

Complete text of Bill 63

EXPLANATORY NOTES

The object of this bill is to ensure that the English-speaking children of Québec acquire a working knowledge of the French language and that persons who locate in Québec acquire the knowledge of the French language upon arrival; it also confirms the parents' option to choose between French and English as the language in which courses will be given to their children.

For such purposes, section 1 provides that the Minister of Education must take the measures necessary so that the curricula and the examinations which confirm them at the elementary, secondary and college levels ensure a working knowledge of the French language to children to whom instruction is given in the English language.

Section 2 provides that courses established by the school boards must be given in French. They shall be given in English when the parents or persons acting in their stead so request; such courses must ensure a working knowledge of the French language to the children.

For the same purposes, section 3 provides that in co-operation with the Minister of Education, the Minister of Immigration must take the measures necessary so that persons who locate in Québec acquire the knowledge of the French language upon arrival.

BILL 63

An Act to promote the teaching of the French language in Québec.

HER MAJESTY, with the advice and consent of the National Assembly of Québec, enacts as follows:

1. Section 2 of the Education Department Act (Revised Statutes, 1964, chapter 233) is amended by adding at the end the following paragraph:

"The Minister shall take the measures necessary so that the curricula made or approved for such educational institutions and the ex-

aminations which confirm them ensure a working knowledge of the French language to children to whom instruction is given in the English language".

2. Section 203 of the Education Act (Revised Statutes, 1964, chapter 235), amended by section 1 of chapter 62 of the statutes of 1966/67, is again amended by replacing sub-paragraph 3 by the following:

"(3) To take the measures necessary to have the courses of study from the first year level to the eleventh year level inclusive, adopted or recognized for Catholic or Protestant public schools, as the case may be, given to all the children domiciled in the territory under their jurisdiction if they are deemed capable of following such courses and if they are desirous of enrolling for them.

Such courses must be given in the French language.

They shall be given in the English language to any child whose parents or persons acting in their stead so request at his enrolment; the curricula and examinations must ensure a working knowledge of the French language to such children and the Minister shall take the measures necessary for such purpose.

The school commissioners or trustees must either establish such courses in their schools or avail themselves of the provisions of sections 469 to 495, or of those of section 496, or take two or more of such steps at the same time;"

3. Section 3 of the Immigration Department Act (1968, chapter 68) is amended by adding at the end the following paragraph:

"(e) in co-operation with the Minister of Education, take the measures necessary so that persons who locate in Québec acquire the knowledge of the French language upon arrival."

4. This act shall come into force on the 1st of July 1970 or on any prior date fixed by proclamation of the Lieutenant-Governor in Council.

Education Bills 62, 63 bring future in focus, will get close study

Educational news has been developing at a heady pace the last couple of months, to the point where practically all the cards are on the table. It remains to play the game out to its conclusion to determine the educational future of Quebec children.

Bills 62 and 63 chart a course that would provide Neutral public education with certain guarantees for minorities, all under an extraordinarily autocratic system that would place major control in the hands of the Minister of Education rather than elected school boards.

President Doreen Richter of Quebec Home & School, in a message to parents published in the last News, said, "The time is now, to stand up and be counted." Events since have reinforced the point.

Quebecers who have opinions about education, such as a wish or demand that English-language schools shall remain up to North American standards, must act before the passage of Bill 62 or it will be too late.

The voice of parents of children in the Protestant school system is Quebec Home & School Federation. Coupons in this issue make it easy for anyone not presently a member of a Home & School local to join and "stand up and be counted."

The Education Bills

Bill 63, reproduced in full to the left, has been accepted in principle by both major parties and should pass third reading with some amendments specifying that French schools shall be attended by children of immigrants, and establishment of French as the "working language" in business concerns.

Bill 63 is generally approved by the English-speaking population (so long as the English rights are not taken away, as similar legal rights for French education in Manitoba were cancelled by the majority decades ago) and of course is strongly opposed by the unilingualist-separatist faction which includes the CEQ union representing 85% of Quebec's school teachers.

Bill 62, to establish a Neutral school system, is much too long to be printed in full, but the introductory Explanatory Notes are given on Bill 62 is noteworthy for what it does not say — specifically, about in this many existing rights for English-language or Protestant education — ups will as for what it does say. As a major shift from a democratic educational system to one administered in most fundamentals by the Ministry of Education, it merits the very serious study it will receive.

First reaction to Bill 62

Bill 62 rejects the educational philosophy of the Parent Report and the Pagé Report.

By turning School Committees and School Boards into puppets of an APPOINTED Island Council, it rejects the parent and community involvement which was basic to the Parent and Pagé Reports.

By placing all the tax and other educational resources in the hands of the appointed body (taxation without representation), it leaves the Regional Boards only the obligation to carry out the directives of the Department of Education through the Island Council. Both the Parent and Pagé Reports stressed the importance of initiating educational development at the local level.

By explicitly specifying confessional obligations on the part of Council and Boards, the bill conveniently ignores the cultural duality of the province with respect to language, something which was accepted by both the Parent and Pagé recommendations.

By leaving the School Committee with virtually no powers, not even confessional, the participation of parents so strongly advocated in the Parent Report and supported in the Pagé recommendation is largely negated.

This Bill is an effort to centralize education under the Department, not only for the purposes of equalizing educational opportunity (which was a prime consideration of the two reports) but to give the Department complete control over the educational scene.

At a time when educational bodies all over the world are being pressed to become more responsive to the needs of the local community and the individual student, Bill 62 is a reversion to 19th Century philosophy.

And in St. Leonard

Meanwhile, back in St. Leonard where the educational language problem first came to public attention, at press time Quebec's highest court has ruled that the Catholic school board and the lower court judges were wrong — but it is too late to do anything about it.

Education Minister Cardinal said recently that despite previous assurances, the province would contribute nothing to the costs of last year's English-language education for the children affected. This year they are attending Protestant schools at a cost in excess of \$100,000.

Quebec Home & School members had contributed over \$4,000 to the St. Leonard fund by the end of October, and the money was still coming in. The high court decision that these parents were indeed the victims of injustice may stimulate the flow.

Your contribution will be most welcome. Send it to Quebec Federation at 4795 St. Catherine St. W., Montreal 215.

**Cross country survey
of students and drugs
see pages 6-7**

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Toward a positive approach

Local Associations of Quebec Federation will be asked to contribute their views on Bill 62 for presentation to the Québec government early in January. When study committees are set up to examine the implications of this bill, the following points may well be used as focal points for consideration:

What Bill 62 DOES Do

1. Regionalizes school boards, bringing them to a size commensurate with accepted numbers to provide good educational facilities at reasonable cost.
2. Provides for elected school boards.
3. Provides for means (through the Island Council) to equalize taxation in the economic area through equalized assessment and common tax rate.
4. Provides means for equitable distribution of such taxes and government grants in terms of the educational needs of the children.
5. Provides confessional protection and Directors to ensure its enforcement.
6. Provides the means to standardize education, not only in terms of economics, but also in terms of curricula, methods, text books, except for confessional differences.
7. Makes members of school boards and the Island Council personally liable for expenditures not previously approved in the budget or, in emergencies, by the Lt. Governor in Council. By so doing it prevents boards from gross over-spending, and so maintains a tight control over education expenditures.
8. Removes legislation concerning dissentient boards.

