



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

VOL. II NO. 2

MONTREAL

NOVEMBER 1973



Return Postage Guaranteed  
Return to Publisher



Participants in the Afternoon Plenary Session Panel on Home and School — Why? What? Where? How? Starting at the left, Mr. John Gardiner, Commissioner, PSBGM, Mr. Ian Trasler, Principal, LaSalle High School; Betty Shapiro, Montreal Gazette, the moderator of the panel; Mr. E. Michael Berger, Q.C., and Mrs. Joan Riches, Past President, Seignory H & S association, Commissioner, Lakeshore School Board.

## QFHSA Preparing Brief on Teacher Classification

Former Vice-President Rev. William DeWitt Clinton was appointed Chairman of the Committee set up by Quebec Federation of Home and School Associations to prepare a brief which will be presented to the Commission of Study which was established by the Minister of Education to deal with the issue of teacher classification.

The Committee has already drawn up a series of questionnaires which are in process of being forwarded to all Associations with a view of getting the reaction from Home and Schools throughout the Province. In a statement to the NEWS, Mr. Clinton stated, "The Committee must have, at the earliest possible moment, a wide sampling of opinion from local associations. From this it will be able to construct a consensus which will be truly representative of QFHSA opinion. It will be this consensus which will constitute the basis of the brief

we shall prepare."

The deadline for preparation of the brief is December 31, 1973 and in order to allow for adequate response from the associations it will be necessary that all locals forward their views to Federation office by no later than December 7th, 1973. Presidents of locals are expected to involve as many of their parents as possible to conduct research and investigation for purposes of our brief, which will be presented formally to the Commission at a later date. It is hoped that a large delegation of Home and School members will accompany the Committee when it delivers its brief to the Parliamentary Committee.

In the meantime, on a more immediate basis, the Executive Committee held an emergency meeting on October 1st due to increased demands by many Associations that some action be taken now to deal with the teacher



NEWS RELEASE COMMUNIQUÉ

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS  
4795 ST. CATHERINE STREET, W., MONTREAL 215, QUE. TELEPHONE: 933-8244

FOR IMMEDIATE RELEASE

October 2, 1973.

The following telegrams were today sent to Prime Minister Robert Bourassa and Minister of Education François Cloutier by the Quebec Federation of Home & School Associations in connection with the teacher re-classification issue:-

"Quebec Federation of Home & School Associations at its Executive Meeting last night unanimously re-affirmed its position on the teacher re-classification issue as adopted by 350 delegates at its last Convention in Resolution 4 which calls for suspension of the teachers salary cuts and implementation of reclassification pending the final report of the Special Commission set up to study the matter. Our Federation represents many thousands of parents throughout the Province and we are besieged by complaints and anger that the situation is deteriorating and a crisis is rapidly developing in our schools. We believe that to invoke the reclassification scheme which carries with it severe hardship for so many teachers at this time, before the Commission's final report, is both unjust and prejudicial. We strongly urge the government to relent so that calm may once again return to our schools, - elementary justice demands no less.

WILLIAM I. MILLER  
President.  
Quebec Federation of Home & School Associations "

classification issue. A number of association representatives suggested that a city-wide demonstration take place in support of the teacher's cause. The Executive Committee unanimously decided against such a course of action but decided to send telegrams immediately to Prime Minister Bourassa and Education Minister Cloutier to ask that until the final report of the Commission of Study was issued, that

all teachers salary cuts should be rescinded. (A copy of the actual telegram appears on page 1). Acknowledgements were received from both Mr. Bourassa and Mr. Cloutier but in view of the recent election they declared that they were unable to meet personally at this time to discuss the matter further. It was hoped that this would become possible once the election was over.



Some of the 200 delegates who attended QFHSA'S Leadership conference held at Westmount High School October 20 listen while Sylvester F. White, Associate Deputy-Minister, Department of Education, faces a barrage of questions from delegates. To his left, William Miller, QFHSA president, reads another question. For pictures and report of the conference, see pages 6 to 8.

Can You Top THIS?

## Beacon Hill Membership Reaches a High of 91%!

Beacon Hill Home & School Association membership report for the current year reveals that out of a possible 268 families in the area, a total of 245 families have joined Home & School. This makes a membership of 91.4% and latest reports indicate that they haven't given up on the other 8.6%.

The successful membership drive is directly attributable to the efforts of Mrs. Margot Butler and Mrs. Betty Watt. These two ladies and their small army of recruiters canvassed every home following the initial membership drive at the Meet-The-Teachers Night and the above enrollment is the result.

Mr. Alan Hay is President of Beacon Hill Home & School Association.

## ACCEPTING THE CHALLENGE

In medieval times the custom was to throw down a gauntlet, or flick the opponent contemptuously in the face with the glove. Today we are more civilized; we hold panel discussions.

I wonder how many Home and Schoolers felt the prick of the glove against their sensibilities at the panel discussion on October 20th at QFHSA's Leadership Conference? Each of the panelists, in a different way, issued a challenge to the membership of Home and School.

The lady commissioner was the most gentle of the panelists: Home and School, she felt, was a training ground for further activities on a wider scale in the community. Get on with it, get involved, she implied.

The PSBGM commissioner flicked us with the glove of contempt. In his special interest — the Inner City School — Home and School was non-existent, an organization which did not comprehend and which did not try to comprehend the values of a community possessing values different from those of the middle class.

Another panelist, a former QFHSA official, looking at the organization from a distance of some year's active participation in it, rebuked us for the narrowness of our view. Education should not be confined to an isolated academic area; it should include a broad social understanding and participation in the complex mechanisms that make up our community.

But the greatest challenge to Home and School was issued by the panelist who strongly supports Home and School, who believes in its validity and the urgent community need for its survival. There is so much to do, and there is no other organization on the scene structured like ours who can do it.

The challenges are there — need one spell them out? — quality education for our children, teacher declassification, the right of English-speaking Quebecers to an equitable share of federal funds for bilingualism, the struggle against the book-buying policy and so on. But wider than this, there are the challenges of the struggle against pollution; against the ecological damage to our environment by big business and industrial technology; there is the struggle to maintain "Green spaces" and the pleasant aspects of community life; there is the struggle that must come against the inevitable push by the language radicals to make French the compulsory language of instruction for the immigrant children in the school; there is the determination we must show to retain our own culture and sense of an English-speaking community within the Quebec mosaic; bearing in mind the further restructuring of the Montreal Island school boards, there is the firmness and courage we must display in our insistence on a plan that will give us what are our rights — the right to survive as a cultural entity, living with respect and dignity in the province to which we have contributed our strength, our labour, our years, and our children.

Each in his own way, Home and Schoolers all, has to take up these challenges. Apathy and indifference are only the covers for cowardice. We know what the challenges are; we have known them for a long time. At the Leadership conference the panelists crystallized for us the situation we find ourselves in education, in our community, in our province.

If we do not accept these challenges in adequate measure, we will have only ourselves to blame. But it will be our children who will suffer the consequences.

W.P.

## Up the Organization:

It's been said that organization isn't everything, but let's face it, you can't get very far without it. If the Home and School movement in this Province is to develop its changing role from one of traditional non-interference in the field of education toward that of social activism it will have to become better organized and better equipped to handle the tasks which lie ahead.

It is therefore with the sweet smell of success that we have chalked up another in the series of Leadership Conferences held last month at Westmount High School and attended by some 200 key people in Home and School Associations in the Province. The Conference drew nearly 50 Association Presidents; 35 Programme chairmen, and a large number of membership, legislative and finance chairmen who participated in a series of 8 multiple workshops covering the vast sphere of Home and School activities.

The stimulating panel discussion which followed in the afternoon and the question and answer dialogue with the Associate Deputy Minister of Education helped to round out an otherwise stimulating and informative day. In fact, the President's workshop was cut short due to lack of time and will be continued where it left off, at a subsequent supper workshop on Friday, November 23.

As our President stated in his welcome letter to the delegates, "We constantly hear people say that with the sweeping changes which are taking place in education in Quebec, it is essential that we have a well-informed and sympathetic body of parents who are willing and able to deal with the ever-increasing number of problems which face us. But we must remember that, by and large, parents are mostly apathetic. They require leadership and direction and it is incumbent upon you, as one of the leaders of Home and School to provide that leadership."

To the co-chairmen of our Leadership conference, Allison Irwin and Mabelle Durkin, to the members of their committee, and to the many others who participated as resource people, recorders and leaders, a special vote of thanks for helping to put a little more muscle into the organization thereby strengthening it for the days ahead.

W.M.

## EVERY MEMBER GET A MEMBER!



Education is everyone's concern  
**JOIN HOME & SCHOOL**

==== *Board of directors* ====

==== *meeting highlights* ====

Forty persons, consisting of Provincial Executive members, Provincial Committee Chairmen, Area Representatives and observers, attended the last Board of Directors meeting of Federation held on September 22, 1973, at which the principal items of business were as follows:

\* Responded favorably to a letter received from the Parents Association of St. Jean d'Iberville, a French Catholic group, in which they expressed an interest in becoming affiliated with QFHSA.

\* Agreed to conduct further research into the matter of supporting the PSBGM's request to the Provincial government for a share of the \$100 million fund being allocated for the teaching of the English language in English schools.

\* Acquiesced with changes in the constitution of Seignior Home and School Association.

\* Ratified the following Provincial Committee Chairmen appointments:

— William Asherman, Constitution & By-Laws — Marvyn Kussner, CEGEPS — Mrs. M. Goldman, Environmental ed. — Wally Evans, Anti-Smoking — Barbara Guard, Bill 71 — Allison Irwin & Mabelle Durkin, Leadership Conference.

\* Approved the report of John Goodchild, Legislative Chairmen who reported on Order-in-Council 2284-73 regarding the Cumulative Records. The Lakeshore School Board has asked for Home & School Advisory Committee to define policy in this area. It was important to note that there was a distinction between the Cumulative Record and that of the Health Record or the Personal Record. Mr. Goodchild repor-

ted that Parents have a right to see the record if they apply in writing. A letter will be sent to all Association Presidents requesting their reaction to the Order-in-Council and pointing out that there is both optional and compulsory data in the Cumulative Record.

\* Discussed at length the operations of the Montreal Island School Council. An appeal was made for members to attend these meetings and to interest themselves into developments on this level. Since proceedings were in the French language it was suggested that persons who were bilingual should make a special effort to attend. Since restructuring on the Island of Montreal was uppermost in the order of priorities, Barbara Guard recommended the formation of a special committee to deal with this matter without delay. It was suggested that a request be made for receiving copy of the minutes of the meetings of the Island Council on a regular basis so as to keep up with developments on that level.

\* Accepted the resignations from the Executive Committee of Mr. R. Sheinnan and Mrs. R. Sembera as a Vice-President and Secretary, respectively and then elected Mrs. Dorothy Richardson, a Vice-President, and Mrs. Valerie McFall, as Secretary.

\* Received Area Representative Reports: from the following districts: La-Salle (Mrs. Healey); South Shore (Mrs. A. Irwin); The Saguenay (Mr. Fern); Abitibi (Mrs. Cuning); Mtl North West (Mr. D. Myers); St. Lambert (Mr. Ivan Palmer); Central (Mrs. M. Goldman); Dorval (Mrs. H. Thompson); North Shore (Mrs. J. Katz); N.D.G. 2 (Mrs. Moore).



The Quebec Home & School  
NEWS

Published by the Quebec Federation of Home and School Associations, 4795 St. Catherine Street West, Montreal 215, Quebec. Tel. No. 933-8244.

Winifred Potter, Editor  
Legal Deposit Quebec National Library.

# Entering A Wider Arena...

William I. Miller, Q.C.  
QFHSA President

Mr. Heward Grafftey, member of Parliament for Brome-Missisquoi recently put a question to the Hon. James Hugh Faulkner, Secretary of State, relating to the use by the Provinces of the many millions of dollars voted by Parliament for the development of bilingualism in education at the pre-University levels. The Minister replied that he was seeking a uniform standard of accountability from each of the Provinces to ensure that these monies were in point of fact going in support of minority language instruction and second language teaching.

It was a good question and one that obviously needed asking. No doubt it was prompted by fears that such monies were being diverted by some of the Provinces to other uses. But did you ever stop to think how the question came to be asked in the first place? Would you believe, Home and School?

