the Protestant population in this province enjoyed complete freedom in the administration of its educational system.

With the establishment in 1964 of a Department of Education in Quebec with its own Minister, the Protestant 'system' was integrated into the total educational 'system'. At the provincial level the "Protestant Committee" which previously held complete jurisdiction over Protestant education, was reduced to jurisdiction over the "Protestant" religion only in its schools. Regulations of other aspects of curriculum became the domain of the Department of Education.

Protestant School Boards continued to function under the Department and to administer to the educational needs of their communities. They retained taxation powers and considerable freedom regarding curriculum and school facilities within "government norms". They also retained freedom regarding the employment of their teaching staff.

Then came Bill 25, which placed all the teachers of this province in the position of working under a "provincial contract". This in turn limited the school boards jurisdiction, since they no longer had unlimited freedom in negotiating contracts with the teachers.

Now Bill 28 will dissolve two of the largest Protestant Boards in the Province of Quebec, thereby virtually nullifying the strength of this "system".

Without desiring to stir up a political, racial or religious debate on this issue, it

would seem extremely logical for the Minister of Education or the Protestant School Board of Greater Montreal to take this new legislation to the Supreme Court to ensure it in no way jeopardizes the "right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education". (B.N.A. Act Section 93 & 3).

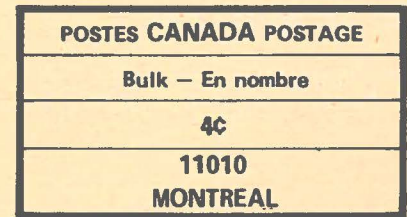
This erosion of the Protestant communities' voice in the education of their children, the equal erosion of control over education in the English language of both Protestants and Roman Catholics in this province is a matter of grave concern to many people in Quebec.

The Protestant community accepts that there must be equal opportunity for all children in Quebec. No one disputes that the educational monies of this province must be distributed fairly to all schools. It also accepts the "French fact" and applauds the measures taken by the Department of Education and its own boards to improve the opportunities for children to become bilingual and thus to participate more fully in the Quebec milieu. The problem is to ensure the continuance of English-language education of a standard acceptable to other English-language education systems in the rest of Canada. To do this, the Protestant community feels it must have some well-enunciated means by which it can direct the course of education in the English-language.

And here in lies the paradox. The thinking of the Department of Education appears to be centred on a Quebec-orientation for all the schools and educational institutions of the province. The English-speaking community and particularly those whose children attend schools under the "Protestant" system — would like a broader orientation.

All the National Committees are looking for additional members, and interested persons should contact Federation Office.

One of Quebec Federation's vice-presidents, Mr. Sol Cukierman is Treasurer of National, and past president, Mrs. Doreen Richter is chairman of the school education committee. Mrs. Richter is particularly interested in hearing from parents who would be interested in joining her committee.



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LEGAL DEPOSIT QUEBEC NATIONAL LIBRARY MAILING & PUBLICATION INFORMATION

Publisher:

Quebec Federation of Home &
School Associations,
4795 St. Catherine Street, West,
Montreal 215, P. Q.

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P.O. Box 198
Place Bonaventure
Montreal 114, Quebec.

Published six (6) times a year
and distributed free of charge
to all registered Members of
Quebec Federation of
Home & School Association