

QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

Volume 2, No. 7

Montreal, P.Q.

June, 1965

Overwhelming Vote Favors Neutral Schools



WORKSHOP WORKS: A highly successful workshop was held at MacDonald High School in Ste. Anne de Bellevue by the West Island and Ste. Anne de Bellevue Districts. Responsible for the excellent turnout and response were, from left, Mrs. Mary Buch, Federation vice-president; Bill Stevenson, area director; John Furkis, Federation vice-president; L. Clark, principal of MacDonald High; and Mrs. J. Sullivan, area director.

92.6% of Members' Votes Favors End to Confessional Schools

Members of the Quebec Federation of Protestant Home and School Associations have come out strongly in favor of the establishment of a neutral school system in the Province of Quebec.

Almost 93 per cent of those who responded to the questionnaire in the last issue of the Home and School News indicated their support for a neutral school system.

The ballot asked members to indicate by a "Yes" or "No" whether they favored the end of the present confessional school system and the establishment of neutral schools. At press time, there were 482 "Yes" votes and only 38 against.

With this vote in mind, the Board of Directors of Quebec Federation at its June meeting gave approval to the inclusion of a recommendation for the establishment of neutral schools in the Federation's brief to the Royal Commission on Bi-Culturalism and Bilingualism.

The brief will recommend that the present confessional system be abolished and that a neutral system be established in its place. The brief will be presented in the fall.

In response to the request for members' comments on the issue a number of letters were sent to the Federation office. Like the ballots, the letters ran about 9-to-1 in favor of neutral schools.

Most of the favorable letters said that a neutral school system would do much to break down barriers between all Quebec residents. Many correspondents called for more and better French teaching for English-speaking pupils. They felt that the elimination of the religious basis of hiring teachers would make better French teachers available for English students.

Some samples of the comments by members are published on pages 4 and 5.

Teachers work with H & S Assoc. on Recruiting

The Protestant Men Teachers' Association plans to work with Home and School associations in an effort to interest parents in a teaching career for their children.

This is part of an active recruiting campaign which the Teachers will undertake in the coming year in an effort to induce high school students to enter the teaching profession.

D. Ross Firth, retiring president of the association, said at its annual meeting in Montreal this month that speakers will be sent to students career conferences which are held at most high schools every year.

He said the association will also try to get parents behind their efforts by working with the Home and School associations at the various Protestant High Schools.

The association also plans to make representations to a committee which has been established to determine the status of teachers who were trained in other countries but wish to teach in Montreal Protestant schools.

Federation Supports Headmasters on Pupil-Teacher Ratio

In the March issue of the NEWS we published a brief dealing with Pupil-Teacher Ratio which the Headmaster's Association of Greater Montreal had submitted to the Provincial Planning Committee for Education Development.

The Headmaster's Association expressed concern that the "rigid application of the 1 to 28 teacher-pupil ratio would stifle progress made over many years." They asked Federation to support their views.

After giving due consideration to the matter, the Board of Directors of Federation accepted in principal the views expressed by the Headmaster's Association, and decided to send a letter stating our views to the Minister of Education. The letter is published below.

The Honourable Paul Gerin-Lajoie,
Minister of Education,
Parliament Buildings,
Quebec City, P.Q.

Dear Sir:
We commend the Ministry of Education for their leadership and their imaginative approach to the re-organization of the educational system in this Province.

Whereas we re-affirm our former recommendation that a province-wide basis for the financing of education should be established, and anxiously await the Belanger and Parent Commissions' Reports on this aspect of their study, we consider the "Rules for the analysis and approval of 1965-66 School Board Budgets" to be an interim arrangement.

We are encouraged to find that the Ministry has already recognized, in the establishment of these rules, that there are problem areas which will require special consideration and allowances and that arrangements have already been established under which such special cases can be handled.

The Brief that has been submitted by the Headmasters' Association of Greater Montreal, among others, outlines such areas where special consideration will have to be forthcoming, in order to at least maintain the existing standards of education in certain areas of elementary education.

It is our conviction that the Ministry is most anxious to up-grade the standards of education and that due consideration will be given to requests for special allowances in cases where standards of instruction would, in fact, be lowered, if the teacher-pupil ratio basis for compensation was followed without exception.