During that same session of Parliament, many other questions were raised in the House by MP's, relating among other things, to such issues as teaching aspects and cultural exchanges; provision of educational films to school boards; broadcasting the dangers to young persons of glue sniffing; adult education; and a host of other issues which are of vital concern to citizens throughout Canada. Many of the questions being prompted by Home and School.

The raising of these issues in the House of Commons was another illustration of the Home and School movement at work in a wider arena — Canada.

Perhaps due to the fact that education is deemed to be a Provincial matter under the BNA Act, or merely because because people tend to limit their concern in education matters to the purely local scene or, at best, to the Provincial level, there is a tendency to ignore the fact that many vital areas of concern to parents are dealt with on the Federal level where the Canadian Home and School and Parent-Teacher Federation, represents you and me in a most effective manner. Too often, we tend to forget that membership in your local Home and School carries with it, not only membership in Quebec Federation of Home & School, but in the Canadian Home & School and Parent-Teacher Federation, as well.

This nation-wide body of well over 200,000 members coming from the 9 Provincial Home & School Federations stretching from British Columbia to PEI has been doing a job since it was founded in 1895. In its



From the President

78 year history it has left its mark on the Canadian educational scene in many ways, to be sure, but it has done much more than that. My message last month you may recall referred to the fact that education does not operate in a vacuum but is inextricably related to and dependant upon the environment generally in which children are brought up. It is here, on the wider arena that CHSPTF has played a vital role down through the years — in the field of family life; community life; and the international scene.

But, as the saying goes, "What have you done for me lately?", applies equally to 78 year old organizations such as CHSPTF and having attended the recent National Convention of Canadian Home and School and Parent-Teacher Federation in Charlottetown, P.E.I., I'm in a position, I believe, to answer the oft-put question.

It is probably not an exaggeration to say that CHSPTF continues to interest and involve itself in every sphere of activity which relates directly to producing a more just and decent society in which to bring up and educate our children. A brief resume of committee reports indicates work and involvement in the field of the battered child; community schools; child safety; drug education controls; International Union of Family Organizations; Lester B. Pearson Memorial Foundation; Canada Safety Council; UNESCO; Safe bicycling course; smoking and health recommendations; the Young Offenders Act; TV programming and advertising; colour blindness; use of federal grants for promotion of bilingualism; school bus sa-

fety; and a multitude of other subjects of equal importance to each one of us.

Take the question of drug education and drug abuse, the great dilemma of our time. A study recently conducted by Dr. Richard Blum of Stanford University declares that schools are not effective in drug education, that instead, it is the family that shapes drug behaviour. Dr. Blum adds that families, not schools, are determining children's attitudes and predispositions about drug use and that conventional drug education in schools "will never have much of an impact on drug behavior." Dr. Blum then concludes, ... "it is rather foolish to use schools to change matters... matters which are quite beyond the school's capabilities... instead... it is the family that needs education, not about the pharmacology of drugs — they need that no more than the children need that — but about what kinds of parental action bring about what kinds of children later on."

It is precisely this kind of parental action that can become activated through CHSP TF programmes which can then be locally implemented. Parents dare not leave the resolution of this problem to schools, but must play a key role themselves, and one way to do it is through Home and School.

Speaking of drug education, one of the decisions taken by delegates at the Convention resulted in a recommendation to the Canadian government that marijuana be placed under the jurisdiction of the Food and Drug Act (rather than the Criminal Code).

It would take much more space than is available to me in this column to fully cover the scope of Home and School activity and programmes on a national level. Suffice it to say your membership in your local Home and School Association, which in turn carries with it membership in the Canadian Federation, is a well-warranted investment and continues to pay dividends to you, in so many ways, even though some of them may be unknown to you.

The statement of a former President of Canadian Federation Mr. C.M. Bedford, is as applicable today as it was when it was first made in 1964: "At the present time, your Canadian Home & School Federation is the only national people's organization primarily concerned with educational matters for Canadian children and youth. We are a national educational parliament. As such our potential for good is tremendous."

## NEW FACES ON QFHSA BOARD OF DIRECTORS



**Dorothy Richardson**, 5043 Randall, Montreal 265, 489-1049 Elected Vice-President, Quebec Federation of Home and School Associations. Mrs. Richardson writes:

**Dorothy Richardson**  
V.-P. QFHSA

I've been a member of Somerled Home and School since 1966. I worked on the Telephone Committee one year, I was chairwoman of the telephone committee for two years, chairwoman of Programme for two years. This year I'm the chairwoman of the Resolutions Workshop. Presently I have one child attending Royal Vale Immersion School.

Outside of Home and School activities, I'm involved in Citizens' Group and during LIP I worked as information and Referral. I am now a member at large. I am also Chairwoman of C.O.B. Canadian Organized Blacks.

### NOTICE OF CHANGE OF DATE OF NOVEMBER BOARD MEETING

The next Board of Directors' meeting will take place Saturday NOVEMBER 24th instead of November 17th, at 9:45 A.M. at LASALLE HIGH SCHOOL, 8300 Georges, LASALLE.

The members of the Board of Directors will be treated to a tour of this new and very different high school under the guidance of the principal, Mr. Ian Trasler. Keep this date open, for it promises to be a very interesting day. Lunch will be served.

**Valerie McFall**, 4351 Kensington, Montreal. 482-1142. Elected Recording Secretary, Quebec Federation of Home and School Associations. Mrs. McFall writes:

**Valine McFall**  
Rec. Sec., QFHSA

I was born and educated in Montreal. I graduated from West Hill High in 1957; for several years I worked in business, then married, and now have two children in elementary school and one pre-schooler. I have been active in Home and School for four years. For the past two years I was secretary of Somerled Home and School Association, and I am now beginning my first term as President of that Association.

I also served last year on the Somerled School Committee, and was a member of the QFHSA Resolutions Committee.

### NEW AREA REPRESENTATIVES

- 7 Montreal West, Mr. Fred Silk, 53 Curzon, Montreal 263, 484-8517.
- Dorval, Mrs. Thompson, 9 Martin Avenue, Dorval, 631-6872
- North West, Mr. D. Myers, 10510 Laurentides, Mt. 459, 324-6556.
- Lakeshore, Mr. T.S. Dutton, 504 Beaurepaire Rd., Beaconsfield, 695-5108.
- Lakeshore, Mrs. J.G. Hunter, R.R. #1, Hudson, 436-4975.
- Saguenay, Mr. D. Fern, 206 Gay Lussac, Arvida, 548-7860.

## NEW CEGEP COMMITTEE HOLDS INITIAL MEETING

The recently organized CEGEP Committee held its first meeting on October 17th, 1973 in Mount Royal High School. Seventeen interested parents from various parts of Montreal, the suburbs and off island were present, all with a keen desire to become more knowledgeable and aware of the CEGEP level of education.

As the first phase of their program, the members will visit each of the five English Language CEGEPs. Interviews are presently being arranged with the Academic deans, and teacher and student representatives. These interviews, hopefully, will provide the committee with a basic understanding of this junior college system in general.

On November 14th the committee will reconvene to compare the results of these interviews. At that point, according to the chairman, Marvin Kussner, "we may wish to proceed to specific points of concern and interest. It is the intention of this committee to acquaint itself with the CEGEP system and to offer its assistance as a parent group. Any parent wishing to actively participate in this program is welcome to contact any member of the committee."

QFHSA CEGEP Committee members are the following: Mrs. C. Amarica (Malcolm Campbell); Mrs. Pauline Ashton (Westmount High); Mrs. D. Chant (MacDonald High); Mrs. R. Glisserman (Westminster); Mrs. J. Goldberg (Mount Royal High); Mrs. L. Liberman (Northview); Mrs. B. MacGillivray (Verdun); Mr. C. Parfett (St. Lambert); Mr. R. Pilkington (St. Bruno); Mrs. R. Quince (Lachine); Mrs. D. Rebner (Mount Royal High); Mrs. F. Herman (Wagar); Mr. L. Roberts (St. Lambert); Mrs. M. Rosen (Wagar); Mrs. R. Sembera (Outremont High) Mr. H. Wainwright (Northview Elementary).

## EDUCATION ROUND-ABOUT

**BOUQUETS TO:** Prince Charles and Thomas H. Bowes Home and School Association of Chomedey, Laval, for having been the first to invite QFHSA Board of Directors to hold its first "off-island" meeting at their school... **TO:** last years' Sunnydale Park Home and School Association Executive for having made Tom Wilkinson, caretaker of Sunnydale Park School, an Honorary Life Member of their Association. Mr. Wilkinson was given a plaque and the membership at Sunnydale's General Meeting last spring for the outstanding service he has contributed to the Association... **TO:** Mrs. J. Healy, Area Representative for the LaSalle Area, who has arranged with the local newspaper "The LaSalle Messenger" to have a weekly column entitled "Home and School News", and to have each local association provide items for the column... **TO:** Leatrice Kaplan of Wagar Home and School Association, who is most faithful in attending meetings of the Island Council. Despite the hard seats, impossible acoustics, and long hours of discussion and wrangle, Mrs. Kaplan is there, **A WATCHFUL OBSERVER FOR Home and School...** **AND FINALLY TO:** Ruth Level of Seigniory Home and School Association, who in a kind note passed on the encouraging information that last issue's page one editorial had been reprinted in the Lakeshore Teachers' Newsletter, and that our President's Message had been copied and distributed to all Seigniory teachers by the Vice Principal of the school.

**A BUNCH OF PARSNIPS TO:** whoever is responsible in the CBC for the scheduling of the documentary series "The Days Before Yesterday" as late as 10 P.M. on Sunday night. It may come as a surprise, but children today are often very interested in Canadian history. Why schedule a Canadian historical series that gives every promise of being both educational and interesting at an hour when the younger teens are making their way to bed?... Anyway, watch it for yourselves; it begins November 4th.

**AND A SPRIG OF POISON IVY TO:** whoever in the Department of Education decided that the performances of Youthatre which were formerly subsidized by the PSBGM in their schools are now an inadmissible expense. Parents who have seen the delight of their own children sitting on the gym floor watching a performance in the round of "Jack in the Beanstalk" or "Hansel and Gretel" will know what a cultural loss this is for the children deprived of this experience today.

**PROGRAM CHAIRMEN** wanting an additional item to round out a program may be interested in a fifteen minute film on the Quebec Student Intra-Exchange Program, which arranges summer exchanges of Quebec students, English and French-speaking, between 10 and 13 years of age. Cost for the rental of the film is two dollars. Cost for a speaker on the subject, if requested, is the amount of the speaker's travelling expenses. Phone 845-9163, or write to 1117 St. Catherine St. West, Suite 521, Montreal 110... And if your association wants to invite Youthatre to perform to your children in your school, phone 844-8781, or write: Youthatre, 1585 St. Lawrence Blvd., Montreal. This year Montreal's only English-language full-time professional theatre for young audiences is presenting *Aesop's Fables* for kindergarten to Grade Three, and selections from the *Canterbury Tales* for older elementary school pupils.

**JUST A COINCIDENCE BUT...** at the same time as the news about Youthatre, there comes a communiqué (via Telbec) from the Department of Cultural Affairs about a grant of \$31,792 to a children's educational theatre (Le Theatre éducatif pour enfants, les Pissenlits) for 120 performances of "Ti-Jean et Margoton", from September 1973 to the end of March 1974 in various regions of the province.

**WE THINK WE ARE MAYBE GETTING THROUGH TO:** the Department of Education, at least about the student's cumulative record. The

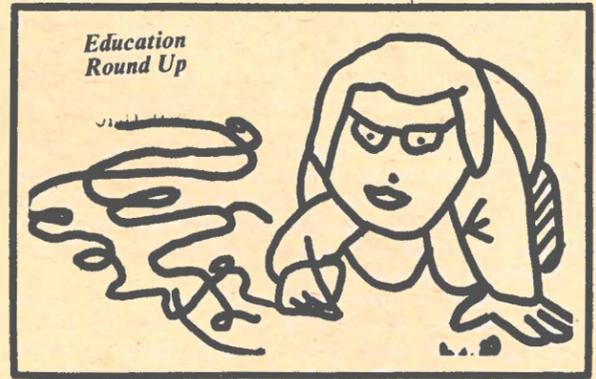
latest version does incorporate suggestions made in previous Home and School resolutions, but read the articles on page 5 of this issue, to know what to look out for... And if you're wondering about the choices of subjects offered to our students at the High School level, you'll be interested in a course a mother I know told me about. Her son chose "Bachelor Survival." What's it all about? Bachelor Survival? It's a course teaching men and boys how to live alone in an apartment!