What Bill 62 Does NOT Do

1. Provide for more participation and control of education (particularly curriculum) at the local and regional levels.
2. Provide for parental choice of language of instruction in the schools.
3. Provide for a direct responsibility of the tax-receiving and spending body to the tax-payers — i.e., it offers taxation without representation.
4. Provide for the considerable English-speaking transient population.

While Bill 62 is of primary importance to H & S Associations on the Island of Montreal, the Minister of Education has stated that this will be a model of a similar set-up of structures for the rest of the province. Federation will be consulting the associations on-island for their reactions to this Bill, but will also welcome comments from our associations in the remainder of the province, and will use these as a guide for the presentation of opinions to the Government.

HELP THE PARENTS OF ST. LEONARD

Send cheque or money order to:
Quebec Federation of Home & School Associations - St. Leonard Fund
4795 St. Catherine St. W., Montreal 215

School administrators urge expression of public opinion about Bill 62

During the past five years there has been notable progress in many aspects of education in Quebec, in much of which English schools have shared. New comprehensive schools have been built, for example, and new arrangements have enabled boards with limited financial resources to provide a high standard of education.

Unfortunately such accomplishments have been accompanied by a growing tendency to ignore the fact that there are two cultures in Quebec, and to confuse uniformity with equality of opportunity. The result had been a rapid erosion of the power of English-speaking citizens to control their own education, a right honored in law and the spirit for over a century. Consider the following:

(1) In 1964 control over the curriculum, examinations, and the training of teachers was removed from the Protestant and Catholic Committees and vested in the Ministry of Education.

(2) Bill 25 in 1967, and various negotiations which resulted from it, have removed from school boards the power to determine the salaries of teachers and principals. (The provincial scales established are quite at variance with previous practice in Protestant schools.)

(3) The new education bill for Montreal, Bill 62, eliminates existing school boards on the Island. The present Catholic and Protestant boards are to be replaced by eleven "unified boards", each responsible for all the education in a geographic area: French, English, Catholic, Protestant and non-confessional. While details are not yet available, it appears likely that Anglophones will be a majority in three of four regions, Francophones in the others.

The new bill creates a Metropolitan Island Council with extensive powers, notably ownership of school property, and control over taxation and budgets. This concentration of powers limits the authority of regional boards to carry out the pedagogical functions assigned to them. Equality of education opportunity can be ensured without such a drastic step. All members of the Council, it is to be noted, are "appointed by the Lieutenant Governor in Council upon recommendation of the Minister."

Supporters of unified boards argue that the English have nothing to worry about. There will continue to be English schools, and for each there will be a School Committee that will have an important voice in the program offered by the school. Although such a committee has a useful role to play, its vague powers are a poor substitute for a school board with authority over allocation of funds, assignment of teachers, and other matters that have a direct bearing on the school program.

Prime Minister Bertrand, much more than some of his ministers, has shown himself to be highly conscious of the unique quality of Quebec — and of Canada — a duality based on two founding cultures, French and English. It is unfortunate that but faint echoes of this duality are to be found in Bill 62.

As a basic ingredient of culture, education is too important to be

entrusted to those of another culture, particularly when one group constitutes a preponderant majority. It is but human nature that the day-to-day needs of a majority inevitably take precedence over the needs of a minority. It is ironic that at a time when Francophones in Ontario and New Brunswick are gaining increasing control over their education, Anglophones in Quebec are losing control over theirs.

Some persons support unified boards on the ground that such a system will speed up the process of creating a truly bilingual society. For a strong partnership there must be two strong partners, each capable of communicating with the other. Forced marriages seldom produce harmonious results, particularly if one partner progressively loses control over his own destiny.

To contribute to a strong Quebec, Anglophones must assuredly do more to improve their ability to communicate with Francophones, and many steps have been and are being taken in this direction. A forced union will not create the spirit needed for true bilingualism; it may even have the opposite effect from that desired if Anglophones feel they are receiving a less satisfactory education.

Those who wish to see English

education under the control of their own boards should act now by writing to their local member or should prepare a submission to present to the Education Committee of the National Assembly at sittings that will be held later in the session.

The government should be urged to adopt a system of French Regional Boards and English Regional Boards, as recommended by the Pagé Report and by the Association for Reform in Education (formerly known as the Dual Language Education Committee). This system has the advantage of bringing together all English citizens.

If extended to the rest of the Province, the system would give full legal recognition to a de facto relationship that has grown up in many regions outside Montreal which has enabled English pupils of both religions to attend comprehensive schools.

If the government does not receive objections from the English population, it has every right to assume that the proposals of the bill are acceptable. Once the bill becomes law, protest is fruitless.

The views expressed above have been approved by the Executives of the Quebec Association of Protestant School Administrators.

N. W. WOOD, Past President
Quebec Association of Protestant School Administrators

Bill 63 objectives already basis for French experiment

By W. M. HAY Acting

Principal, Elmgrove School

This year at Elmgrove School, St. Laurent, the P.S.B.G.M. is carrying out an experimental programme for English speaking Grade VII pupils selected from the St-Laurent, Mount Royal, Ahuntsic-Bordeaux and North Shore areas.

With the exception of a 40-minute daily period of English, the entire programme of the school is being conducted in French by a French-speaking staff. Eligibility for acceptance into this programme was based on five factors: pupil willingness to participate, parental approval, above-average general achievement in Grades V and VI, above-average achievement in French and a maximum age of 13 years, 6 months by June 30th, 1969.

Bill 63 states that English-speaking pupils should have "une

connaissance d'usage de la langue française" by the time they complete their studies in schools. Mr. Jean-Guy Cardinal stated: "In our view working language is a language one knows sufficiently to be able to understand it, to speak it and to write it so that it constitutes a useful tool in all ordinary circumstances of life".

It was precisely with this goal in mind that Elmgrove School was established as a pilot project for one year to determine the effectiveness, at the 7th Grade level, of intensive instruction in the French language.

It is obviously too early as yet to reach definite conclusions on the project but some preliminary observations may be made. The school has now been operating for two months, and in all cases the level of comprehension of the students has improved markedly. As is to be expected, there are differences in ability to comprehend, but all the students have benefited by the constant exposure to French.