Yours very truly,
(Mrs.) M. S. DONOVAN
President

Annual Meeting to be Held Oct. 22-23

Plans are well underway for the celebration of Quebec Federation's 21st Anniversary, which is to be marked by the Annual Meeting and Conference on October 22-23 at the Sheraton Mt. Royal Hotel in Montreal.

Mrs. Dorothy Frankel, Assistant to the President, and in charge of the Annual Meeting is hard at work with her Committee planning a special program.

While the normal business of an Annual Meeting will be transacted, there will be a number of symposiums running concurrently with special speakers on some of the more pressing problems in education today.

There will be luncheons served in the hotel on both days. The Banquet on Saturday night, October 23, will be held in the Champlain Room of the Sheraton Mt. Royal Hotel, with a prominent guest speaker.

Details of the programme will be announced in the first issue of the NEWS in the Fall.

Mrs. Frankel said that in order to take in all the events it will be imperative that local associations send a full quota of delegates, and as many observers as possible, as the programme is being geared to spark programme ideas for the local associations for the coming year, and make the average member more aware of the work Federation is doing.



WORK ON BRIEF: E. Michael Berger, Q.C. (right), Quebec Federation vice-president in charge of Federation's brief to the Royal Commission on Bi-Culturalism and Bilingualism, and William Asherman, executive vice-president of Federation, put the finishing touches to the brief. It will be presented to the Royal Commission in the fall.

CIRC. OVER
22,000

QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

QUEBEC HOME & SCHOOL NEWS is published by the Quebec Federation of Protestant Home & School Associations at 4795 St. Catherine Street West, Montreal 6. Telephone 933-8214. Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Editor is David Novak. Printing is by Les Editions du Richelieu Ltée, Saint-Jean, and typesetting is by Typographie Eclair Ltée, Montreal.

Yes to Neutral Schools

As indicated in the story on page 1 and the letters on pages 4 and 5, Home and School members have indicated their overwhelming support for an end to the present confessional school system and the establishment of a neutral school system in the Province of Quebec.

As a result of this vote, the Board of Directors of Quebec Federation authorized the inclusion of a recommendation for the establishment of a neutral school system in the brief which Federation will present to the Royal Commission on Bi-Culturalism and Bilingualism.

The vote by Home and Schoolers provides an excellent sampling of province-wide opinion on the issue. The total number of votes mailed in to Federation represents an excellent response on the part of the membership. Support for neutral schools came from all segments of the membership — from the Montreal metropolitan area and from rural areas.

By their vote, Home and Schoolers put Federation in the forefront of what may turn out to be one of the major issues in the educational revolution which is sweeping Quebec.

Montreal School Board Changes

Our Provincial Legislators are to be commended for their support of the Protestant School Board of Greater Montreal's request to enlarge the Board to 25 members to include five members of the Jewish faith. Like their Protestant colleagues, these five members will be appointed by the government.

Addition of the five Jewish members will give representation to a group that comprises over 25 per cent of the Protestant School population in Greater Montreal and that pays an even larger share of the school taxes.

The decision to include Jewish members on the Greater Montreal Board is indicative of the great changes that are taking place in education during Quebec's "quiet revolution". We believe these changes are leading to greater democracy in our educational system and can only be of the greatest benefit to our children.

School's Never Out

If any of you high school or university graduates are bidding a fond farewell to books and classrooms this month — well, don't rush it. Formal study doesn't end the day you take a full-time job.

We're not referring here to the normal, continuous learning process that any inquisitive person experiences in his lifetime; the process characterized by the old 'it's never too late to learn' truism. We're thinking rather of the new breed of 'students' appearing in many companies nowadays. They may be 20, 30, even 50. They may be studying anything from political science to mathematics to anthropology. This wave of post-schooling (with the aid and approval of employers) is a two-way exchange: the company gets a better employee; the employee should be better prepared to get ahead in his job or at least to gain a new dimension.

At Imperial, such education falls into two categories: company training on company time and outside educational courses on the employee's time with company assistance.

Last year some 600 employees took specialized company training courses, upgrading their skills in everything from management to computer operation. Approximately the same number of Imperial people took courses under the company's eight-year-old educational refund plan.

The refund-plan courses must be related to the employee's work and/or be in the company's interest, and must be given by a recognized school, university or equivalent institution. They can mean polishing up one's particular field of knowledge, such as geology, business and economics, corporation finance or mercantile law. The courses can lead to a recognized degree or certificate. Imperial people have studied everything from French to Film: The Medium and Its Technique; anthropology to psychology; political science to English literature. When an approved course is successfully completed, Imperial refunds two thirds of the cost.