**WE KNOW HOME AND SCHOOL GOT THROUGH TO:** Party organizers during the recent election campaign on the subjects of teacher declassification, student-teacher norms, bilingualism grants, the government bookbuying policy, etc. Some organizers got themselves some hasty briefing and coached their candidates to face the barrage of questions Home and Schoolers (who are usually the knowledgeable parents in a group) put to the candidates. Out on the West Island, the president of one Liberal Riding Association, even approached Home and school presidents to ask them not to arrange embarrassing meetings where the candidate would be hard put to defend the educational policies of the government. I'm told Home and Schooler remained firm in their purpose.

**WE'RE WONDERING:** why a body such as the Island Council elected by parents is so un-parent oriented. When the Parents' Committee of LaSalle sent a delegation to the September meeting of the Council to request the restoration of bus service for their children, they were too coldly received by the chairman with a statement of the government norms. It augurs ill if the coldness we often associate with bureaucrats, becomes a quality of the parent-elected Island Council... And talking of the Island Council, The council's subcommittee for further restructuring of the School Boards on the Island of Montreal was set up recently. At the time of writing this committee has not yet had a meeting. How then, can the Lakeshore News and Chronicle of October 11th report that the plans for the new comprehensive French language High School may be held up because the restructuring committee is to even out the number of students in each board to approximately 35,000? Who decides the size of the future boards, if not the Restructuring Committee which has not yet met? Or is the Island Council, or part of it, only a cover for Departmental policy? **WE'RE WONDERING.**

**WE'RE WONDERING TOO** about the role of the CEGEPS. We thought they were to provide a broad education for their students, both general and professional. But some parents complain that the CEGEPS prefer to accept students who have taken courses in Functions Chem Study, and Physics, rather than other students who are equally eligible for a desired course. There is a whisper about Quebec needing a scientific and technological elite which the CEGEP is to foster. Well, maybe our QFHSA CEGEP Committee will study this one.

**AND IN THE "WHY DOESN'T" CATEGORY:** Why doesn't the Federal Government, via the CBC and the CRTC implement English language T.V. in the Saguenay-Lake St. John Region? The Saguenay Valley Home and School Association would like to know the answer. In August 1973 an application for French language T.V. for Port-au-Port in Newfoundland, was approved; in that region the Francophone population is 1%. In the Lake St. John area, the English-speaking population is 5%. There is moreover, a strong demand for English T.V., not only from the English-speaking population, but also and especially from the Francophone population who have supported and participated in committees and petitions asking for English T.V. Other regions with a population of less than the 250,000 of the Saguenay-St. John area are being served in both languages. Has the Federal Government taken a decision about small pockets of English language



people in the province of Quebec that we don't know about? **WE'RE WONDERING...**

**AND IN THE GASPÉ** parents are watching the educational structure in Murdochville, where, by referendum, parents voted to keep their children out of the polyvalent which would have meant long hours travelling by bus. Instead, in Murdochville, the schooling is provided locally. And parents in other Gaspé communities whose children spend long hours on the bus, or whose children are boarded away from home Monday through to Friday to attend the distant polyvalent school in Bonaventure, are trying to assess the benefits of the two systems.

**AS ALWAYS, BUT ESPECIALLY NOW,** there are lots of nice things in Focus on the Locals — plans for Christmas Bazaars and Book Fairs, and splendid events like the Silver Jubilee of St. Lambert Home and School Association, and the 20th anniversary of the Algonquin Association, and news of a Home and School Association rising almost with the first breath of existence of the new LaSalle High School. Tremendous!

Have a happy holiday, everyone.



### PROBLEMS WITH RECEIPT OF THE "NEWS"?

Are you getting your copy of the "News" on time? Are you getting more than one copy of the "News"? Are you not receiving the "News" even though you are a paid-up member of a Home and School Association? Do you require additional copies of the "News" for a membership promotion? Take these kinds of questions, and any others concerning the receipt of the "News" to Mrs. J (Jo) Katz, 138 Desrochers, Laval des Rapides, 688-1589. "Jo" is the circulation manager for the News. She'll help you with your problem.

### S.O.S. THE "NEWS" NEEDS HELP!

We need cartoonists, photographers, people to help solicit advertising, writers, professional or semi-professional, who can cover a given assignment, and typists (preferably living in the vicinity of the editor) who will help make a final clean copy of the "News". The editor's fingers (never very able with things mechanical anyway) are failing under the immensity of typing the "News".

**SINCERE THANKS** to Mrs. Betty Lang and Mrs. Lenore Rapkin who have agreed to act as proof-readers for the "News".



MINISTÈRE DE L'ÉDUCATION

# Le dossier scolaire cumulatif

## THE STUDENT'S CUMULATIVE RECORD

**It's better than before, but... implementation at the board level requires some guidelines.**

Order in Council 2284-73, the new version of the Student's Cumulative School Record has been published. The new order in the keeping of school records in the province of Quebec has arrived. Let it be emphasized that the regulation governing the cumulative school record is a considerable improvement over previous practices under many school boards, and fulfills in some instances conditions suggested in Home and School resolutions over the past several years.

It spells out the rights of parents and students to consult the record and provides due process for revision. It clearly limits consultation of the record to people within the educational framework who deal with the individual pupil; others are permitted to view the record only with the express written request of the pupil or guardian. For example, marks can be released to a potential employer if the pupil so requests this action of his board in writing.

It provides for the keeping of a registry of all such consultations of a record, and this includes teachers.

It places responsibility on and provides for some flexibility at the board level regarding the details of consultation procedure (i.e., where records are kept, etc), and the collecting, and recording of certain data such as scholarship of parents, participation in student activities, to name two items which may raise questions in some minds. Since the new order in council does provide the Boards with some flexibility, it is relevant for Home and Schoolers to ascertain how their particular board will be making certain decisions.

What procedures will provide access to your child's records for you and the professionals in contact with your child? And how is your principal

going to manage the task of transcribing the present records on to the new forms?

### THE BALL IS CLEARLY IN OUR COURT.

We have asked for decision-making at the board level. The commissioners can take the decision to consult. The Lakeshore School Board has established an ad hoc committee of board members, administrators, representatives of teachers associations, and parents both School Committee and Home and School, to study the regulation and advise the board how it may best serve the children of their community.

Ask your school commissioner what your board is doing.

Ask your principal what guidance he has received.

Ask your teachers' associations if you can pool your concerns.

Don't expect "Mary" to do it. Do it yourself!

The new form indicates that all information, both optional and compulsory, in the regulation, will find a "home" on the form. It does NOT indicate which information is optional on the form. The temptation to be on the safe side and fill up all the spaces will be strong; in some instances this might be some advantage to the student. However, information which could be of short term advantage to a student should be part of a personal record rather than of the permanent cumulative record which is to be maintained for fifty years at the school!

### IF OPTIONAL INFORMATION DISADVANTAGEOUS TO OUR CHILDREN, IS INCLUDED IN THESE RECORDS, WE HAVE ONLY OURSELVES TO BLAME.

So far we have been dealing "within the law" and the options open to school boards. However, as a result of the foregoing exercise parents should become acutely aware of those items of information considered compulsory. Changes in this area fall within the responsibility of the minister.

indicate any reason for concern about the cumulative record.

Home and Schoolers may find it helpful to know that in the Ministry of Education there is a department known as the Regional Service Bureau, with units in Chicoutimi, Three Rivers, Montreal, Rouyn, Rimouski, Quebec City, Sherbrooke, Hull, and Haute-riive. One of the specific tasks of this Regional Bureau is "to help set up the cumulative record and the school report; to help elaborate guidelines with regard to the cumulative record and the school report." (*Education in Quebec*, p. 280). If you wish a departmental answer about an aspect of the Cumulative School Record, consult the Regional Bureau unit nearest to you. It should be in the phone book under Government of Quebec, Department of Education, Regional Bureau, or write to the General Coordinator of the Regional Bureaus, Jean-Guy Venes, Department of Education, Edifice G, 24th floor, Quebec, G1A 1H2.

**Winifred Potter,**  
Editor, the News

The Student's Cumulative Record



Perhaps as a criterion we can take the position that only items necessary and useful for all students should be compulsory, and that all others useful in certain instances should be optional. Where, then, would we place a kindergarten evaluation (compulsory), results of blanket provincial testing (compulsory), whether parents are deceased (compulsory).

Should the result of new Secondary V testing which has not been used long enough to establish predictive validity be entered on the permanent records of this year's students and maintained for fifty years?

Bear in mind that this regulation is an honest and in many ways an effective attempt to serve the students of Quebec. There has been a great deal

of prior consultation. At some point one must cease planning and act, and only through the action can further refinements and needed improvements be made.

WE OWE IT TO OUR CHILDREN to become familiar with the provisions in this regulation; to use the rights of inspection now granted, and to make representations concerning future provisions and local implementation.

**Joan Riches,**  
Past President,  
Seignior Home and School Association,  
QHSA liaison with PAPT-PACT Curriculum Council,  
Commissioner, Lakeshore School Board.

### Here is Something for you that has NOT gone up in Price!!!

Once again Quebec Federation offers **Premiere Passbooks**, and the price is **STILL \$8.50 — THE SAME AS LAST YEAR.** The vouchers allow you to enjoy good restaurants and entertainment at very reduced prices.

The '74 **Premiere** will be set up in five sections with about 100 pages. There will be **25% more coupons** than the current edition.

Most of our regulars are back in the way of restaurants with the addition of many new names to **Premiere**. Some of these are **Le Vieux Amsterdam, Fort de Liesse Dining Room, Katsura Japanese Restaurant, La Baratte, Auberge**

**le Belle Poule in Old Montreal, La Rustica downtown Montreal, both Howard Johnson's locations, and a number from Ottawa like Talisman Village, Café de la Bonne Fourchette, plus more in Vermont such as Café Shelburne and Harbor Hide a Way.**

Informal dining has **McDonald's, A & W, Mike's Wallbanger Steak House, King of Pizza, etc.**

So here is the way to continuing dining out, and keep the cost down. And — don't forget Christmas is on its way — **Premiere Passbooks** make excellent Christmas and anniversary gifts that you won't have to go out in the snow and cold to get.

Send your cheque to Quebec Federation and order NOW.

## SKI WESTERN CANADA-JASPER —

(Co-Ed Teens)

December 22, 1973 — January 01, 1974

### Tour includes:

- Round trip transportation
- Round trip transfers
- Lodging
- Two (2) meals daily
- Qualified supervision
- FREE SKI LESSONS

**\$265.00 per person**

CALL MISS ETTA: 735-4528

Voyages GO Travel

5450 Cote des Neiges Road

Montreal H3T 1Y6, Quebec

### Editorial Note:

Home and Schoolers may derive some satisfaction from the new version of the Cumulative School Record. It does bring decisions down to the board level; it does allow for parental access to the record; it does suggest that changes in the record may be made, although the procedure for this is not spelled out. It has removed many of the questionable "snoopy" items that Home and School objected to previously. It does seem a response to apprehensions stated in earlier Home and School resolutions.

However, it should be noted that a whole "grey" area exists where important decisions are left up to the board or to the principal. Clarification is needed here. Also the descriptive leaflet issued by the Department of Education (which Mr. Goodechild mentions), granted that it is much simpler reading, is not a true substitute for a reading of the actual regulation. One could hardly expect such a leaflet to

# THE QFHSA LEADERSHIP CONFERENCE

Some two hundred delegates from all over Quebec as far east as Gaspé and as far west as Hull crowded the foyer of Westmount High School before the opening plenary session at 9:30 A.M. October 20th of the QFHSA Semi-Annual Leadership Conference. The delegates were welcomed by William Miller, President, QFHSA, who then introduced his executive, and the conference's two chairwomen, Alison Irwin and Maybelle Durkin. Mrs. Irwin outlined the format of the Conference: eight concurrent workshops dealing with the following topics: Developing Leadership Skills; Membership Development; Program Projects; Legislation and Resolutions; A financially Sound Association; Effective Area Directors; Communications; and Liaison with School Committees. The ninth workshop, Problems of Off-island Home and School Associations, was cancelled because of low registration.