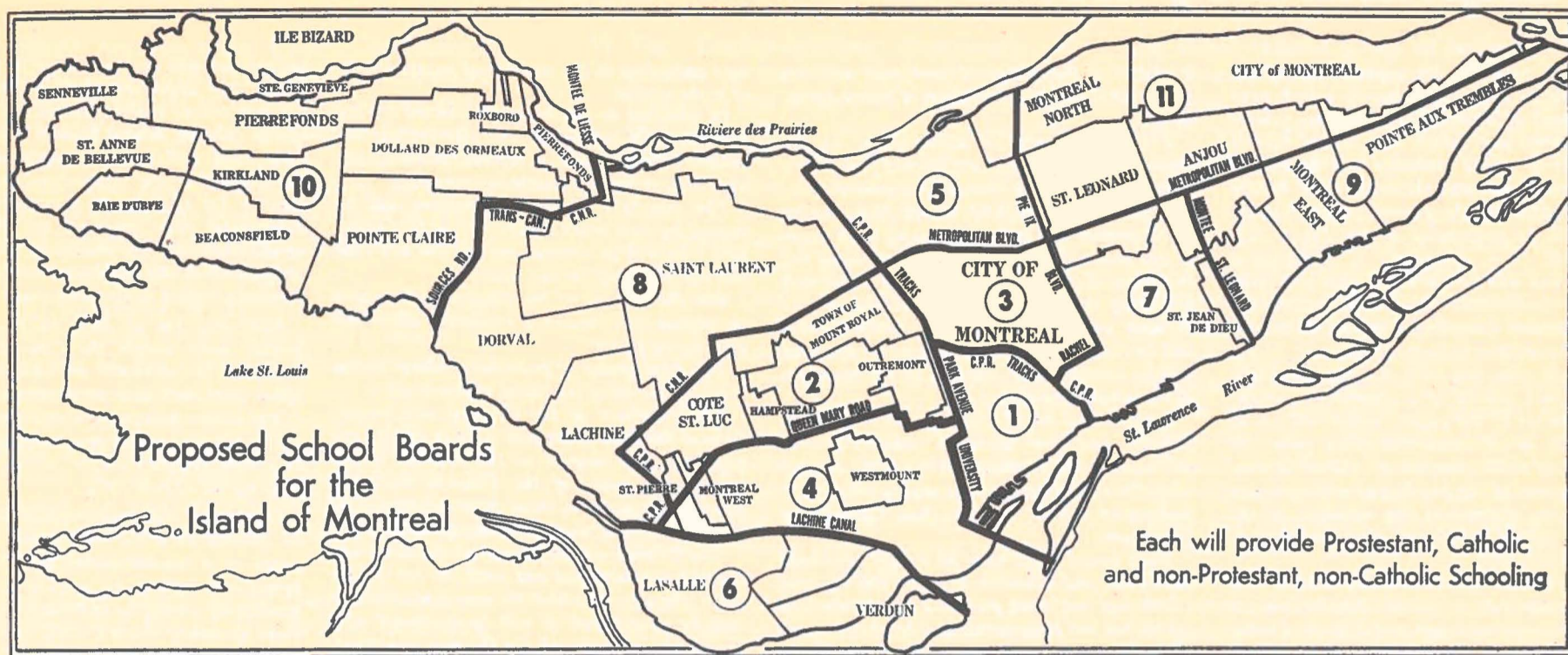
The more difficult part of the project is now under way, wherein the pupils are being encouraged to use the language with increasing frequency. It is not easy to use a second language constantly for the first time in one's life, but the students in Elmgrove are making the effort to express themselves almost all the time in French, despite their occasional frustration.

It will be of the greatest interest to all concerned with the future of English education in Quebec to see the results of the Elmgrove experiment. It is a sincere effort to achieve what Bill 63 demands.

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The shape of educational things to come



Montreal Star map shows areas of 11 Neutral school boards proposed by Bill 62

Comparison of Parent, Pagé reports and Bill 62

	PARENT	PAGÉ	BILL 62
SCHOOL COMMITTEE	<p>ELECTION PROCEDURE By parents and adult members of school population.</p> <p>NO. OF MEMBERS 5 + Princ. + Teacher ex - officio.</p> <p>FUNCTIONS 1. Religious regulations. 2. Watch over + stimulate education of school. 3. Involve community & parents in school. 4. Electoral Colleges.</p>	<p>ELECTION PROCEDURE Same as Parent.</p> <p>NO. OF MEMBERS 5-9 + Princ. + teacher ex - officio.</p> <p>FUNCTIONS Same as Parent Report.</p>	<p>ELECTION PROCEDURE By parents of school population.</p> <p>NO. OF MEMBERS. 4-8 + Princ. + teacher ex - officio.</p> <p>FUNCTIONS 1. Encourage parent participation. 2. Make recommendations re school activities. 3. Electoral College. 4. To see to quality of instruction.</p>
REGIONAL SCHOOL BOARDS	<p>ELECTION PROCEDURE By electoral colleges of school committees.</p> <p>NO. OF MEMBERS 5-11</p> <p>FUNCTIONS Owns property receives taxes + gov't grants Pedagogical responsibility. Responsible for English + French language education with confessional options, Directors to be appointed for each. NOS. OF BDS. ON I. OF MTL. 7 unified</p>	<p>ELECTION PROCEDURE 1. Majority by electoral college. 2. Remainder by univ. Suff. (no citizenship requirement mens.)</p> <p>NO. OF MEMBERS 9-11</p> <p>FUNCTIONS Largely pedagogical and administrative. Divided into English + French Boards, each responsible for confessional options, with Directors appointed for these. NO. OF BDS. ON I. OF MTL. 4 English, 9 French.</p>	<p>ELECTION PROCEDURE 1. Majority by univ. suff. (citizenship requirement). 2. 1/2 of majority by elect. coll.</p> <p>NO. OF MEMBERS 6-8</p> <p>FUNCTIONS Administrative Responsible for confessional options with Directors for these. NO. OF BDS. ON I. OF MTL. 11 unified</p>
ISLAND COUNCIL (Council for School Development)	<p>ELECTION PROCEDURE Elected by & from regional Bds., from electoral colleges. 2 appointments from Dept. of Ed.</p> <p>NO. OF MEMBERS 7 from Bds. 7 from Elec. college 2 from Gov't. 16 members.</p> <p>FUNCTIONS Largely co-ordinating and consultative. Particularly in areas of tax assessment, regulation of tax rate, provision of island-wide planning and services.</p>	<p>ELECTION PROCEDURE Elected by and from Regional Bds.</p> <p>NO. OF MEMBERS 13 - one from each Board.</p> <p>FUNCTIONS Same as Parent best provided with authority to tax and own property since it consists of representatives of the Boards. Coordinate island-wide services, provide services for Boards.</p>	<p>ELECTION PROCEDURE Appointed from regional boards and directly by Lt. Gov. in C.</p> <p>NO. OF MEMBERS 11 - appointed from Bds. 4 - appointed by Lt. Gov. in council</p> <p>FUNCTIONS Complete control over finances of Island Education and therefore over Bds. Final say on budgets, planning, working conditions of employers, etc.</p>

Explanatory notes attached to Quebec Bill 62

This bill proposes the replacement of the municipalities and school boards which exist on the island of Montreal by eleven new school municipalities and eleven new school boards two-thirds of whose members will be elected by a general vote and the other third by the representatives of the parents; such boards, which will be constituted on the 1st of July 1971, will have essentially a pedagogical function and will be entrusted with providing Catholic instruction, Protestant instruction and instruction other than Catholic or Protestant, to the children in their territory.

The bill also provides for the establishment in each school, of a committee consisting of parents of the pupils, which will see to the quality of the instruction given there; the members of such committees will be elected by the parents of the pupils and will designate from among themselves the members of the electoral college which will elect one third of the commissioners.

The activities of such school boards will be co-ordinated by a School Council consisting of fifteen persons appointed by the Lieutenant-Governor in Council who shall choose at least one member of each of such boards; such Council will be the owner of the school equipment, collect the required taxes and place at the disposal of the school boards the immovables and services which they require.