Continual learning is essential. 'A person's silk can become obsolete within his own lifetime,' Trevor F. Moore, a vice-president and director of Imperial Oil told a Montreal audience this year.

Reprinted from Imperial Oil Review, June, 1965



The Editor's Notebook

Summer is upon us and we naturally turn our thoughts away from education and Home and School problems.

However, I believe that those in positions of responsibility on the local association level have a duty to their membership and to the children to take some time out during the summer to plan an aggressive and interesting program for the upcoming season.

Another task that local association officials should undertake this summer is the selection of delegates to the Federation annual meeting which is being held in October this year. As you can see from the story on page 1, it is imperative that every association have its full representation at all sessions of the conference.

At the provincial level, Federation officers and committee chairmen will be busy this summer planning for next year.

Conference arrangements must be completed; two new Home and School publications, one on programming and another dealing with membership, will be issued this summer; the brief to the Royal Commission on Bi-Culturalism and Bilingualism will be submitted; an intensive public relations program will be developed and started; committee chairmen will plan programs for next year, etc., etc.

Aim of all this work is to revitalize the image of Home and School, Quebec Federation and the local associations have played, are playing and will continue to play a vital role in the educational life of our Province. However, greater effort is needed to get our message over the grass roots.

Officialdom already knows of the importance of Home and School, as witness the large number of Home and Schoolers who are sitting on provincial and local planning committees set up by the Government.

On page 1 there is a story of how the Protestant Men Teachers' Association plans to enlist the aid of local associations in their recruitment campaign. And at the last Federation Board meeting, a representative of the Headmasters' Association stated that their group needed the support of Home and School to get across their point in the discussion of pupil-teacher ratios.

Government and the educational associations realize our importance and value. Now it's up to each local association to communicate it to the grass roots. Federation is there to help, and will help. But only an effective local program will do the job.

That's 30 for now. Have a good, safe summer.

Hard Look Given Quebec English Education Rights

By Gordon Pape

(Reprinted from The Gazette)

Then men who hold the reins of power in Quebec are becoming increasingly troubled by the extensivso education rights enjoyed by the province's English-speaking minority.

Both Premier Jean Lesage and Education Minister Paul Gérin-Lajoie have referred pointedly on more than one occasion to the sharp contrast between treatment accorded to the English in Quebec and the French elsewhere in Canada by their respective governments.

While there has been no overt threat to deprive English-speaking Quebecers of the rights they have enjoyed for more than a century, a new soul-searching is going on in Quebec City as to whether tolerance here will really beget tolerance elsewhere.

There appears to be a school of thought within the Government that a crackdown, or even a threatened crackdown, on English rights here could hasten the day when French-Canadians in other parts of the country will be able to send their children to state-supported schools which provide instruction in their own language.

This theory is a long way from becoming official Government policy, and probably will never reach that stage as long as moderates like Premier Lesage hold power.

But it can be easily detected just below the surface, and occasionally bubbles to the top in off-the-cuff remarks.

One of the most significant of these was a remark made by Premier Lesage last month which passed almost unnoticed.

Receiving a group of federal civil servants in his office, the Quebec Premier said at one point: "I don't see why we should treat our English minority in Quebec like we do, if other provinces don't give equal treatment to French-speaking minorities."

It was only a casual statement — but it reflected a train of thought that is current in the provincial capital.

A few days later, while laying the cornerstone for Sir George Williams University's new building in downtown Montreal, Mr. Gérin-Lajoie took up the theme and amplified it.

"They (English Quebecers) can make an important contribution by helping French-Canadians outside Quebec to get the same educational opportunities that the English-speaking minority enjoys in this province," he said.

"Quebec will continue to offer what we think is an example of the kind of equal opportunity other regions of Canada should offer to all French-Canadian minorities."

There was no threat, not even a hint of one, against the Quebec English in the minister's speech. But there was a very strong suggestion that the time had come for them to adopt an active approach to the problems of French-Canadians elsewhere.

The Government's concern with the problem of educational injustices was nowhere more clearly demonstrated, however, than during hearings before the House Private Bills Committee on tax-sharing measures presented by the Protestant School Board of Greater Montreal and the Montreal Catholic School Commission.

Premier Lesage was clearly shocked by the demands of the Protestants — and said so in no uncertain terms. He accused the Protestant board of grabbing for far more than its rightful share and angrily suggested that it should show its bill to some of the other provinces.