Throughout the day Rudi Hamilton, Betty O'Connell and many assistants had all of the arrangements well under control; the close cooperation of Westmount High was evident. Their students acting as ushers and aides, their help with lunch and coffee, was unstinting and contributed to the success of the conference. The afternoon panel discussion was moderated by Betty Shapiro of the Montréal Gazette and gave the audience four different, but, on the whole, complimentary views of the role of Home and School and how it may develop in the future.

Later, the Associate Deputy Minister of Education, Mr. Sylvester F. White, fielded questions which had been submitted earlier in writing. The availability of School Committee Regulations in English, the cost of an examination of the effectiveness of the CEGEPs, the book purchasing policy of the Government give an indication of the wide range of questions asked. Many of Mr. White's answers are recorded on page 8 of the News.

Because the question period with Mr. White proved extremely informative to the delegates, time ran out before the closing skit "It's About Us" could be performed. None of the participants in the skit seemed disappointed at not treading the boards, however. The conference ended happily with a gift book being presented to Westmount High students for their school library as a token of QFHSA's appreciation of their help; with St. Lambert Association returning home with a gift book for having the largest number of delegates present; with two other associations winning gift books with lucky draws from the evaluation sheets, and with Mrs. S. Hooff of Westmount Park Association winning the prize hockey tickets for the ample discussion she provided on the questionnaire from the Resolutions and Policy Committee. Most delegates returned to their locals with renewed enthusiasm, and hopefully a stronger organization will be the result.

*Excerpts taken from a transcript of Mr. Ian Trasler's remarks during the panel discussion at the Leadership Conference.*

I have a real concern that the Home and School is needed more now than ever before. It is quite obvious provincially during the past few years starting with the Parent Report that there is a real need for parents to be organized on a province-wide basis. Too much has happened in education in the last few years for parents not to be involved. I think that for all of us the real problem has been that, since the Department of Education was formed, we have all been running and at no time have we been able to sit down and really work out guidelines and decide where we are going and what we should be doing. Possibly, we are reaching a stage now, after this marathon, that we have a breather and can look at what we should be doing. **THE ONE THING WE DO NEED IS A BODY AT THE PROVINCIAL LEVEL.**

### THE NEED FOR VOLUNTEERS

Locally, because of the high cost of education more and more volunteer work, I feel, is needed in the schools. This is something that has been taking place in the hospitals for years; it is something that is growing within the schools. If we can't get more teacher time, then more and more we will need volunteer time from parents so that our teachers will be able to do the job they are trained for. I don't mean that we will have parents doing boring jobs. On the contrary, many that I see in the schools enjoy the work they are doing and have found it a real experience to get inside that building and look at it from a different view — you might say with their son's or daughter's eyes.

### WHAT HOME AND SCHOOL CAN DO

Because of the educational changes taking place we need a parent body to organize workshops in cooperation with the school committee. I would like to stress this very much, because I know that in certain school areas the School Committee, the body you might say that is legally constituted by the Government, and the Home and School are at odds. There is a definite place for the school committees and there is a definite place for the Home and School. What I do with my own groups in my school is to have the two groups sit down and work out exactly what they feel are the guidelines under which each body should operate.

The budgets that are being handed down from the Island Council and the Regional Boards under the Government norms mean that some of the things we have taken from granted like extra books for libraries will be cut back. This is inevitable until the

financial  
foresee th  
ing of m  
Home an  
much inv  
been, and  
Another  
for the ex  
youngster  
be taught  
the body  
ganize thi  
ing we ar  
the more  
better the  
blems fac

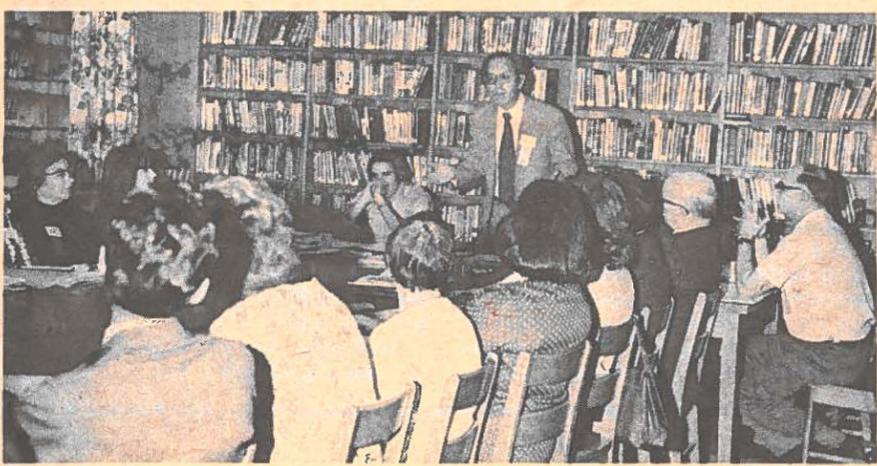
### HOME AND SCHOOL WHAT?

I am a  
little time  
will com  
Personally  
Home ar  
group of  
needs. I v  
I know t  
School A  
ministrato  
have put  
evil. I thi  
one. I ce  
and Scho  
think that  
ge in the  
the last fi  
vious tha  
much ne  
schools a  
ing?

### HOME AND SCHOOL THE WHY

Where c  
acting? I  
because o  
Committe  
need for  
tween the  
trators an  
the schoo  
need we  
cooperati  
mittee and  
sibility I si  
that I loc  
as an Ed  
Home an  
know the  
bly agree  
think tha  
really inv  
volved wi  
or the S  
looking a  
individual  
this on to  
the wider  
to see coo  
Committe  
The first  
Home an  
taken for  
is concern  
tion, not  
Committe

Gavin Turley, Executive Director, Westmount YMCA, listens toughnully at the head of the table while William Miller, QFHSA President, deals with the topic "Developing Leadership Skills."



A moment in the workshop on "Legislation and Resolutions." Bill Asherman (far right) makes his point, while Mrs. Millicent Goldberg (centre) takes the record.

One of the eight concurrent workshops which were held at the Semi-Annual conference which took place on Saturday, October 20th at Westmount High School. Here, Ken Harrison, leader of the workshop "A Financially Sound Association," leads the discussion, while Fay Richardson, to his left, takes the record.



### Home and School —

- Why?
- What?
- Where?
- How?

### A PANEL DISCUSSION WITH:

- Joan
- L
- John
- Mic
- Ian
- H
- Mo
- M
- M
- egate
- being

# LEADERSHIP CONFERENCE

er Quebec as far east as Gaspé and Westmount High School before the 20th of the QFHSA Semi-Annual welcomed by William Miller, Pre-ecutive, and the conference's two kin. Mrs. Irwin outlined the format is dealing with the following topics: Development; Program Projects; Sound Association; Effective Area th School Committees. The ninth School Associations, was cancelled

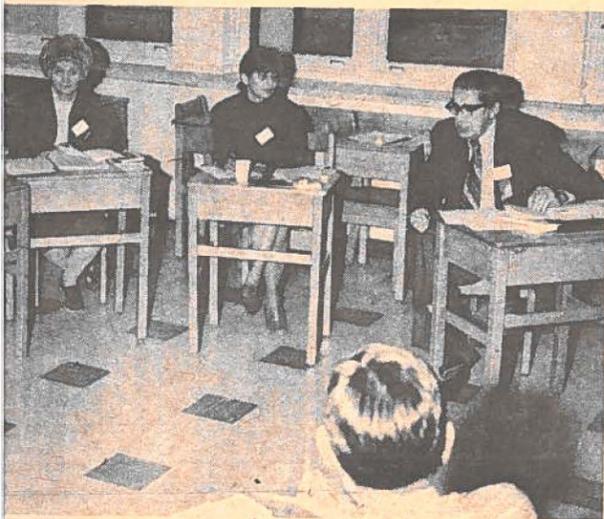
ty O'Connell and many assistants ol; the close cooperation of West- as ushers and aides, their help with ed to the success of the conference. l by Betty Shapiro of the Montréal but, on the whole, complimentary it may develop in the future.

Education, Mr. Sylvester F. White, rlier in writing. The availability of e cost of an examination of the ef- sng policy of the Government give ked. Many of Mr. White's answers

White proved extremely informative ing skit "It's About Us" could be t seemed disappointed at not tread- led happily with a gift book being their school library as a token of st. Lambert Association returning number of delegates present; with h lucky draws from the evaluation Park Association winning the prize rovided on the questionnaire from t delegates returned to their locals rger organization will be the result.



Gavin Turley, Executive Director, Westmount YMCA, listens thoughtfully at the head of the table while William Miller, QFHSA President, deals with the topic "Developing Leadership Skills."



One of the eight concurrent workshops which were held at the Semi-Annual conference which took place on Saturday, October 20th at Westmount High School. Here, Ken Harrison, leader of the workshop "A Financially Sound Association," leads the discussion, while Fay Richardson, to his left, takes the record.



## Home and School — Why? What?

*Excerpts taken from a transcript of Mr. Ian Trasler's remarks during the panel discussion at the Leadership Conference.*

I have a real concern that the Home and School is needed more now than ever before. It is quite obvious provincially during the past few years starting with the Parent Report that there is a real need for parents to be organized on a province-wide basis. Too much has happened in education in the last few years for parents not to be involved. I think that for all of us the real problem has been that, since the Department of Education was formed, we have all been running and at no time have we been able to sit down and really work out guidelines and decide where we are going and what we should be doing. Possibly, we are reaching a stage now, after this marathon, that we have a breather and can look at what we should be doing. **THE ONE THING WE DO NEED IS A BODY AT THE PROVINCIAL LEVEL.**

### THE NEED FOR VOLUNTEERS

Locally, because of the high cost of education more and more volunteer work, I feel, is needed in the schools. This is something that has been taking place in the hospitals for years; it is something that is growing within the schools. If we can't get more teacher time, then more and more we will need volunteer time from parents so that our teachers will be able to do the job they are trained for. I don't mean that we will have parents doing boring jobs. On the contrary, many that I see in the schools enjoy the work they are doing and have found it a real experience to get inside that building and look at it from a different view — you might say with their son's or daughter's eyes.

### WHAT HOME AND SCHOOL CAN DO

Because of the educational changes taking place we need a parent body to organize workshops in cooperation with the school committee. I would like to stress this very much, because I know that in certain school areas the School Committee, the body you might say that is legally constituted by the Government, and the Home and School are at odds. There is a definite place for the school committees and there is a definite place for the Home and School. What I do with my own groups in my school is to have the two groups sit down and work out exactly what they feel are the guidelines under which each body should operate.

The budgets that are being handed down from the Island Council and the Regional Boards under the Government norms mean that some of the things we have taken from granted like extra books for libraries will be cut back. This is inevitable until the

financial situations stabilize. I can foresee the growing need for the raising of money for schools. I can see Home and School becoming again very much involved in that area. There have been, and there is a continuing need.

Another point: we need a forum for the exchange of ideas of what our youngsters need and what they should be taught. The Home and School is the body that should continue to organize these forums such as the meeting we are having here today. Because the more parents are involved, the better the understanding of the problems facing all groups.

### HOME AND SCHOOL — THE WHAT?

I am afraid here I will spend very little time because I think the "What" will come out in the last section. Personally I have always viewed the Home and School as an interested group of parents that the school needs. I will be quite honest with you. I know that many of the Home and School Associations feel that we as administrators and possibly as teachers have put up with you as a necessary evil. I think that that attitude is an old one. I certainly hope that the Home and School will no longer feel this I think that there has been quite a change in the past ten years, certainly in the last five years where it is quite obvious that we as professionals very much need your participation in schools and in just what is happening?