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

The first group of these provisions deals with the organization of the new school boards. In addition to conferring upon them the pedagogical positions above-mentioned, it entrusts them with the hiring of personnel in accordance with the conditions of employment established by the Council, with the use of the moneys remitted to them by the Council, with the management of the equipment which

it places at their disposal, and with advising the Council on the installation of future equipment.

The boards will be administered by six commissioners elected for a term of four years; four of them will be elected by a general vote; the election will be held on the first Sunday in November and any person who is 18 years of age and a Canadian citizen, and domiciled in a ward of the board on the 1st of September preceding the election will be entitled to vote in such ward. The two other commissioners will be elected on the same date by an electoral college consisting of one-half of the members of the school committees.

Each school board must appoint a director-general, and one associate director-general entrusted with Catholic instruction, another with Protestant instruction and a third with instruction which is other than Catholic or Protestant.

Each board must have its budget approved each year, and whenever it incurs any expense which had not been provided for therein and which has not been authorized by the Minister upon the recommendation of the Council, the persons who permitted or approved such expense may be held personally liable for payment of the amounts concerned; the government may also in this case suspend the powers of the board, appoint an administrator and dismiss the persons who are liable.

The second group of provisions which is added to the Education Act deals with school committees. For the purposes of such committees, a school is a building or part of a building occupied by a group of pupils and teachers under the authority of a principal, in which the courses given comply with the Catholic curricula, the Protestant curricula or the curricula other than Catholic or Protestant.

The number of committee members will

vary according to the number of pupils enrolled in the school.

In addition to the members elected by the parents, each committee will also include the school principal and a representative of the teaching personnel as associate members.

The members of such committees will be elected for two years, except for the first members who will be elected one-half for one year and the other half for two years.

For the pursuit of its objects, each school committee will receive a monetary allowance paid by the board.

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

The members of the Council will be appointed for four years and various checks are provided with respect to the exercise of the corporate powers of the Council, including provisions similar to those provided for school boards in case of unauthorized expenses.

The Council will be formed on the date when the bill is sanctioned and until the 1st of July 1971, the date on which the new school boards will be constituted, it will be entrusted with laying the groundwork for the new structures. During this period, it will consist of thirteen members 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 and make 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 1971.

The existing school boards will be dissolved on the 1st of July 1971 and their property and

obligations will be transferred to the Council which may apportion them among itself and the new school boards; persons in the employ of the existing school boards on the 30th of June 1971 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 and of the associations certified to represent them.

Until the 1st of July 1971, 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 between now and such date.

The bill also makes new provisions in regard to school taxation on the island of Montreal as of the 1st of July 1971.

It provides that immovables will no longer be entered on a Catholic panel, a Protestant panel or a neutral panel, but that they 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 such amount; the rate then applicable will be the same as the one 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 rules used for imposing such taxes will be standardized for the whole island of Montreal by using the corrective measures enacted by the Montreal Metropolitan Corporation.

The tax rate to be in force for the school year 1971/1972 and for the subsequent years will be fixed by the Council.

Some early press reactions to Bill 62 program

Says The Gazette

Needs study and change

The Quebec Government's proposals to reorganize the school structure on the Island of Montreal — Bill 62 — will require detailed study. This is an extremely complex piece of legislation.

There are and will be inevitable misgivings over Bill 62, in both the English and French communities of Montreal, as well as among the present Catholic and Protestant school boards. It represents, in many ways, a sharp break with the past for French and English, Protestant and Catholic alike.

But in other ways, Bill 62 is only codifying trends which have become established in the last few years. For example, with the establishment of the Ministry of Education, effective control of curriculum, examinations and teacher training passed from the Protestant Committee to the Ministry, Bill 25 enacted in 1967, and the global teachers' contract negotiated since, have meant that school boards across the province effectively lost the power to control their own teachers' salaries and working conditions.

Then again, it was already clear before Bill 62 that a common tax base for Protestants and Catholics was not far off. The same arrangements could be predicted for accounting procedures, architectural services, land surveying and a host of other administrative matters.

The interest in Bill 62 was in how the new structures would be rationalized; and particularly

how far the elective system would go; how the power was to be distributed; and whether or not there would be provision for a separate series of school boards for English and French schools.

The power distribution within the proposed structures seems to give the island council — or super-board — very wide responsibilities. One of the questions which will certainly be raised is whether or not there is too much power vested in this "super-board".

Another question is whether the Government should have nearly absolute discretion in choosing the members of the 15-man council, or whether this body should be directly chosen by the voters.

Finally, there is the question of whether the 11 boards should be "unified" as Bill 62 proposes, or divided along linguistic lines, as the Pagé Commission, and at least one other report, recommended.

There should be frank and full discussion from both sides of the linguistic fence on such central proposals in the Bill, after considerable study of all the implications.

Fortunately, there will be time for study. The Government has made it clear that discussions will be encouraged before the Bill is passed. This is assured, it seems, by the fact that the Government does not contemplate putting the new arrangements into effect before July, 1971.

If one thing is clear from Bill 62, it is that a whole new dimension is being added to the administration of education. Whatever the final form of the Bill, it means that English and French, Catholic and Protestant, will be forced to work more closely together in the future than they have in the past.

Says The Star

Excessive control in Quebec

One of the most serious objections to the government bill on school administrative reorganization has to do with the unnecessary degree of direct control it would give Quebec in running the educational system on the Island of Montreal.

The government already has all the power it needs, through the department of education, to improve courses of study, improve teacher training and standards and keep a careful check on budgetary expenditures, including capital construction. But in seeking to make the island-wide school council a tool for even greater control, it is threatening the complete independence of the school system.

As proposed originally by the Parent commission, the council was to consist of one representative chosen by each of the regional schoolboards on the island; one representative elected by the electoral college of each region and two members appointed by the department of education. Bill 62 has drastically changed that

French and English, Protestants and Catholics, will want to be consulted. The Government seems ready to provide for this consultation. It should also be ready to make such modifications as may be necessary to assure that the integration sought in Bill 62 will not deny the duality being guaranteed in Bill 63.

recommendation.

Under the legislation, the government is to appoint all members of the school council, although eleven of the 15 must be chosen from among the regional boards to give each region at least one representative. The cabinet would name the other four. But, even more important, the ministry would also determine the president and vice-president of the group.

The proposal has been severely criticized by numerous respected educators — French and English. It would, in effect, make the council little more than a front for the government and expose it to political influences. In addition some critics believe that the powers of the council have not been sufficiently defined so that the authority of the regional boards in the field of curriculum is protected.

There is an obvious need for the department of education to establish liaison offices in the various areas of the province. But is it questionable whether the

government has to exercise such direct authority over that body.

In fact, there is a need for the school council to act on behalf of the public to ensure that the government itself carries out its obligations in the field of education — to make sure that each region receives all services to which it is entitled and to back up the requests of a regional school board for increased funds if the council believes such funds are warranted.

The present proposal suggests either a deliberate attempt to give the government an iron hand — and possibly an iron fist — in the matters of education, or a lack of trust by the government in the competence of local officials. Whatever the reason, it is a bad move.

The aim of this bill should be to create a careful balance between centralization and decentralization of administration to ensure an improved educational system. It would be far better to have the regional school boards appoint their own delegates to the school council, leaving the government to appoint a small number of additional representatives, and to have the school council elect its own president and vice-president.