"They'll be scandalized. They'll drop out of Confederation immediately," he said. "If such a bill had been presented by the Catholics in Saskatchewan, what would have happened?"

"The would have been sunk," Protestant lawyer T. P. Howard admitted, and the Premier sarcastically agreed.

Even after a compromise had been worked out between the two school boards, Mr. Lesage could hardly have been termed happy.

"The majority will again give the minority more than it is entitled to, while elsewhere except maybe in Ontario and New Brunswick, the minorities get nothing," he remarked.

A few moments later, the Premier picked up the theme of appealing to the Quebec English to adopt a more aggressive approach in pressing for French-Canadian rights in other provinces.

"I hope that the English-speaking Quebecers will be our ambassadors to the majorities in other provinces to help us make them understand what real fairness to the minorities in a given region is," he said. "We count on you for that."

Mr. Gérin-Lajoie touched on the same theme during the discussion on giving Jews representation on the Protestant board raising the fear that Quebec tolerance might be interpreted as a sign of weakness elsewhere in Canada.

"I hope that the manner in which Quebec treats its minorities will not be considered elsewhere in Canada as a demonstration of naivete on our part, but rather as an example which we would like to see followed outside of Quebec," he said.

Legally, Quebec's English-speaking population has nothing to worry about. Its language and education rights are fully guaranteed in the British North America Act, and could not be changed by unilateral action on the part of the Quebec Government.

But morally, Government leaders are putting the pressure on the Quebec English to recognize that they occupy a privileged position in relation to French minorities elsewhere.

There may be no immediate threat. But the sense of outrageous injustice is growing and unreasonable demands such as those made by the Protestant School Board before the House committee only serve to fan the flames.

Operation 55 And Protestant Education Outside Greater Montreal

Operation 55 is the name of a vast undertaking that was launched by the Minister of Education last September. Its object was the regrouping of several hundred local boards into 55 larger units of administration called: "Regional School Boards".

As of this date, some 55 Catholic Regional Boards have been legally constituted, and some 9 Protestant Regional Boards have either been formed or will be, before the end of June. Success then, in the formation of larger units of administration, has been such that the name "Operation 55" has become a misnomer.

The formation of a regional board, however, is but a means to an end. This end is the regrouping of resources within a geographical area to provide better secondary school services than would otherwise be possible under the administration of small local school boards.

Paradoxical as it may seem, larger units of administration are essential if we are to give each high school pupil the individualized program that he should expect from his school.

Regional school boards are to provide high school education. In addition to the traditional offerings in so-called "general subjects" however, regional school boards are to become progressively responsible for a large share of vocational training at the secondary school level.

Network of Educational Services

Even in its traditional role of dispensing general education only, the average high school with a small student population had found it economically impossible to offer more than one, two or, perhaps, three options to local student. Such a limited program is probably the greatest single cause for the high drop out rate of students in our high schools.

To this day, in this Province, approximately 60% of the Protestant students who enter Grade I leave school before they have completed Grade XI.

Under the regional school boards then, it is our objective to have such a network of high school educational services that every student, regardless of his aptitudes and vocational interests, may receive adequate schooling.

In order to add vocational training to our programme, we must think of composite high schools. A composite high school with a satisfactory range of options cannot be operated economically with three or four hundred students only. The Parent Commission suggests that such a new-type high school should have a student population of approximately 1200. In some of its recent publications, the Department of Education indicates that 1500 students would be even more desirable.

Broader Range and Options

You will quickly realize that such population requirements can be a cause of anxiety and difficulty to the Protestants who are thinly distributed over most parts of this Province.

As you probably know, approximately 75% of all the Protestant pupils are concentrated in the Montreal Metropolitan area. There lies the challenge to Protestants for the provision of efficient composite schools outside the Montreal Metropolitan area.

Let me state, at this point, a personal opinion concerning Operation 55. It has not created any new problem as far as Protestant schools are concerned. Rather it has focused attention on problems that are inherent to our small high schools and their limited academic course of study. Operation 55 has brought a much-needed sense of urgency for the reorganization of Protestant administrative units,

For a number of years, our Teachers Association, our School Boards Association, our Home and School Association and the Department of Education have agreed that our current limited academic program is inadequate to serve the total high school population.