### HOME AND SCHOOL — THE WHERE?

Where do I see the Home and School acting? I don't see any great change because of the addition of the School Committee. Within the school I see the need for a continual cooperation between the Home and School, Administrators and, of course, the teachers of the school. Now there is an additional need we have to make sure of this cooperation between the School Committee and the Home and School. Possibly I simplified too much by saying that I look upon School Committees as an Educational Committee of the Home and School Associations. I know the government wouldn't probably agree with this definition, but I think that's the spirit that they are really involved with or should be involved with. The Parents Committee or the School Committee rather is looking at the individual needs of the individual school, and they are taking this on to the Regional Board. But the wider scope? There I would hope to see cooperation between the School Committee and the Home and School. The first body could pass it on to the Home and School so that it could be taken forward. The Home and School is concerned with all aspects of education, not just the part of the School Committee.

### THE SITUATION OFF-ISLAND

Off island we have the school board, and I think School Committee going direct to Regional Board we have a there in function. I don't see that out Home and School in a The School Committee still go past the Regional Boards. nothing in the law that allows Therefore, even off-island n Home and School to take the the Government. And if today believes there are no issues th be taken to the government, be burying his head in the sand

To  
all our members  
Best wishes for  
a  
Happy Holiday Season  
The Executive and  
Board of Directors,  
Q.F.H.S.A.  
William Miller  
Pres.

### THE SITUATION ON THE ISLAND OF MONTREAL

The on-Island situation I different one. I see here a structure Island Council, not one I fear, which could become a super second in power to the Department of Education itself. I think this a realistic view — a body representing the total population of the Montreal could well become very very strong body in its relation to the Department of Education and to the Government. Parents' Committee can make recommendations to their board, we then take those recommendations directly to the Island Council. Home and School still has the go directly to the Island Council directly to the Department of Education.

She then introduced the papers and commented on the different opinions among them on basic and general issues in education.

Mr. Trasler was the first in fairly full measure from the transcript of the tape recording of the preceding this general description of the panel.

Mr. John Gardiner dealt with the problems of inner-city. He suggested that Home and School could be a weak or non-existent in the Help from associations our area could relieve some of

## Home and School —

**Why?**

**What?**

**Where?**

**How?**

### A PANEL DISCUSSION WITH:

Joan Riches, Commissioner, LSB.

John Gardiner, PSBGM

Michael Berger, Q.C.

Ian Trasler, Principle, LaSalle High School.

Moderated by Betty Shapiro, Montreal Gazette.

Mrs. Shapiro welcomed the delegates and complimented them on being involved, well informed parents.

# Home and School — Why? What? Where? and How?

financial situations stabilize. I can foresee the growing need for the raising of money for schools. I can see Home and School becoming again very much involved in that area. There have been, and there is a continuing need.

Another point: we need a forum for the exchange of ideas of what our youngsters need and what they should be taught. The Home and School is the body that should continue to organize these forums such as the meetings we are having here today. Because the more parents are involved, the better the understanding of the problems facing all groups.

## HOME AND SCHOOL — THE WHAT?

I am afraid here I will spend very little time because I think the "What" will come out in the last section. Personally I have always viewed the Home and School as an interested group of parents that the school needs. I will be quite honest with you. I know that many of the Home and School Associations feel that we as administrators and possibly as teachers have put up with you as a necessary evil. I think that that attitude is an old one. I certainly hope that the Home and School will no longer feel this I think that there has been quite a change in the past ten years, certainly in the last five years where it is quite obvious that we as professionals very much need your participation in schools and in just what is happening?

## HOME AND SCHOOL — THE WHERE?

Where do I see the Home and School acting? I don't see any great change because of the addition of the School Committee. Within the school I see the need for a continual cooperation between the Home and School, Administrators and, of course, the teachers of the school. Now there is an additional need we have to make sure of this cooperation between the School Committee and the Home and School. Possibly I simplified too much by saying that I look upon School Committees as an Educational Committee of the Home and School Associations. I know the government wouldn't probably agree with this definition, but I think that's the spirit that they are really involved with or should be involved with. The Parents Committee or the School Committee rather is looking at the individual needs of the individual school, and they are taking this on to the Regional Board. But the wider scope? There I would hope to see cooperation between the School Committee and the Home and School. The first body could pass it on to the Home and School so that it could be taken forward. The Home and School concerned with all aspects of education, not just the part of the School Committee.

## THE SITUATION OFF-ISLAND

Off island we have the Regional school board, and I think with the School Committee going direct to the Regional Board we have a structure there in function. I don't see that it cuts out Home and School in any way. The School Committee still does not go past the Regional Boards. There is nothing in the law that allows for this. Therefore, even off-island needs the Home and School to take the issues to the Government. And if today anyone believes there are no issues that should be taken to the government, he must be burying his head in the sand.

## HOME AND SCHOOL — THE HOW?

How? to me this is the most difficult part. We have tried General meetings, large general meetings, and you are lucky if you get 25 or 30. We have tried workshops; the results seem to be better.

Anything I say here is not a criticism of what we have been doing; it is only looking at the thing and figuring what will work. There is a lot of work that has to be done, but getting down to the nitty gritty of it, how do we make it work?

It was interesting in my own school situation, a new school, that when we set up the Home and School and the School Committee, there was practically a division of sex. All the ladies ended up on the Home and School, and all the men ended up on the School Committee. Now, I'm not sure whether they just don't get on together down there, but I think basically it shows a view of what Home and School is, I'm sorry to say.

I think the men still look upon it in the old view as being a tea party for the ladies to get together in the evenings, because they have nothing else to do. Somehow we have to change that concept, because there is just too much important work to be done. We have to change it because more and more there are jobs that a Home and School should be doing that are being taken over by other bodies.

## CHALLENGES THAT HOME AND SCHOOL SHOULD ACCEPT

There are other groups that have to work with Inner City schools because Home and School couldn't even get in there and get it going. I'm not blaming Home and School, but that shows an area where they couldn't entice the parents into the type of association where it could help.

What has happened in the past five years has thrown much of the school into chaos. I think this is where the parents should be intervening. Parents continually tell me they don't understand the problems. It is your job as parents to get after administrators, teachers, and so on, and say, "Look, there is a problem here, we want to meet with you. We want to discuss it and see what we can do"...

The area of curriculum I will leave alone... other areas are the ones that concern me most. Bills that have been prepared to reorganize the structure of school boards; the overly large Regional Schools. If parents had got involved much farther back, I wonder if these structures would have taken place. The financial struggles that have taken place will continue to go on. The whole classification issue — yes, you tried to do something about it, but many have said, "I just don't understand." This issue alone is causing more trouble within the school right now. We just cannot get idealistic people working to top capacity with

the cuts they have been taking. This is something the parents could have got into. The High School Leaving Exams, the building pressures on school administrators, especially on the island, the building of overly large comprehensive schools; the financial limitations I've pointed out, the heating and repairing of schools, all the things we in the PSBGM for example took for granted. We now have to deal with them, and there just is not enough money. I could go on. **THERE ARE LOT OF PROBLEMS FOR YOU TO TACKLE. THERE IS LOTS YOU CAN DO.**

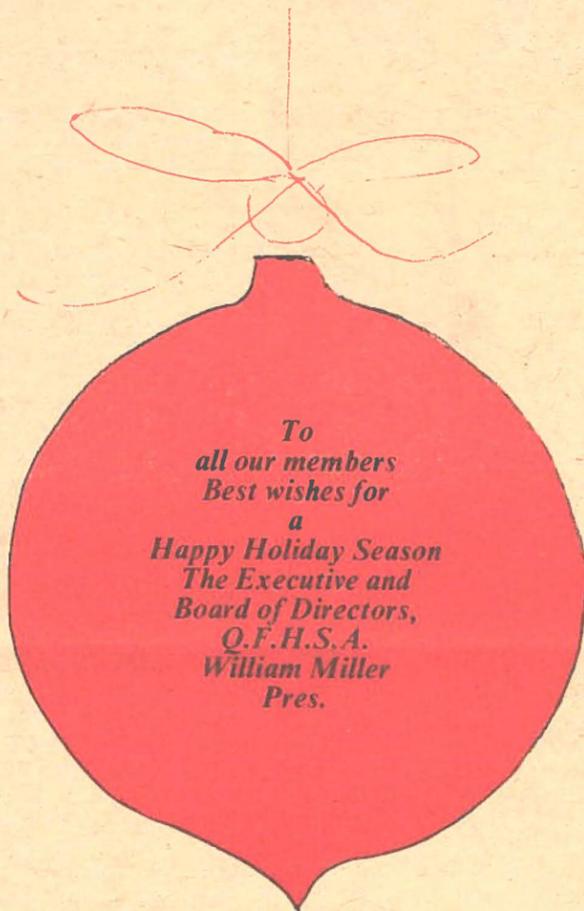
## AGAIN — THE HOW

Get away from General meetings. If you have a general meeting, possibly use kids to get parents together for the first time. But once the parents are out, organize the meeting so that it goes into workshops or small groups. We have to get into small groups with parents before we look at the problem. Work out what you should be doing in your own areas and the needs of that area. They are different from every other area. Find out how many people are interested in specific things; work out all the topics you think are of interest in your neighbourhood. Then advertise and find out how many are willing to sit down and work on a particular item. Carry out the work on these committees; as quickly as possible get the reports in. Don't let it drag; keep pushing people to get it finished, so that you get it to the Home and School Executive.

Become more involved with evening activities of students. Help with dances, sports. Open the school up. Other organizations are moving in - Home and School can move in and are in some areas. The schools are there to be used in the evening. Organize the activities so that your sons and daughters can be in more than they are now. Give services to the community at no profit such as French Classes, Art. I don't think we should make a profit in this organization; we should be doing it as a service.

Parents should be attending Board Meetings or the Island Council. You should have members at the Regional Board meetings, the Island Council meetings. I feel you should also have an office in Quebec, although I know it is an involved procedure. **YOU SHOULD BE A COORDINATING GROUP FOR ALL GROUPS.** You are the obvious body to organize all other bodies in a fight for the representation you want to make. You must become **THE WATCHDOG OF ALL THAT IS HAPPENING IN QUEBEC.**

You have, you started that way, you moved tremendously in two or three years. Keep it up. Become vital, get as many people as you can involved. We need the parent involvement at all levels. **THIS IS THE ONLY BODY THAT CAN DO IT.**



To  
all our members  
Best wishes for  
a  
Happy Holiday Season  
The Executive and  
Board of Directors,  
Q.F.H.S.A.  
William Miller  
Pres.

## THE SITUATION ON THE ISLAND OF MONTREAL

The on-Island situation I see as a different one. I see here a structure, the Island Council, not one I fear, but one which could become a supra-board second in power to the Department of Education itself. I think this is quite a realistic view — a body representing the total population of the island of Montreal could well become a very very strong body in its representation to the Department of Education and to the Government. The Parents' Committee can make recommendations to their board, which can then take those recommendations directly to the Island Council, but the Home and School still has the right to go directly to the Island Council or directly to the Department of Education.

Joan Riches, Commissioner, LSB.

John Gardiner, PSBGM

Michael Berger, Q.C.

Ian Trasler, Principle, LaSalle High School.

Moderated by Betty Shapiro, Montreal Gazette.

Mrs. Shapiro welcomed the delegates and complimented them on being involved, well informed parents.

She then introduced the panel members and commented on the differences of opinion among them on both specific and general issues in education.

Mr. Trasler was the first speaker. His remarks during the panel are given in fairly full measure from a transcript of the tape recording of the panel, preceding this general description of the panel.

Mr. John Gardiner dealt mainly with the problems of inner-city schools. He suggested that Home and School is weak or non-existent in these areas. Help from associations outside the area could relieve some of the prob-

lems. He felt that the middle class values inherent in our school system are irrelevant in these areas, and cited statistics such as a 50% drop out rate, 75% failure rate, and grade 11 reading level two years below average as proof that the system is failing these schools.

Mrs. Riches saw Home and School as an excellent training ground for parents to become involved and eventually assume leadership not only in educational matters, but in all community affairs. She described Home and School as a resource body for the circulation of information and ideas, and stressed that there is a great

importance in the provincial role of Federation.

For Mr. Michael Berger Federation was taking too limited a view of its role, Education is a community affair, and not limited to parents, children and teachers. Too much emphasis had been placed on parent involvement and not enough on children. Federation should broaden its scope to include involvement with the environment, i.e. political and social involvement, trade unionism, ecology, etc. Education is a complex mechanism and not an isolated academic area.