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Executive of ARE comments on Bill 62 text

Bill 63, currently under debate in the National Assembly, would confirm in principle the essential right of parents in Quebec to choose either French or English as the language of instruction for their children in the public schools of the province. But Bill 63 says nothing about the manner in which this basic right would be implemented in practice, nor how it might be enforced and protected in case of abuse.

On November 4, Bill 63 was followed by Bill 62, entitled "An act respecting school organization on the Island of Montreal". Bill 62 contains many principles that are highly commendable and long overdue, such as the equalization of taxation and of school revenues, the reduction of the number of school boards, the provision for multi-confessional education, and the centralization of purely administrative functions and services.

But many figures on the Quebec educational scene feel that Bill 62 also has one overriding defect that contains very grave and unfortunate implications for the future of Quebec. We refer to the proposed establishment of single unified school boards to serve the needs of both English-speaking and French-speaking Quebecers, instead of the traditional pattern whereby each cultural group controls the essential elements of its own educational system.

The argument runs as follows:

- 1) Both in Quebec and in Canada, there are two dominant cultural groups, into which all other cultural communities tend to assimilate over time. These are, of course, the English culture and the French culture, each with its distinctive North American stamp.
- 2) Since the chief means of self-expression and communication for any cultural group is its language, both the English and the French languages have both official and unofficial status in much of Canada, and especially in Quebec. This institutional bilingualism (as distinct from individual bilingualism) is a necessary consequence of the underlying cultural duality which is generally considered to be a great asset both to Canada and to Quebec. In any case, whether good or bad, duality of language and culture is a fact of Canadian and Quebec life. It is our premise that it is a highly beneficial fact.
- 3) The French language and culture in Canada — and even in Quebec — are permanently threatened by assimilation into the stronger and more numerous English cultural community of North America, owing to unremitting economic and cultural pressures. It is our further premise that this threat of assimilation must be stoutly resisted, as the disappearance of the French fact in North America would be a tragedy for all Canadians. But not all are convinced that it is in fact taking place. French Canada today is a strong and dynamic society, and is responding vigorously to the challenge before it. This we applaud and support.
- 4) The essential safeguard and means of self-preservation and perpetuation of any culture and language is the educational system. For this reason, French-speaking Quebecers have always insisted, tenaciously and logically, on retaining the complete control of their educational system above all else. As a result, education is entirely a provincial responsibility under the British North America Act, at Quebec's insistence.

- 5) The English-speaking community in Quebec on the other hand, always large (presently one million — only three other provinces have more), economically powerful and with strong links with the whole English cultural milieu of North America, has never really been threatened with assimilation in the same sense as the French culture. But in 1867, English-speaking Quebecers nevertheless insisted, just as French-speaking Quebecers did, on the constitutional right to control their own educational system. This right was enshrined in Section 93 of the British North America Act, by the device of protecting what was then perhaps considered to be the most important cultural attribute that might be endangered in a single provincial system — not language, but religion. This emphasis on the Protestant religion in Section 93 was partly in reaction to the great importance attached by the French-speaking community to its religion; but mostly, it was the logical consequence of the Education Act of 1841 whereby the Union Government set up separate school commissions for Roman Catholics and Protestants, with independent financing and a guarantee of religious dissent.

- 6) Since 1867, language has replaced religion as the cultural attribute that both groups agree is the basis for cultural survival, and hence essential to protect. But again, there is a difference in emphasis, with the English-speaking Quebecers' insistence on linguistic rights arising partly in reaction to the French-speaking Quebecers' far more justified emphasis on the need to protect their language from assimilation. In reality, what is just as important or even more important to the English cultural community in Quebec than protecting English as their language of instruction, is ensuring the availability of the curriculum and teachers they feel are essential to the perpetuation of their culture and identity. The right to an education in English loses much of its significance if the nature, form and content of this education are not also guaranteed and protected.

- 7) In conclusion, therefore, the English-speaking community in Quebec has one absolutely vital interest in the public educational system, just as does the French-speaking community: that is, control over its content or pedagogical aspects — language of instruction, curriculum, and hiring of teachers are all part of this overriding consideration. If this pedagogical control is lost by either community in Quebec, it will be in grave danger of eventual disappearance — by assimilation in the case of the French-speaking community, and in the case of English-speaking Quebecers, not through assimilation (because unlike French-speaking Quebecers, they have the relatively easy alternative of leaving the province), but through gradual emigration and dispersal outside Quebec.

As a final premise, we submit that either eventuality would be highly undesirable; in other words, we strongly believe in the superiority of a bicultural society where every citizen has access to both languages and cultures, over a bilingual system where each cultural group lives in unilingual isolation. We are hence strongly opposed to a unilingual Quebec — French or English — and believe this would be encouraged by depriving either cultural group of pedagogical control over its educational system.

ing either cultural group of pedagogical control over its educational system.

How does this argument relate to Bill 62? Bill 62 would establish 11 unified regional school boards on the Island of Montreal. Pedagogical control would be divided among the regional boards, the government appointed school council, and the Department of Education. We submit that in the present context this is not in the interest of either cultural community in Quebec, particularly since some of the 11 boards would be dominated by the linguistic minority, thus encouraging the creation of linguistic ghettos.

The time may come in Quebec when both communities are sufficiently similar and have sufficient confidence in one another to have a single educational structure with a single curriculum and completely interchangeable elements. Our two cultures are not yet at that stage, either educationally or psychologically. Our educational needs may, in fact, be the same, but they are not yet generally perceived to be the same: witness the current and legitimate insistence on individual bilingualism within the English-language community, while individual unilingualism is not only tolerated but encouraged within the French-language community.

It may be said that a number of English-speaking Roman Catholic do not agree on the need for linguistically - based boards in order to control their own curriculum. To this it can be answered 1) that although many Catholic School Commissions have always permitted English Catholics almost full curriculum control, (with the result that the English Catholic curriculum is much more like the English Protestant curriculum than the French Catholic curriculum), this has been done only through a system of tolerance, devoid of any legal protection; 2) that this spirit of tolerance is no longer prevalent in some quarters; 3) that, in the last analysis, any right is illusory unless it has an effective mechanism of protection to enforce it if necessary; 4) that many English-speaking Roman Catholics do not feel that they now have adequate protection within the present system.

What constitutes adequate legal protection for the right of control over curriculum? In 1867, our forebears in Quebec and Ontario insisted on a constitutional provision outside the jurisdiction of the federal or provincial legislatures. We would like to see no less today. At the very least, the right of curriculum control must have the minimum and traditional democratic protection of democratically elected regional school boards, elected separately by each language group, and vested by law with complete pedagogical authority. Such English-language and French-language regional boards must also be assured by law of a reasonable allocation of revenues according to needs.

To enact such a system into law would only be to recognize officially a system that already exists in fact in many areas, and has recently been copied in St. Léonard. Bill 63 recognized the fact of Quebec's basic linguistic duality. We believe that Bill 62 should recognize the even more fundamental fact of Quebec's basic cultural duality, by creating an educational structure that truly reflects the needs and desires of each community.

As they have for almost two years, the individuals and groups represented on the Association for Reform in Education intend to press for the establishment of such a system with every means at the disposal of moderate people, sincerely convinced of the importance of this question to the future of Quebec and of Canada.