For many years, these groups have advocated not only a greater number of academic options but also the inclusion of vocational training in the high school program. This they all agreed was a fundamental reform needed to reduce our alarming and wasteful drop-out rate in our high schools.

Such a reform, however, could not be brought about as long as our individual high schools remained limited in their population. It was just not economically feasible to offer options with an enrolment of two, three or four students per subject.

Moreover, good schools are dependent not only on adequate financial resources, but also on a good supply of competent teachers. Obviously, we could not hope to multiply the options in our high schools and thereby cause a still lower ratio of pupils for each qualified teacher.

Even under our present high school program, limited as it is to academic courses in most places, there are more than 400 persons teaching in the Protestant schools of this Province without professional qualifications.

Regional Boards and Pupil Population

I mentioned earlier in my remarks that we anticipate a total of nine Protestant Regional Boards. The total Protestant school population as of last September totaled 126,000 students from kindergarten to grade XII inclusive in this Province. Of this number some 115,000 reside either in the territories of these nine Regional Boards or that of the Protestant School Board of Greater Montreal.

Some 10,000 students, then, are dispersed throughout the Province in school municipalities which due to their geographical location cannot be part of regional boards.

I am referring to such areas as that of Lake Saint John where over the whole of the territory there is a total of 400 high school pupils. A similar situation occurs in the Saint Maurice Valley where Three-Rivers, Shawinigan, Grand-Mère and La Tuque have between themselves no more than 400 high school pupils.

Greater Quebec itself is a marginal area. To the best of my knowledge, the population forecast of the Quebec Planning Committee indicates that there will be a high school population of approximately 700 by 1971. There are now some 500 pupils attending Quebec High School — an insufficient population to warrant a composite high school offering a broad range of vocational and academic subjects.

The educational welfare of each of the 10,000 Protestant students outside the larger units of administration, however, is no less important than that of their fellow students. The concern which motivated the formation of regional boards is applicable to those students living in very thinly-populated areas. Somehow, each student, regardless of his residence and his aptitudes, must have access to the educational services he requires.

Problems to be solved

What possibilities then exist for Protestant pupils where they are in such small numbers?

One suggestion that has been considered in a few areas is that there be some form of cooperation between the local Protestant School Board and the local Catholic Regional School Board. Such cooperation might lead to a common usage of joint facilities, such as all the local English-speaking population, Catholic as well as Protestant. If acceptable, such an arrangement might be a partial solution to the overall problem.

Another possibility is that the local Catholic composite high school open its vocational facilities to the Protestant school population. Such arrangements, or adaptations thereof, may offer the greater promise of solution to the thinly-distributed Protestant school population.

In view of the confessional nature of our schools, however, cooperative ventures may not be too easy of implementation. What administrative and operating arrangements are necessary under such schemes to maintain the confessional character of our schools? What makes a school Protestant? Is it the religion of its pupils? Is it the course of study? Is it the religion of its teachers? Is it the legal status of the school board itself? Or is it a combination of several such factors?

Address delivered by Mr. L. G. Perras, Associate Director General, School Organization Branch, Department of Education, at a conference of the Association of Protestant Teachers of Quebec City and District, on Saturday, April 24, 1965.

Possibilities for Cooperation

The situation and circumstances differ somewhat in each of the areas where Protestant and Catholic school boards are considering the possibilities of cooperation. This being the case it would seem futile and restrictive to try to work out a single formula which would be applicable in all cases.

In some instances, the school boards concerned have asked the Department of Education the precise terms under which cooperative ventures by Catholic and Protestant boards would be acceptable. It may have been rather frustrating to them when no pat formula was offered. In a matter as fundamental as our children's school life, it would probably be an illusion to expect that a satisfactory arrangement is merely the result of legal references. Rather, the community concerned and all those who would be involved in such cooperation must work out the details of an arrangement which best satisfies their own requirements. Agreements, I suspect, would not and could not be the same from one region to the next.

Regional Planning Committees

At this stage of Operation 55, there is good reason to be optimistic about cooperation between Protestant and Catholic population where such cooperation is desired by both groups. In fact, some preliminary plans are emerging in areas where the dialogue has been going on between the local Protestant and Catholic representatives.

I have dwelt at some length on the possibility of cooperative ventures in areas of thin Protestant population distribution. I have also emphasized that part of Operation 55 which deals with the formation of Regional School Boards.

There are other aspects, however, which must not be left unmentioned. Under the terms of reference for Operation 55, each regional school board was given

as its first task the formation of a local regional planning committee.