Recorder, Norma Moore

# QUESTIONS AND ANSWERS

A Dialogue with Sylvester F. White,  
Associate Deputy Minister of Education

Since this was Mr. White's initial appearance before Home and School members as Associate Deputy Minister, Mr. White took the time, before, the questions began, to state his involvement with Home and School, first as a teacher, later as a school commissioner, and then as an official with the Department of Education. He explained what the responsibilities of an Associate Deputy Minister were:

"An earlier article in the Act (The Education Act) points out that there shall be one Associate Deputy Minister nominated after conversation with the Catholic Committee of the Superior Council, and there shall be another Associate Deputy Minister named after conversation with the Protestant Committee of the Superior Council. I am the second.

Each Associate Deputy Minister shall be responsible for the guidance and general directions of the schools recognized as Catholic or Protestant as the case may be. He shall also exercise the powers of the Deputy Minister within the spheres determined by the Minister...

Now back to the question of representation. I feel it is my duty to represent you and I have made it a point to attend as many meetings as I can of different groups representing the Protestant community. The Quebec Association of Protestant School Boards, the Association of General Directors of Protestant Schools, this association I consider very important. The Provincial Association of Protestant Teachers, and I may have forgotten some. I attend every meeting of the Protestant Committee of the Superior Council of Education. Is there another I should list in this group? I intend to attend as many meetings of these groups as I can so that I can do a reasonable job, if I can, of representing you and your points of view to the Department.

I think there is another aspect to it as well. I feel I must represent the Department to you as well as I can."

**QUESTION:** When will the amended regulations with regard to School Committees be available in English?

**ANSWER:** I am going to have to answer a good deal of these questions, I can see it now, with "I don't know." In this particular instance, however, there is something I can do about it. Our translation service is a very good one, but a very slow one, but it can be speeded up.

**QUESTION:** How does the department justify the imminent expenditure of \$400,000 on a study to be taken by the Superior Council of Education into problems with the CGEP'S system?

**ANSWER:** Mr. White stated that there was a malaise in the CGEPS, and the study is aimed at covering all aspects of CGEP activity such as curriculum, student life and finances. There are 75,000 CGEP students and each costs \$1,600 a year. "If an expenditure of \$400,000 can result in improving the return on that investment, I think it is a pretty fair place to put your money."

**QUESTION:** You will be aware that there are special funds available in the National Capital region for second-language teaching. Why does not the Department take advantage of this to institute as quickly as possible a special French programs such as that outlined in the brief submitted jointly by the School board of Hull and the Parent Committee to the Department of Education?

**ANSWER:** The Department of Education answered the School Board's proposal pointing out the ways in which this is not compatible with the Federal legislation, and also pointing out ways in which it could be amended to take advantage of it... Now I wouldn't want by this answer to dodge the main question, which is, of course, the use of Federal funds for language instruction. Those of you who have looked into the matter will know that the Federal law does not lend itself to the use of this money for the teaching of French to English in Quebec, and resolutions asking the Federal Government to modify this legislation as to put an emphasis on the teaching of French to English Quebecers or English New Brunswickers and so on were proposed at the Quebec Association of Protestant School Boards. I noticed that your Resolution Committee also has a recommendation in exactly this style, and this has gone

to our Ministry and will be the object of study and discussion with Federal authorities, I am sure

**QUESTION:** IT HAS BEEN SAID THERE ARE TOO FEW PROTESTANTS or Anglophones in the Department of Education. If this is so, what steps in the Department taking to recruit more English-speaking persons?

**ANSWER:** Mr. White stated that the same rules of employment go for both English and French, but there is difficulty in getting English-speaking people to apply.

**QUESTION:** How does the Department of Education view the fact that many School Committees are undertaking successful fund-raising ventures. How does this affect admissibility or inadmissibility expenses of the School Board, and will the Department go on record to disallow School Committees from fund-raising, but leave that to Home and School Associations?

**ANSWER:** Mr. White stated he is not aware of School Committees doing fundraising. He is not sure it should be discouraged. Such fund-raising would not be considered as General Revenue, but as specific revenue, and would not affect Government grants.

**QUESTION:** Has the Department of Education considered asking QFHSA to form an English-soaking body which would include all School Committees and Parent Committees?

**ANSWER:** I am not at all sure, Mr. President, that it is the function of the Department to tell both these associations how they should go about regrouping on a provincial level... There was an attempt made last year by the Chairmen of Parents' Committees to form a province-wide organization, and they asked the government for some assistance. The Government withheld this assistance, except to the extent of one organizational meeting which they subsidized to a degree. I don't know, maybe you do, whether there were any followups on this first attempt. It hasn't come to my ears.

I do know that the Fédération des Commission Scolaires Catholiques de Québec looks a little askance on the formation of a province-wide parent pressure-group type organization. Fédération feels that they are elected by the parents and represent the parents. Let me explain to a degree some of the situation that Mrs. Aréy described to you earlier. (During the



Question Time for Mr. Sylvester F. White, Associate Deputy Minister, Department of Education. One of the highlights of the 1973 Leadership Conference of the Quebec Federation Home and School Associations.

previous panel discussion the point was made from the floor by Mrs. Denise Arrey, Past President, QFHSA, that French-speaking parents really had no equivalent of our Home and School at the Federation level, and that, as a result, cooperation between the two linguistic groups of parents was difficult to organize. (Ed. Note).

**QUESTION:** We are being told that funds for the transportation of high school students are to be cut off by the Department of Education. Is this true? and if so, why?

**ANSWER:** Mr. White stated that Funds were being improperly granted in the first place. If the distance is less than one mile from the school, transportation is not authorized. "Now, our system, I shouldn't say "our" anymore, because you know the responsibility for the transportation of pupils has been transferred to the Ministry of Transport. It no longer lies within the Ministry of Education. But in any case the checking up on this has taken some time, and each year for the last two or three years they found another Board who, in fact, has been transporting so many hundreds of pupils over less than a mile and have been collecting money for it. We have cut that money off... We have about 650,000 high school students within the province, and very nearly 500,000 of them are transported."

**QUESTION:** Is any consideration being given by the Department of Education to Quebec Federation Home and

School Associations' request that the Federal grants for the promotion of bilingualism be given equitably for the studying of both English and French by French and English-speaking students?

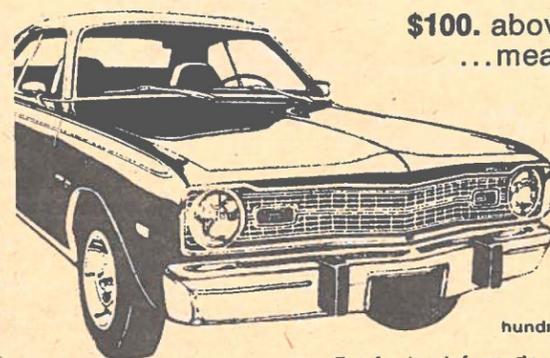
**ANSWER:** This is really the same question that came up before. It is stated in more precise terms and it refers to a specific regulation. The answer is "yes", it is under study, and it will not only be at a provincial level, but with Canadian authorities.

**QUESTION:** Will the Department of Education ever grant the norms for the teaching of a subject in the second language — the norms that are its own suggestion in this type of teaching, that is, 15 to one?

**ANSWER:** We say, will the Department ever do this or ever do that. I don't think the Department is likely to move very rapidly in the question of reducing pupil-teacher ratio. It may, and I think this is a distinct possibility, over a wide area, in fact, it already has over a wide area given latitude to school boards a... you can devote more teachers to this school, but less elsewhere. The cost of teacher salaries is certainly the major item in the education budget. We made a move last year when under certain conditions, the pupil-teacher ratio in elementary schools moved from 1 to 27 to 1 to 26½. Now, this doesn't seem like a very great deal move, but it cost a very great many dollars.

## UBS CARS

\$100. above dealer's cost  
... means a good deal



As a member of QUEBEC FEDERATION, you are entitled to buy, through UBS, new current model automobiles — including some imports — at \$100. above dealer's cost. This can mean a personal saving of hundreds of dollars, depending on the car.

For further information, and your UBS Purchase Certificate (there is no obligation to buy), please call or write:



United Buying Service

P.O. Box 73, Mount Royal, Montreal 304, Quebec. 735-5219

"We recommend placing your car order before March 31st".

# THE GOVERNMENT BOOK-BUYING POLICY:

## Order in council 354-72.

Question to Mr. Sylvester F. White, Associate Deputy Minister of Education:

*The Government book-buying policy setting up a government approved middle man between book-buying school boards and the book publisher, whether this is advantageous to the purchase of French language text books, is detrimental to the English language text book purchaser, since the usual discount of between 20% and 30% from the publisher is now lost. What is being done by the government about this?*

**ANSWER:**

Well, what is being done today is that the policy is being maintained. Now, to answer some of the questions that are implied. In the first place, the policy was adopted to save the book industry in Quebec. There is no question about it, the editing of books in French is a very perilous venture financially, and it is felt by the province that in order to maintain this vital element in French culture, that some support should be given. This is the reason for the regulation introduced by the Department of Cultural Affairs two years ago, and it applies to everyone. Now a good many users of English textbooks have been dealing directly with publishers in Toronto and even New York. By the Regulation they are required to go through I guess there really isn't an equivalent in our set up as we know it but it is les éditeurs, the book publishers and book sellers in Quebec. I don't know if I would answer the question; really, it depends upon how you think of subsidies of any kind. Should there be subsidies to support farm prices? Two years ago, most of you might have said "yes"; today, you might say "no". It's a moot question, but I think there are substantial reasons for wanting to support the Quebec book industry. This is the way the Government elected to do it.

**Editor's Comments:**

During the question period with Mr. White at the Leadership Conference, there was no opportunity given to explore some of the answers or statements made by the Associate Deputy Minister. But Mr. White's discussion of the government's book-buying policy, which QFHSA unanimously condemned in a 1972 resolution, deserves some comment.

Of course, indigenous publishing houses require protection as much in Quebec as in other parts of Canada — otherwise we would be swamped by American-oriented literature from the USA and by French-oriented literature from France. "Home grown" publishing industries are essential to the maintenance of the cultural identity of a country. And obviously some form of government subsidy to protect the native grown publisher is necessary.

**WHAT QFHSA PROTESTS AGAINST IS THE FORM THAT THIS KIND OF SUBSIDY TAKES IN QUEBEC, AND THE KIND OF PEOPLE WHO ARE MADE TO PAY THE PRICE OF THAT SUBSIDY.**

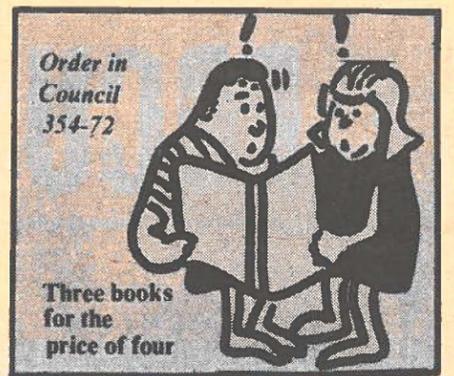
Mr. White makes a passing reference to support for farm prices so be it, everyone is a consumer — everyone pays for a support in farm prices. But the government approved bookseller, this Quebec device for protecting and fostering Quebec publishing, **WHO PAYS FOR THE GOVERNMENT ACCREDITED BOOKSELLER?** — not the general public, but the English language school boards who can no longer buy their textbooks from Toronto based publishers, but must, according to the regulation, buy all of their English language books from Quebec based accredited booksellers, having to forego the discount regularly given by these Toronto publishers. Who ultimately pays this subsidy? the children in the English language schools who are faced with a marked decrease in the number of books available in school.

Who also pays for this subsidy to the booksellers? Ironically, it is the public libraries, both English and French. Librarians in all types of libraries have been affected by the government regulation and are strongly united in their views opposing it. For them the new system has had totally negative repercussions in terms of service from the book suppliers and in the increase of the book cost.

Monique Lavoie, chief Librarian of Dawson CEGEP, states: "There will be 25% fewer books on the shelves, so this affects students who need the books for their studies. And this to have bookstores survive. I don't believe in it at all."