PETER G. WHITE,
Chairman, Executive Committee,
Association for Reform in Education

Home & School analyses student drug attitudes

Highlight of Quebec figures

A few points of interest in the Quebec study are:

There are more females using drugs in Quebec compared to the national picture.

The age group at which they start is lower. 36% in the 14-15 year age bracket compared with 14.58 for the national figure.

The average marks of users is 40% in the 70-85% bracket. None are in the over 85% average compared with 4.69% in the national picture.

There is very little difference in athletic participation, but 52% of users do not participate in organized activities compared with 27.2 among non-users.

Although in creative activities there is a wide range, 28% of users spend more than 10 hours

a week to 28% who spend no time at all.

In Quebec 36% of users listed their father's occupation as business. Interestingly enough, 29.2 of users themselves do not feel that too much fuss is being made today about young people using drugs. Both groups agree that drugs are a problem in their area; 33.3% of users and 41% non-users.

With regard to alcohol, both groups feel that it is a problem, with drug users finding it slightly more available.

Approximately 50% more users feel that teens should have the freedom to use alcohol, but 34.8% of the users believe that they should not have the freedom to use drugs.



MRS. MARY KUCHARSKY

Of interest also is the fact that none of the users would refuse to take pot because it is against the law, and it would only deter 8.2% of non-users. Both groups would prefer to get information from someone who has used drugs.

WHAT DO YOU THINK ABOUT DRUG LAWS?

Reproduced on this page are the two resolutions on marijuana that were passed by Canadian Home & School and Parent-Teacher Federation at our annual meeting held in July in Toronto. CHSPTF is the federal body of provincial groups such as Quebec Federation.

These resolutions were sent to the Dept. of National Health and Welfare and the Federal Department of Justice respectively, and were acknowledged with great interest. Subsequently, we were asked to spearhead the discussion at the meeting in Toronto on

October 18th of the Federal Commission of Inquiry into the Non-Medical Use of Drugs.

It was my privilege to present our resolutions as well as the results of our national survey on the attitudes and habits of high school students to the Commission. The Chairman of the Commission thanked us for our very notable contribution. It was especially rewarding to have the members of the audience personally thank us for the stand that H & S has taken on marijuana and for the information that we were able to present as a result of our study.

Summary of survey results among Quebec students

All answers are as a percentage of all surveyed. Bold-face figures are for "users" within the group.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Sex: (Male, 60. 47.7) (Female, 40. 52.3) | 29. My crowd feels a good party needs alcohol. (28. 10.4) (44. 26.6) (8. 9.8) (16. 28.3) (4. 24.9) |
| 2. Age: (12-13, 0. 6.9) (14-15, 36. 38.7) (16-17, 52. 38.7) (18-19, 8. 14.5) (20 and over, 4. 1.2) | 30. My crowd feels a good party needs marijuana. (8. 0.) (0. 4.6) (24. 6.9) (36. 29.9) (32. 58.6) |
| 3. Grade: (7- 8, 8. 8.6) (9, 16. 27.) (10, 40. 24.1) (11, 28. 26.4) (12-13, 8. 13.8) | 31. I would take marijuana: (to be one of the gang, 0. 10.5) (to feel good, 40. 18.4) (out of curiosity or as an experiment, 60. 71.1) (for kicks 0. 0) (for other reasons, 0. 0.) (error in programming) |
| 4. My average marks on the last exams were: (Over 85%, 0. 1.2) (70-85%, 40. 39.) (60-69%, 28. 33.9) (50%-59%, 20. 22.8) (under 50%, 2. 2.9) | 32. I would take stronger drugs (e.g. L.S.D.): (to be one of the gang, 0. .7) (to feel good, 13.6 3.5) (out of curiosity, 40.9 63.2) (for kicks, 9.1 2.8) (for other reasons, 36.4 29.9) |
| 5. Father's occupation: (professional, 12. 14.5) (business, 36. 39.3) (office, worker, 16. 12.7) (manual worker, 16. 18.5) (other, 20. 15.) | 33. I would refuse to take marijuana: (because it's harmful to health, 16.7 56.5) (because it's against the law, 0. 8.2) (because I can't afford it, 8.3 4.7) (because I did not enjoy a previous experience with it, 20.8 1.8) (for other reasons, 54.2 28.8) |
| 6. I live with: (both parents, 80. 91.9) (my father, 12. 1.7) (my mother, 8. 5.2) (foster parents, 0. 0.) (guardians, 0. 1.2) | 34. I would refuse to take stronger drugs: (because they're harmful to health, 50. 64.3) (because they're against the law, 4.2 5.8) (because I can't afford them, 0. 2.9) (because I did not enjoy a previous experience with them 4.2 1.8) (for other reasons, 41.7 25.1) |
| 7. After High School, I am planning on: (university, 48. 57.6) (technical or commercial school, 16. 7.) (job, 4. 11.6) (travel, 16. 2.9) (undecided, 16. 20.9) | 35. One or both of my parents use alcohol: (never, 12. 11.1) (rarely, 36. 45.) (only at parties, 20. 26.9) (daily, 24. 15.8) (more often, 8. 1.2) |
| 8. Outside of Gym classes, I participate in athletics: (more than 15 hours a week, 8. 6.9) (10-15 hours a week, 16. 17.9) (5-10 hours a week, 20. 19.5) (1-5 hours a week, 40. 35.1) (not at all, 16. 21.3) | 36. One or both of my parents do/have used drugs: (never, 96. 97.1) (rarely, 4. 1.7) (only at parties, 0. .6) (daily, 0. .6) (more often, 0. 0.) |
| 9. I participate in organized activities, (e.g. clubs, religious groups): (more than 10 hrs. a week, 0. 11.) (7-9 hrs. a week, 12. 8.7) (4-6 hrs. a week, 8. 19.7) (1-3 hrs. a week, 28. 33.5) (not at all, 52. 27.2) | 37. My parents have permitted me to drink: (never, 20. 30.6) (rarely, 16. 13.9) (on festive occasions, 32. 38.7) (moderately, 20. 15.) (as much as I like, 12. 1.7) |
| 10. In creative activities (e.g. hobbies, music) I spend: (more than 10 hrs. a week, 28. 13.2) (7-9 hrs. a week, 16. 16.1) (4-6 hrs. a week, 20. 26.4) (1-3 hrs. a week, 8. 28.7) (no time at all, 28. 15.5) | 38. Alcohol is available to me at home: (no, there is none, 16.7 21.1) (no; it's locked up, 12.5 8.8) (I help myself secretly, 12.5 8.2) (on occasion, 45.8 42.7) (always, 12.5 19.3) |
| | 39. About how many teens do you know who do/have used alcohol. (none, 4.2 6.3) (less than 5, 4.2 10.9) (5-10, 4.2 13.8) (11-20, 0. 12.1) (more than 20, 87.5 56.9) |
| | 40. About how many teens do you know who are using marijuana? (none, 4, 35.5) (less than 5, 16. 32.6) (5-10, 16. 15.7) (11-20, 16. 6.4) (more than 20, 48. 9.9) |
| | 41. About how many teens do you know who are using strong drugs (LSD, etc.): (none, 16. 59.3) (less than 5, 28. 29.1) (5-10, 20. 4.1) (11-20, 20. 5.8) (more than 20, 16. 1.7) |
| | 42. I have taken a drug: (yes, 11.57) (no, 88.4) |
| | 43. I have taken a solvent (glue): (yes, 5.15) (no, 94.85) |
| | 44. I have taken marijuana (pot): (yes, 11.64) (no, 88.36) |
| | 45. I have taken LSD (acid): (yes, 2.6) (no, 97.4) |
| | 46. I have taken amphetamines or barbiturates (speed or goofballs) (yes, 3.86) (no, 96.4) |
| | 47. I drink alcoholic beverages: (not at all, 20.8 46.5) (at home, 16.7 27.3) (at a friend's home, 8.3 8.7) (in a room rented for the purpose, 0. .6) (elsewhere, 54.2 16.9) |
| | 48. I take drugs: (not at all, 29.2 95.9) (at home, 4.2, 1.8) (At a friend's home, 20.8 0.) (in a room rented for the purpose, 0. 0.) (Elsewhere, 45.8 2.4) |
| | 49. I take drugs: (never, 32. 96) (Occasionally, 36. 2.3) (before exams, 0. .6) (on weekends, 20. 0.) (more frequently than any of these, 12. 1.2) |
| | 50. I intend to try to take: (no drug, 45.8 87.2) (a solvent (glue), 0. .6 (marijuana (pot) 29.2 8.1) (LSD acid) 16.7 1.2) (amphetamines or barbiturates (speed or goofballs) 8.3 2.9) |
| | 51. I would most like to get information about drugs from: (physician 40. 41.5) (lawyer, 4. .6) (police officer, 4. 4.7) (clergyman, 0. .6) (someone who has used these drugs, 52, 52.6) |
| | 52. I would most like to get information about drugs by means of: (speaker, 8.3 20.2) (panel, 12.5 3.5) (movie(s), 25. 38.7) (discussion group, 29.2 31.2) (reading, 25. 6.4) |
| | 53. I would like my parents to be at the same meeting where I can get the information: (strongly agree, 12.5 24.3) (agree, 16.7 27.2) (undecided, 16.7 18.3) (disagree, 33.3 14.2) (strongly disagree, 20.8 16.) |
| | 54. The amount of information which I have about drugs is: (none, 0. 4.7) (a little, 8. 26.3) (some, 68. 51.5) (a lot, 24. 17.) (all there is to know, 0. .6) |