This planning committee, it was suggested, should be appointed by the regional board and its membership should include representatives of the various local groups which have a direct interest in the educational welfare of the community.

The task of such regional planning committees, though not easy, is an essential one. In order to plan effectively, it is necessary to take stock of the available resources in facilities as well as in pupil-personnel. Consequently, each planning committee has made an inventory of the school facilities in the community.

Similarly, with the assistance of advisors from the Department of Education, it has also established its current pupil-population and forecast the number of young people that would require educational services until 1971.

Given this basic information, it is then a function of the planning committee to make recommendations as to the use that can be made of existing facilities, as well as the additional facilities that will be required before the end of 1971. As you may well imagine, one of the most ticklish responsibilities of the planning committee is to recommend the general location for the new school buildings.

Some reports received

The Department of Education has already received a few reports from regional planning committees. Indications are that all the committees throughout the Province will have completed their work within the next few weeks.

The last phase of Operation 55 will consist in implementing the approved recommendations of all these committees. It is anticipated that this will result a gigantic \$300,000,000.00 school-building program.

You will probably agree with me that Operation 55 is an awesome undertaking. The stakes are high: the education of our children. The very future of our young people hinges on its success.

Regional School Plans Ready Soon

The Department of Education expects to receive all the plans for regional school facilities within the next few weeks.

Following approval of these plans, the regional boards will begin the fifth stage of Operation 55: that of preparing school specifications (devis pédagogiques). This task will devolve mostly upon the directors general of regional school boards assisted by their school construction committees.

School specifications represent the complete data required to determine and describe the educational purposes to be served by a projected school building in regard to the various student groups which it will accommodate and the activities in which they will engage.

Such information includes details concerning the organization of the curriculum, group timetables, teaching areas, and a description of the educational purposes to be served by these areas.

When these school specifications have been completed, the regional board forwards the whole for study by the Directorate of School Organization. They are then transmitted to the Directorate of Buildings and Equipment which translates these pedagogical requirements into terms of physical needs.

Architects and engineers are, thus placed in possession of precise data for the preparation of plans and specifications — the sixth stage of Operation 55.

Members Comments on Neutral School Question

The letters on this page provide a cross sample of many of the comments which were forwarded to Federation in response to the Neutral School Question in the last issue of "Home and School News".

As with the coupon replies to our question, the letters ran about 9 to 1 in favor of the establishment of neutral schools.

As the letters were sent as personal comments rather than as "Letters to the Editor", we have not published the names of the writers. We have simply published the letters to give Home and School members throughout the province a sampling of the opinions of some of their fellow members.

FOR NEUTRAL SCHOOLS

Dear Federation :

"Yes, yes, a thousand times yes."

Furthermore, I would like to see alternate instruction in the English and French languages. In this way our children would automatically become bilingual. Political considerations aside, this would result in an enriched cultural background.

I would like to see French language instruction given by teachers whose mother tongue is French. I do not feel that my child will be polluted by receiving instruction in French from a person who is not of the Protestant faith.

At the present moment there are about 400 French-Canadian teachers qualified to teach French in our schools, but they are rejected because of their religion.

Naturally a conversion to neutral schools will solve this problem, as well as a myriad of others.

Montreal

Dear Federation :

Bravo for your initiative on the neutral school issue.

May I suggest that one of the most important reasons for doing away with the present confessional system is the "segregation" of teachers. Both groups are often deprived of the "better" teachers (particularly where language is concerned) because of the religious barriers. Let's do away with them and modernize our school system.

I believe it will go a long way to improve French-English relations in the long run — for knowledge and knowledge only can overcome prejudice and grudges on both sides.

Montreal

Quebec Federation :

Yes, I am in favour of a Neutral School System.

After giving this much research and thought, my emphatic convictions are that a confessional school system leans towards the denial of the individual's basic right to his religious belief, and to the interpretation of his religious convictions.

Religion is not the responsibility of a school, but of the parents and their denominational church or synagogue.

There are distinctive universal moral and ethical ideals which the grade school can impart to children, without religious overtones, but rather with an eye towards the responsibility of the individual.

Furthermore, a separate school system fosters an unhealthy egoism. Jewish children, whose parents must by law pay school taxes to a Protestant School Board, and subject their children to Christian indoctrination, carry an understandable conscious or unconscious feeling of alienation. The religion one chooses for his young child to study should be the choice of the family, not the school.