Michael Theriault, Head of Acquisitions for all the libraries at the Université de Montréal and President of the Corporation of Professional Librarians of Quebec, agrees with a Sir George Williams report on the library book buying situation that 17% to 20% increase is a good average for the increased cost of books to libraries. And Mrs. Nora Bryant, Chief Librarian, Westmount Library, states that out of a \$30,000 budget they are "forced to pay 1/3 more for books because of the orders in council."

How wrong headed it is for a government to insist on strengthening bookstores at the expense of libraries — if indeed, this is the effect that is



being achieved. Yet this is apparently deliberate government policy. In reply to one of QFHSA's first letters on this matter in July, 1972, M. Clément Saint-Germain of the Ministry of Cultural Affairs stated: "Bookstores are essential to the dissemination of culture as are public and school libraries. Everyone needs to buy books, and adults who assiduously frequent libraries are still a small minority."

And so they will remain, a small minority, if the government policy drains away the book purchasing power of these libraries.

Other provinces in Canada, of course, have this same problem of how to protect native born publishing industries. The Ontario Government set up a Commission to study this problem a few years ago; it issued its final report in 1972, and suggested solutions far different from those chosen by the Quebec Government. It suggested subsidizing the 'home grown' publishers in various ways: by grants for specific trade books, grants for text book titles and text book research and development. **BUT NO MIDDLE MAN SUCH AS THE QUEBEC ACCREDITED BOOKSELLER WAS SUGGESTED IN THE ONTARIO REPORT.** One of the most important recommendations of the Ontario Report was a capital loan programme run by a new body, the Ontario Book Publishers Board, with a budget of one million dollars during the first year to subsidize one or more literary reviews, to create new awards for Canadian authors, etc., and to rule on takeovers and new publishing ventures owned by foreign companies.

What QFHSA is suggesting is that there are other ways of protecting local publishing than by the measure of middleman patronage which causes discriminatory bookbuying restrictions hitting the English language school boards and their pupils, and creating higher book costs and wrong headed restrictions for public libraries in both English and French.

Just at the time of going to press we received a note from Glenna Adams, president of Lakeside Heights Home and School, accompanying nine full pages of signatures, over 200 signatures, for our petition against order in council 354-72. If every association would show this same initiative, what a strong voice we would have!

**FOR ONE MORE TIME**, the News includes its petition against the government book-buying policy.

Sign it, if you haven't already done so. Get the members of your family to sign it. Get your neighbours' and friends' signatures. Take it to church meetings; take it to your bazaars; give it a place in your association program. Then send it back to Federation office. We need a strong voice against this very wrong headed piece of legislation. W.P.

## TO THE MINISTER OF CULTURAL AFFAIRS PETITION

Respecting order-in-council 354-72 (formerly 2801) dealing with the purchase of books.

We the undersigned residents of the Province of Quebec protest the effect of the above order in increasing the prices of English Language books for our schools and libraries. We respectfully request the Minister to withdraw or modify the order so that it will not apply to the purchasing of English Language books by these bodies.

NAME	ADDRESS

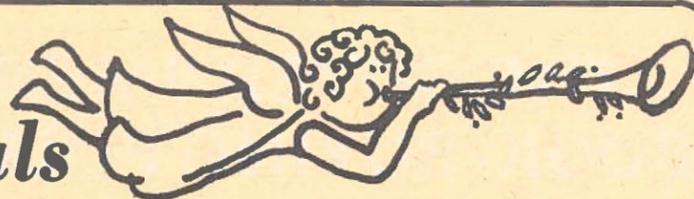
**About our petition**

1. Please cut out and paste petition to top of plain sheet of paper.
2. At bottom of each page write or type in: con't on Page... No. of signatures... At top of next page write or type Page... con't from Page... No. of Signatures c/fwd.
3. Each person should write his name and address in ink.
4. Try to obtain as many signatures as possible, not only of home and schools, but everybody, friends, neighbours. The reduction of the number of books purchased for our children to read is a personal deprivation and should be strongly resisted by all people believing in democratic rights.
5. Do not sign this new petition against 354-72 if you have already signed one against 2801. But get other signatures. — Return Petition as soon as possible, to Quebec Fed. of Home & School Assoc. 4795 St. Catherine St. West, Montreal 215, Que.

**About the change in number from 2801 to 354-72: When Quebec Federation first objected to Quebec's bookbuying policy, the number of the order in council was 1566; later this was changed to 2801 when the order in council was reworded to include a specific denial of rebates. Now with new modifications to the requirements of the government approved booksellers, 2801 has become 354-72.**

**But the change of number 2801 to 354-72 means no change for us. All the negative buying restrictions of 2801 remain in 354-72.**

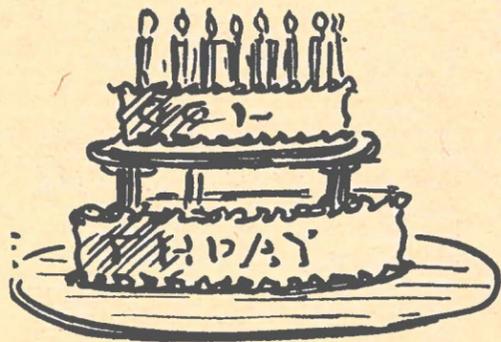
# FOCUS... on the locals



## Compliments of the Season

### MEILLEURS VOEUX

#### ST. LAMBERT HOME & SCHOOL ASSOCIATION



*Silver  
Jubilee  
Celebration*

This year the St. Lambert Home and School Association is celebrating its 25th year of continuous operation. To commemorate this event a general meeting was held at the Chambly County High School on Tuesday evening, October 30th, at which a wide variety of persons representing both past and present membership, and also representatives of the South Shore Regional School Board, teachers, local dignitaries, and business representatives were present.

The guest speaker was Mr. Jack Chivers, C.L.U. Chairman of the Board of Life Underwriters Association of Canada, and past executive member of Quebec Federation of Home and School Associations. He gave a light hearted review of the past achievements, present activities and future aspirations of the Home and School Movement. In addition, there was music and general festivities to mark the occasion.

Tickets for the Silver Jubilee Celebration were free with Home and School membership, but had to be phoned for; the ticket committee con-

sisted of Kay Aubanel, Alison Irwin, Ivan Palmer, Carol Fullerton, Barry Laramy, and Cliff Parfett.

Other Home and School Association activities this year: — to support and help all our school committees flat out — they are the way to get our ideas felt in the schools; — to put together workshops for parents and children — music, science, babysitting and child care; — to keep in touch with activities and plans of the School Boards, the Department of Education, the Teachers Associations, and to campaign for the parents' point of view.

St. Lambert has been in the educational news lately — active in Psychology Today; innovations in English teaching at Chambly County; Valerie Neale and Alison Irwin on CJAD radio programmes; many innovative measures from the South Shore School Board. Hopefully, we will arrange a tour of other educational centres too, as we have done previous years. They can wish us "Happy Birthday" as we pass through.

#### Bronx Part Home and School

Under the convenorship of Mrs. Stadnyk and Mrs. Groves, Bronx Park Home and School Association held their Annual Bazaar on Saturday, Nov. 3rd. Home baking, handicrafts, books, white elephant tables were again the mainstay of the Bazaar. This year, however, a raffle of home made items, an afghan, tablecloth, knitted stole, smocked cushions, etc, also took place. Parental support for

this event was strong, with the advance ticket sales by the parents being very promising.

Last year a check for over \$600. was proudly presented to the Principal, Miss D. Helleur, toward field trips for the children. It is hoped that this year's efforts will be an even bigger success. We will again need the generous support of all parents.

#### Beacon Hill Home and School

A distinctive new logo on Beacon Hill Home and School letterhead won't be the only innovation of the 73-74 school year. The "total involvement" concept, clearly evident at the June Organization Meeting, was enthusiastically received by the Member and the usually laborious task of assigning Official and Committee responsibilities was quickly disposed of.

First evidence of the "new look" was "Meet the Teacher Night". Traditionally only one night, this year's

format involved two meetings at different grade levels on successive Mondays with parents receiving more individualized presentation from the teachers right in the classroom. This new approach from all appearances was well received.

Program activities are in full swing with the "Parlons Français" and the "Men's Physical Fitness" underway and the "Ski and Skate Sale" and "Halloween U.N.I.C.E.F." projects to take place in October.

### HAPPY HANUKKAH

New programs established this year include introductory Art and Music Lessons and in the planning stage, family educational tours of some of the many sites of historical significance in the Montreal area.

At the time of writing your association is culminating one of the most

successful ever membership drives but until every single family participates, your executives will still be short of their objective. If you know of a family who is new or for some reason has been missed in the membership, a word from you might make the difference.

Remember, 100% involvement. We owe it to our kids!

#### Prince Charles/ T.H. Bowes Home and School

For many years now, this local association has offered the community Ballet classes to the children of the community run according to the regulations of the Canadian Ballet Association. At the latest tri-annual Recital held in May, a few budding ballerinas showed promise as seen in the picture below.

The classes have again been offered this year and there are 40 young ladies registered under the tutelage of Mrs. Paula Frank as teacher and co-convened by Mesdames R. Raasch and D. Rothgerber, both members of the

Executive Committee of the local association.



#### Algonquin Home and School

This year under its new president, Dr. Leonard Pinsky, Algonquin Home and School Association begins its twentieth full year of service to its school and its students. According to Dr. Pinsky, Home and School at Algonquin is still going strong. No student at Algonquin does not benefit from the efforts of the Home and School at least once a day — the benefit may come from a machine the Association has donated to the school, from a mother who helps with language instruction, from a book that has been repaired by a mother working in the library.

The early morning French classes under the convenorship of Mrs. Clairette Krieger, the Stitchcraft and Needlecraft classes of Mrs. Marga Katz, the Creative Art Classes with Mrs. Norma Spector, and the Recorder Classes given by Mrs. Thelma Cohen are all in full swing for the children, as well as the opportunity for the adults to play badminton every Monday night — free, with H&S membership. In addition, the Ballet Group, which lapsed last year because of inadequate registration, shows positive signs of reviving under the convenorship of Mrs. Dorothy Signer, with the children being instructed by junior instructors from Miss Eleanor Ashton's Ballet Studio.

At the September H&S executive meeting Mr. J.J. Simms, the principal of Algonquin, reported that the

PSBGM, now no longer financially independent because of Bill 71, would not be permitted to subsidize performances of Youthatre in its schools. As a result, the Algonquin H&S executive passed a resolution that they would pay for these performances in the school. With this in mind, the Program Committee of the Home and School, consisting of Mrs. Vaughan Maroulis, Mrs. Winifred Potter, Mr. Keith Robertson, and Mr. Don McAllister, decided to hold a series of fund-raising events, the first of which was a White Elephant Sale, which took place October 24th. The White Elephant Sale proved to be not only a financial success, but a "fun" event, both for the workers and their customers, many of whom were the children of the school, buying their Christmas presents well in advance of the ever-rising Christmas store prices.

On October 29th, the used clothing drive, a regular event held twice a year in the fall and in the spring, resulted in numerous cartons of good used clothing, mostly children's, which the Home and School collected, sorted, packed and sent off to a school depot in east end Montreal.

For the latter part of November a book fair of both new and used books is planned. Already this school year is showing signs of being a very full one for Home and Schoolers at Algonquin.

#### LaSalle High Home and School

On Tuesday, October 9th, 1973 at 8:00 p.m. the new LaSalle High School held its first Home and School meeting at which time LaSalle parents chose their executive:

Honorary president: Mr. K.I. Tras-

ler, principal of LaSalle High School; President: Mrs. M. Brierley; Secretary: Mrs. H. Koepp; Treasurer: Mrs. M. Callfield; Membership: Mrs. M. Douglas and Mrs. O. Skrypkar; Publicity: Mrs. D. McCoy; Volunteer Commit-

# FOCUS... on the locals



## Καρούμενες Προβες

## BUONE FESTE

tee: Mrs. L. Batten. Programming Committee: Mr. O. Austin, Mrs. D. Bankley, Mrs. L. Minshull, Mrs. V. Preston, and Mrs. P. Saull.