However, after following the commission's hearings in Vancouver and attending sessions in Montreal I am concerned that the feelings of few parents were actually expressed. The submissions were overwhelmingly in favour of legalization of marijuana. Does this express your view? The only parents who did not ask for legalization were those whose children had suffered adversely from the use of marijuana.

In order to make further submissions to the commission we require your point of view. Please complete the following and return to the office of Quebec Federation, 4795 St. Catherine St. W., Montreal 215.

"I am in favour of the legalization of Marijuana with controls maintained."

YES _____ NO _____
NAME _____
ADDRESS _____

Comment if you wish.

MARY KUCHARSKY,
Chairman QFHS Drug Study
Committee CHSPTF Family Life
Committee

Home & School resolutions on marijuana

To: The Federal Department of Justice.

Whereas, present research findings do not conclusively prove or disprove harmful effects of marijuana; and

Whereas, possession of marijuana is an offence under the Narcotics Control Act which dictates severe penalties; and

Whereas, the severe penalties imposed have a negative effect on the future of the individual; and

Whereas, imposition of severe penalties for an offence which is rooted in inconclusive research leads to an alienation of youth from the law making and law enforcing bodies of the country; and

Whereas, this alienation of youth

SUMMARY OF DRUG USE AMONG STUDENTS SURVEYED

	DRUGS	SOLVENT	MARIJUANA	L.S.D.	BARBI-TURATES
ALBERTA	9.22	5.73	9.64	3.58	3.07
SASKATCHEWAN	5.13	5.11	4.42	0.43	2.97
ONTARIO	10.7	5.45	7.73	2.51	4.4
QUEBEC	11.57	5.15	11.64	2.6	3.86
NEW BRUNSWICK	14.08	8.00	10.96	0.0	4.17
NOVA SCOTIA	7.73	8.11	5.88	0.9	1.81
AVERAGES	9.52	5.86	8.11	2.24	3.62

presents a severe threat to the future development of the nation;

Therefore, be it resolved that the Federal Department of Justice, while not condoning the usage of marijuana, remove, for the reasons above, the regulation of marijuana from the narcotics Control Act and place it under the Food and Drug Act until such time as conclusive research findings dictate otherwise.

To: The Federal Department of Health and Welfare.

Whereas, the use and abuse of drugs and alcohol by Canadian youth is a question of vital concern to both youth and adults; and

Whereas, parents and young people are being supplied with many varying and often conflicting points of view on the effects of drug usage; and

Whereas, the reasons for drug usage by young people are many and not clearly understood; and

Whereas, any effective action on the issue of drug abuse must be based on sound understanding of causes and effects;

Therefore, be it resolved that, recognizing the action already being taken, the Department of Health and Welfare of Canada expand its activities in researching the causes and effects of drug usage, particularly the usage of marijuana and hashish.

MEMBERSHIP RENEWAL

This is your membership renewal notice. If you have a local association, please complete this form and give it to your association membership committee chairman together with your payment.

Basic Fee for local association members: \$1.50
Plus Local Association Fee (obtain figure from your local executive) \$.....

Total (pay direct to your local association) \$.....

If you are not now a member of a local association, send \$2.00 direct to Q.F.H.S.A., 4795 St. Catherine St. West, Montreal 215, P.Q. to continue or join as a supporting member of Federation.

Name
Mailing Address
City or Town Zone
My child (ren) attend (s) the following school (s)
School (s) Grade (s)



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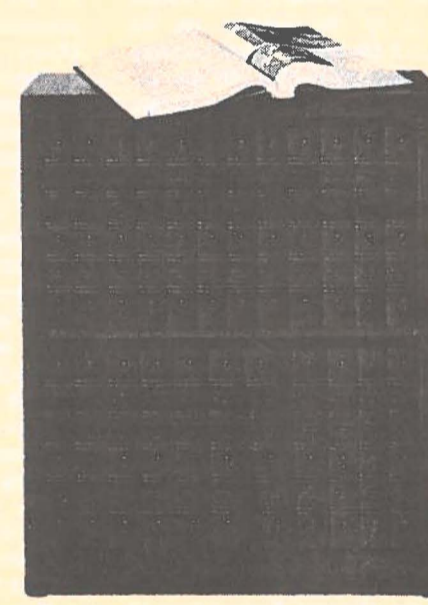
Encyclopaedia Britannica Makes Group Offer To All Home & School Members

No doubt most members are aware of the Encyclopaedia Britannica, and of its reputation as a reference. Now as a special service to members, arrangements have been made with the publishers, which permit all members of the Association to obtain the 200th Anniversary Edition at a reduced price — one substantially below that which is available to the individual purchaser.

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If you are interested in receiving complete details about this plan, Please fill in the coupon below.

Offer expires December 31, 1969.

Quebec Federation of Home & School Associations

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Snowdon Postal Station
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Joint parent-groups board formed in Chateauguay

Representatives of Home & School Associations and PTA's in Greater Chateauguay have combined forces and have formed a Guidance Board that has been working together during recent months to bring a certain amount of cohesion into the programs that these associations were presenting.