Montreal

AGAINST NEUTRAL SCHOOLS

Quebec Federation :

May I first of all draw your attention to the British North America Act dealing with education in the province of Quebec, sections 1 & 2.

"(1) Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union;

"(2) All the Powers, Privileges, and Duties at the Union by Law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of the Queens Roman Catholic Subjects shall be and the same are hereby extended to the Dissident Schools of the Queens Protestant and Roman Catholic Subjects in Quebec."

Now whilst I have no desire to frustrate the demands of those who wish to see a neutral school system established within the province, I do object most heartily that the present system should be "done away with" in accordance with a minority who would wish to see their views imposed upon all.

The non-Christian and unclassified groups compose a total of 2.3% of the population. This could hardly be called a large minority. However if there are nominal Christians who wish to join this small minority in the setting up of a neutral school system within the province, with all the rights and privileges of the existing school systems, than one must not deny them this right. A neutral school

Quebec Federation :

We congratulate Federation on its initiative in taking a stand on this most vital question.

We strongly support a Neutral school system because :

a) The present system is archaic and represents an antiquated arrangement originally established to foster division and separation of the indiginous groups in Lower Canada almost two centuries ago;

b) The present system divides the population artificially and fosters misunderstanding and animosity in young people at their most formative years;

e) Only a Neutral school system represents a working, democratic school system. Such a system will permit children of all faiths to learn to play and work together and will undoubtedly lead to better understanding amongst the future adult generations;

d) The so-called Protestant system is not Protestant at all. It does not represent the varied distribution of faiths in the non-Catholic community;

e) Separation of Church and State is a democratic goal sought after by all democratic social movements;

f) The teaching of religious subjects is a personal matter and should be carried out by the parents or by the church of the parents choice;

g) It is undemocratic to tax the population for the purposes of indoctrinating the children in ideologies not necessarily those of the parents.

Montreal

Quebec Federation :

I am in agreement with the idea of a neutral school system. I believe that this kind of a system will tend to raise the standard of education and will once and for all end the question, "Who is the better qualified student, the one from the Protestant Schools or the one from the Catholic Schools?"

This type of system would also, in my opinion, tend to lessen the widening gap between the French and English population in Quebec by placing the people of both groups in a closer proximity and thus encourage a better understanding of each other and better co-operation with each other.

However, before this idea is acted upon I would like to suggest that a "new" course be devised that would give the student of such a system an understanding of the moral and religious convictions of other creeds. For surely, no one can study the great people of ancient times or modern times without referring to their convictions, both moral and religious, to grasp and understand the reasons they acted the way they did. In conclusion I think that this is a deficiency in todays grade school History course.

Magog

system however must not be set up if it in turn wishes to deny the Rights and Privileges of the two present school systems.

Montreal

Quebec Federation :

A black or white answer to your question is impossible in the form in which the question is phrased.

If you had added "in Quebec" then my No answer is 100 per cent accurate. Elsewhere in Canada I would be inclined to answer yes.

With a predominately Catholic population in this province dominated as it has been for generations by the Catholic Church in the field of education, no thinking non-Catholic would be in favor of a neutral school system.

For the Protestant educational system to permit itself to come under a neutral school system is, in my opinion, synonymous with saying that the Catholic school administration will dominate our educational system.

A strong Protestant system leading the path in the Quebec field of education, as it has, will continue to be a much more important influence than if it becomes submerged in a neutral system.

Until promises become realities, there is no basic reason for our Protestant to join with its Catholic contemporaries.

Westmount, Que.

Family Life Report

by Mrs. Mary Kucharsky
Chairman, Family Life Committee

The Family Life Committee was very active this past year with members busy on many fronts.

Family Life programs with discussion leaders from the Family Life Education Council were held at 30 schools during the year, while 40 associations used family life films from the Provincial Film Library at MacDonald College.

Material on how to start and maintain a Family Life Library plus a revised list of recommended pamphlets, books and pocket books, and where they are published was sent to all associations. To date, seven additional schools have started these libraries.

The Family Life Committee sent letters to Mr. Charbonneau, chairman of the Commission on Elementary Education, and Mr. Savard, chairman, Commission on Secondary Education, commending the emphasis placed on Family Life education and health in the second Parent Commission report.