A membership night was held on Wednesday, October 17th. We urge you as parents to help your Home and School to help your children by joining your Home and School. We are sure there must be a lot of parents

who do not fully understand the function of Home and School. We take this opportunity to invite you to come and sit in on one of our monthly meetings. They will take place on the second Tuesday of every month in the High School, second floor teachers' lounge, at 8:00 p.m. More news in the next issue. In the meantime, think Home and School.

Kruze acted as secretary in the absence of Mrs. T. Reinhart, Mrs. Conrad Hayes gave her treasurer's report.

Correspondence consisted of a thank you letter from Hopetown School for financial assistance for their annual school trip, and one from Port Daniel shigawake school staff for financial assistance with their school closing program, as well as literature received over the summer months from Confederation and other Home and School Associations. The president, Mrs. Hayes, thanked the Home Room Mothers for their cooperation in the past and special thanks was given to Mr. Russel Duguay for her organization of Home Room Mothers.

The principal, Mrs. Duguay thanked the Home Room Mothers and; also the teachers for their cooperation. Mrs. Carol Lough spoke of her work organizing a Girl Guide Troupe, and gave a resume of the merits of girls ages 11 to 15 becoming Girl Guides.

After the meeting, a light lunch was served and parents had an opportunity to talk with their child's teachers on their progress and general behaviour.

The next meeting, it is hoped, will be one combining Part Daniel, Shigawake, Hopetown, and New Carlisle Schools in a visit to the new polyvalent School just opened in Bonaventure.

### Courtland Park Home and School



Children of Courtland Park School, who with parents and teachers prepared for a French Book Fair held at the school, Thursday November 1, 1973 from 2 - 8 p.m.

Courtland park held its second French Book Fair on November 1, 1973, at the school.

Books were displayed for all ages of the elementary school, some to extent knowledge, some simply to delight and entertain.

Courtland Park School is one of several schools in the Protestant School

Board of Greater Montreal, offering the French immersion program. In answer to an interest shown and a need indicated by the parents, the principal and the French Liaison Committee of the school initiated the idea of the French Book Fair.

Remember books make ideal presents!

### Home and School New Carlisle High

On September 19 President Olive Smollett chaired out first regular meeting in the school auditorium for the 73-74 session. The meeting was very well attended by interested parents, and the teaching staff was introduced during the meeting.

Since our grades 9, 10 and 11 will be attending classes in the new polyvalent school in Bonaventure, the next meeting will be held in the Bonaventure

school so the parents can meet the teaching staff and be taken on a tour of the school. We are planning to appoint a sub-committee of parents with children attending classes in Bonaventure to look into any grievances there and bring them before our regular meeting.

Our members foresee a very busy and worthwhile season.

### Keith Home and School

Keith School held its "Meet the Teacher Night" on October 4th. The many parents were shown around the school by their children and introduced to their teachers. At the same time parents were invited to join Home and School. A warm welcome is extended to all our new members.

A petition supporting the teachers in their re-classification dispute with

the government was circulated to the visiting parents and approximately 300 signatures were collected.

A reminder about our Christmas Bazaar! It will be held on Saturday, Nov. 17 from 10 A.M. to 3 P.M. There will be the following booths — white elephant, homebaking, used games and books, children's handicrafts, games corner, and arts and crafts.

### Rosedale Home and School

To raise money to finance school activities a fashion show was held at St. Ignatius Church Hall on October 24. The Rosedale School Committee has instituted an extensive volunteer parent programme in the school. Supplies and expenses are paid for by the Home and School.

All schools in the N.D.G. 11 area are suffering from a common problem: a very high percentage of single parent families — as high as 45%. The children need more extra-curricular activities, and there are fewer parents available to help.

### Kensington Home and School

Here Home and School sponsors a lunch programme for children who must remain at school. In addition, several mothers, after taking a crash

course at the PSBGM, are assisting the remedial reading teachers giving individual help to children experiencing reading difficulties.

### Somerled Home and School

At Somerled, interest expressed by parents in answer to a questionnaire has resulted in the establishment of after school classes in Art and French.

On Dec. 8 the annual Holiday Bazaar will be held where low priced items will be available for children to do their Christmas shopping.

### Sir Arthur Curre Home and School

In response to parent interest expressed in answers to a questionnaire, an extensive programme of extra-curricular activities has been

organized: recorder, art, and leathercraft classes have been started for children, and classes in nutrition and fitness are being held for adults.

### Valois Part Home and School

The children of Valois Park School extended a special invitation to their parents to attend a "Meet The Teacher Evening". On Tuesday, September the 25th, at 8 o'clock, the school gymnasium was filled with parents and children. Mr. Edgar G. Knight, Principal, welcomed parents to the school. Mrs. Ellenor Newbigging, President of Valois Park Home and School, and Mr. James Ronback, School Committee Chairman, spoke briefly to the parents, encouraging them to become involved in both Home and School and School Committee activities.

The atmosphere of the evening was very pleasant and cordial, as children introduced their parents to their teachers and made a tour of the school with them. In one classroom parents were encouraged to paint pictures of themselves as a memento of their visit.

Home and School Executive members invited parents to dialogue with them on matters relating to Home and School Activities. Registration tables for membership were available in the main hall. Representatives of School Committee were located in the library and welcomed the opportunity of speaking with interested parents. Nominations for School Committee

were accepted and a New Committee has been formed.

The Principal, Home and School Executive, and School Committee representatives, worked together and prepared a questionnaire, which was mailed to parents, along with an invitation, a week before the meeting. The children addressed the envelopes to their parents. The purpose of this questionnaire was to discover exactly what the concerns, attitudes and interests of the parent body are in the field of education. These questionnaires will be studied, and tabulated, and used as a guide for preparing future school, Home and School, and School Committee programs and goals.

Brightly painted posters, created by ten grade 4 students, were displayed throughout the school. They depicted Home and School as viewed through a child's eyes, and encouraged parents to join H&S for their children's sake.

This evening was a highly successful event, with good attendance, and with participation by the children, Principal and Staff, School Committee and Home and School Executive.

### Port Daniel Shigawake Home and School

The first meeting of the season for the Port Daniel Shigawake Home and School Association was held in the school auditorium on September 25th. The meeting was chaired by the Pres-

ident, Mrs. Carl Hayes of Hopetown, and opened with the singing of "O, Canada." The pianist was Mrs. Ruth Court. Mrs. Carl Hayes led the meeting in the school prayer; Mrs. George

# SCHOOLS AND PHYSICAL FITNESS

BY  
Walter Mingie,  
Consultant in Physical Education, PSBGM

You hear the call! "Physical fitness should be a way of life". What are the schools doing about it?

## THE SCHOOLS ARE DOING SOMETHING BUT SHOULD BE DOING MORE!

At least most school buildings have two exercise facilities that are used constantly. They certainly are used more today with students changing classrooms every period under continuous progress or subject promotion. I refer to the facilities at each end of the building called staircases.

The purpose of physical education as stated in the course of study for our schools, is to have each student develop physically, mentally, socially, and emotionally, through activities that are predominantly physical in nature, so that each student will learn to use his abilities in a worthwhile and intelligent manner.

We believe children need daily experiences of very vigorous activity to promote optimum growth and development.

Will and Ariel Durant in an article entitled "Modern Maturity" have this to say about exercise. "Nature intended thought to be a guide to action and not a substitute for it. Thought unbalanced by action is quite unnatural. It is important to do some physical work every day for at least one hour."

The specific objectives of the physical education program in the schools under the Protestant School Board of Greater Montreal are four fold.

Firstly, to develop and maintain maximum physical efficiency.

Secondly, to develop useful physical skills.

Thirdly, to develop social maturity.

Fourthly, to develop an appreciation for wholesome physical recreation.

## THE DEVELOPMENT OF PHYSICAL EFFICIENCY

The school is interested in the overall development of the child and physical fitness or physical efficiency, as I like to call it, plays a large part.

A physically efficient child enjoys sound functioning of the bodily processes, is free from remediable defects and possesses qualities such as strength, endurance, quick reaction, speed, a sense of balance, agility, and eye-hand coordination, in short, effi-

cient body mechanics. He employs these qualities according to his age and physical condition, maintaining a balance of activity, rest, work, and recreation. A child who has defects that cannot be corrected learns to adjust and compensate for his infirmities and develops his capabilities in order to live a happy, useful life.



Folk dancing, an excellent physical fitness activity.

The school is challenged to help a child throughout his school years to develop and maintain as high a level of physical efficiency as possible.

How then, are the schools attempting to meet this objective? And I might add, that I say **attempting** purposely. I believe that no matter how physically fit or physically efficient a person feels he is, he still wants to be fitter. In fact, it is the physically fit athlete who many idolize, who probably more than others, wants to be even fitter, to run faster, for a longer period of time, to feel less tired, and to recover faster.

It is most often the child who is below average in his physical efficiency who needs encouragement and motivation. And so our physical education program is geared for all children. The teaching of fundamental physical skills such as running, dodging, gauging moving objects, and lifting, are essential to living safely and successfully. Young people find status and belonging with their contemporaries when

they are skillful in physical activities that are valued by the group.

## SOCIAL DEVELOPMENT THROUGH SPORTS

The school is vitally interested in a child's social development and through the media of physical activities a stu-

dent can find socially acceptable outlets for feelings of aggression and the pressures of living which sometimes build up. However, understanding and capable leadership are essential in making the most of the opportunities afforded during the playing of games and other physical education activities.

dent can find socially acceptable outlets for feelings of aggression and the pressures of living which sometimes build up. However, understanding and capable leadership are essential in making the most of the opportunities afforded during the playing of games and other physical education activities.

The development of wholesome attitudes towards exercise and the development of an interest in physical recreational activity is a challenge the schools are attempting to meet. A person who has acquired a fund of recreational interests, knowledge, appreciation, and skills, will be likely to include in his daily living, activities that are creative, relaxing, or stimulating.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

And so, physical education in our schools must provide many opportunities for children to gain proficiency in requisite skills so that they will accept opportunities and make opportunities to actively participate in physical activities throughout their lives.

PERHAPS THE FORTUNATE PUPILS ARE THOSE WHO LIVE A FAIR DISTANCE FROM THE SCHOOL AND HAVE TO WALK TO AND FRO TWICE A DAY, OR THOSE IN TWO OR THREE STOREY SCHOOL BUILDINGS WITH STAIRCASES AT EACH END.

The Department of Education Curriculum Services' directive calls for physical education in all grades, with a ninety minute minimum per week, for high school, or secondary school students. In the schools under the P.S.-B.G.M., both elementary and high, pupils have been having physical education classes for a great many years, in good facilities with well qualified physical education specialist teachers. Secondary 1, 2, and 3 level students presently have a physical education class every second day, under the so-called, two day cycle.

I would like to see more pupils participating in intra mural games, or recreational physical activities. Our physical education teachers are doing a good job, but what they can do is limited by the availability of time, personnel, facilities, and of course finances. The activities which teachers take after school, they do voluntarily. Rental of Community facilities cost money. For artificial rinks, schools are charged up to \$30.00 per hour, for swimming pools up to \$20.00 an hour.

What does the future hold for improvement in physical fitness amongst school children? I don't see any significant overall change unless the outlook of adults change. The Canada fitness tests sponsored by the Department of National Health & Welfare three years ago continue to provide a stimulus. This program is carried on in most of our schools and the awards are obtained at no cost to the pupils or schools.

The increased emphasis being placed by the Department of Education on Outdoor Education embodying all types of outdoor pursuits has significant implications. At the secondary school level activities such as sailing, mountain climbing, hiking, swimming, rowing, paddling, snowshoeing, skiing, and camping can be included in the school curriculum.

More emphasis is being placed on carry over or life time activities such as tennis, badminton, golf, bowling, and curling.

I think our hope for a physically fit society lies in interesting our pupils in wholesome physical recreational activities, developing positive attitudes and giving them the skills and techniques to make them feel confident to actively participate in physically challenging activities.

**DR. CLOUTIER is ready to negotiate the declassification issue...**

**... His negotiators are not.**

**We are continuing the fight.**

Provincial Association of  
Protestant Teachers  
of Quebec.



**Deadline For  
Next Issue:**



**20th December 1973**