It was felt that this unity was needed in order to develop a deeper sense of community co-operation on the part of all concerned parents. With this effort we are hoping to bridge the communication gap that always exists between different segments of the community, in our case the Elementary and the High School — the Protestant Associations and the Catholic Associations — the Administration-Teachers and Parents — Students.

In this respect our objectives this coming year are three fold:
1) Child Study Committee: That will survey the needs of parents and children within the community and put into effect some recommendations in the form of programs.

2) Leadership Workshops: Which it is hoped will provide the future executives that are badly needed by all organizations.

3) Programme Committee: That will hold three joint Meetings per year with the quality of speakers that one school alone could not bring out.

The unity of this group, as in others which are coming about in our community of Greater Chateauguay, is only one part of the realization that it is no longer possible to remain an island unto oneself. Representation from the following schools form the guidance board:

Robert Jobber, Centennial Park, St Pauls, St Willibrords, Vanier, United Church Caughnawaga, Mary Gardner, Catholic School Caughnawaga, Julius Richardson, H. S. Billings High School, Area Director Home and School Assn, Director of Parents Association for Catholic Education, and many other educators.

— Tony Cornford



SESSIONS OF WESTERN DISTRICT H & S associations (see below) included these delegates. Left: Mrs. Moira Kanim, Area Rep. for Western Quebec; J. Slaven and R. Nablo of South Hull-Lucerne elementary school. Centre: Mrs. Clifford, Chelsea Elem; Clyde MacTavish, Principal, Phil. Wright Regional High School; D. Sutton, Hull Elementary and A. Todd, Buckingham Elementary. Right: Mr. Todd with Lt. Col. Hewell and Peter Lonergan of Chelsea Elementary school.

Western groups visited by V-P

As in many organizations, our local Associations have complained of poor communication with their Executive. Starting this year, Federation has initiated a system of Vice-Presidential responsibility for specific areas of the Province.

In each Area, the Vice-President will be responsible for making contact with all the Area Representatives and, through them, with the local Associations. The Vice-President's responsibility is to assist and inform local Association Executives in every way possible, to clarify

Federation policy, and generally to improve communication.

In line with this policy, Mrs. Collie Haden, Vice-President for Western Quebec, was recently invited to meet Executive members of local Associations in that area. Mrs. Moira Kanim, the Area Representative, had convened a meeting at the Philomen Wright Regional High School in Hull which was attended by President and officers from the High School, from South Hull-Lucerne Elementary, Chelsea, Buckingham and Maniwaki Elementary Schools, situated some 10, 30 and 90 miles from Hull, were also represented.

The main purpose of the meeting was to become better acquainted with each other and with some of the problems occurring in Home & School activity in an area where only four of the elementary schools are concentrated in the environs of Hull, and where three others (together with a potential of nine schools not yet affiliated to Quebec Home & School Federation) are scattered within a 40 mile radius of Hull — not counting Maniwaki Elementary which is 90 miles north up Route 11!

The wide diversity in family

income and occupation, the difficulty in promoting meetings and projects in winter (the traditional Home & School "season"), the provision for secondary education in a large Regional High School with long "commuter lines"; all these conditions, exacerbated by the daily living conditions experienced by a language minority, living in one province and orientated, in large part, to another, provide for more than one evening's discussion.

Summing up her reaction to the visit, organized by Mrs. Kanim to include a guided tour round some of the schools and a study of the Regional Board's plans for the Area, Collie Haden said, "I'm sure I gained more from the visit than I was able to offer. At least I am now in a better position to appreciate what it means to be off-island! In this liaison with Area Representatives and local Associations, perhaps they will feel that there is someone to represent their views, and discuss Federation affairs with them in mind. Response to future meetings in the area may be greater, and direct advice and assistance may be more practicable".

—Conti Hewitson

Montreal District Council swings into action

Bills 62 and 63 are very much the concern of The Montreal District Council of Home and School Associations, a body formed to study the specific problems and concerns of schools under the present jurisdiction of the Protestant School Board of Greater Montreal.

Brian Anderson, president of the Council, believes that the Council must assess carefully the effects of these bills not only on our own children's education but on all the children on the island of Montreal. There is cause for concern, he feels, in the apparent lack of safeguards for parents to choose the language and religion of their children's education, and also in the way in which the Metropolitan School Council with its overall financial powers is being set up.

The Government is to be commended for its idea of equal taxation, the Council feels, although there does not seem to be any guarantee that the distribution of funds will be according to the number of children to be educated. The Council plans to study the Bills and to consult with its members on possible action to be taken with regard to them.

The M.D.C. is now integrated into the Quebec Federations of Home and School Associations and its president has been appointed a consultant on Federation's executive. This year Fed-

eration, which has nine vice-presidents, has allocated each of its vice-presidents to a specific area of the Province. The island of Montreal has now become the responsibility of the presidents of the two District Councils, the West Island D.C. and the Montreal D.C. This is a new system and hopefully will help to increase communications between various member associations. The members of the Council are the presidents of Local associations and so the Montreal District Council is another route by which communication reaches Federation Executive besides the traditional route through the Area Representatives. There are obviously still some wrinkles to be ironed out and the Council would welcome ideas and comments from its local associations.

Meanwhile the Council is working in many ways to assist Federation in its manifold activities. A membership team is travelling around to build new associations and to assist with building up membership generally. A general meeting is planned for November 17 to explain the work of the Council and to consult with members on the implications of Bills 62 and 63.

The problems encountered by the Council are of two types: those dealing with the cultural diversity of Quebec French, English, new immigrants, Catholic,

Protestant, Jewish, other faiths and non-faiths-and those dealing with urban problems - the drop-out sub-culture, the new social values associated with a mechanized society, and the increasing pressure on mothers to go out to work. The Council is working on three committees which reflect these problems: Federation's Better French Committee (Mrs. Denise Arrey), P.S.B.G.M.'s Social Values Committee (Mrs. Barbara Guard), and M.D.C.'s own Lunch Facilities Committee (Mrs. H. Eliadis).

Executive members of the Council are drawn from different districts of Montreal so as to represent fairly as many associations as possible. At present they are:

President, Mr. B. Anderson, Pierrefonds.

Vice-Presidents, Mr. N. Bernstein, (liaison with outside groups), St. Laurent; Mrs. B. Guard, (publicity), Montreal West; Mr. H. Hoffman, (liaison with Area Reps), Montreal.

Treasurer, Mr. D. Climo, (membership), T.M.R.; Secretary, Mrs. D. Arrey, St. Laurent; Other members: Mr. W. Pretlove, (information), Lasalle; and Mr. D. Dunbar, Dorval.

Any inquiries should be directed to Mrs. D. Arrey at 334-0180.

Daignault speaker

Mr. Georges-E. Daignault of the Parents' Service, Department of Education, addressed the Prince Charles & Thomas H. Bowes H & S on "The Educational Workshop," on October 15, at the T.H. Bowes Auditorium.

Mr. Daignault explained the Educational Workshop's collaboration of parents and teachers, who will make joint decisions regarding the type of educational organization which they desire in the school.

Mrs. H. Radin

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