Pamphlet Project

In 1965 the hospital pamphlet project became a subcommittee of the Family Life Committee to act as a resource and liaison for the volunteer departments running pamphlet projects in the hospitals. The chairman is Mrs. K. Gross with Mrs. A. Naimark, Mrs.

A. Kirsch, and Mrs. M. Rabinovitch forming the sub-committee.

The Pamphlet Project at the Jewish General Hospital increased its volunteers to twelve. These women work a full day each week in the clinic. The head of the volunteer department is Mrs. Parker.

At the Queen Elizabeth Hospital, two volunteers are running this project and making pamphlets available at all times to patients waiting in the clinics. The head of the Volunteer Department is Mrs. Bulmer. The Family Life Education gave a training course to all volunteers consisting of two sessions, one on the family and one on the type of people who would be receiving the pamphlets.

Mrs. Gross prepared a sound slide presentation to show how and why this project began and how it has been received by the hospital and patients.

An invitation from the Quebec Association of Directors of Volunteer Service was sent to the chairman to show the slides at their annual meeting at the Verdun Protestant Hospital on June 10.

Pamphlet lists were revised this season, and a general plan for the pamphlet project in hospitals was written and issued to all Directors

of Volunteers together with the new pamphlet list.

A letter was sent to Miss Françoise Caisse, Assistant Director of the Quebec Hospital Association asking if they would sponsor a pamphlet on Sex Education for Boys, as this type of information is lacking in the pamphlets available.

Exceptional Children

In November of last year, Mrs. Buch suggested that the Family Life Committee form a sub-committee to investigate the situations existing in regards to the education and training of the handicapped child. During the past two years, the Family Life Committee has been attempting to keep abreast of developments in the fields of emotional disturbance and retardation. It was decided to expand this to a sub-committee with representatives from about seven groups, societies and organizations dealing with; Low vision, oral deaf, emotional disturbance, retardation, etc., letters were written, and meetings held. Co-chairmen of the sub-committee are Mrs. Bert Hyman and Mrs. Jake Taylor.

After some time it was felt that as a nonprofessional group, we could make a contribution by publicizing the needs of the various handicapped children in the province. We have read various briefs which have been, and will be presented to the Ministry of Education. There is no doubt in our minds that this is a highly complex problem, and needs a great deal of study on a continuing basis.

We would suggest, therefore, that this be made into a regular continuing committee of Quebec Federation of Protestant Home and School Associations, and enlarged to include representatives from groups dealing with all mental and physical handicaps, i.e. epileptic, motor visual, cerebral palsy, etc.

We feel that although there are many shades to the various needs, certain basic needs exist for each and every group of handicapped children, and through Home and School each may become more aware of the others. In this way we feel that we can make a contribution to the membership of Home and School.

Leaflets Available Free

The leaflets listed below are recommended by the Family Life Committee. They are available FREE and IN QUANTITY by writing to the addresses given.

For additional information concerning these leaflets, contact Mrs. Pauline Cross, 118 Finchley Road, Hampstead. Telephone HU. 9-9471.

Information Services Division Dept. of National Health & Welfare Ottawa, Ont.

Baby Talk
Thumb Sucking
Sleeping Habits
Bed Wetting
Destructiveness
Discipline
Obedience
Jealousy
Temper
Fear
Lying & Stealing
Shyness
Nervous Habits
Stuttering
Preparing your child for School
Preparing your child for Hospital
Building Self-Confidence
Pocket Money
Adolescence
Young Adult
Mental Health
The Later Years
Sex
Parent Education

Anne Gilbert, Director of Information Johnson & Johnson 2155 Boulevard Pie IX Montreal 4, Que.

How shall I tell my Daughter
Growing up and Liking It

Metropolitan Life Insurance Co. Canadian Head Office Ottawa 4, Ont.

Preparing for Parenthood
Your Baby
Understanding your Young Child
A. B. C. of Childhood Disease
Caution, Babies Learning
6-8
9-12
Your Teen Years
Emotions and Physical Health
Living a Man's Life
Mothers at Work
Menopause
Stress
Food for the Family
How to Control Your Weight
When our Parents get Old
Understanding your Teenager

Sun Life Assurance Co. of Canada 218 Sun Life Building Montreal, Que.

The Pre-Schooler
You Can Get Higher Marks
Fit Fat Fad
What about Technical & Trade Schools
So you're going to College
Why Stay in School
How to get more fun out of School
Sports Tips for Teenagers
Scholarships and Bursaries
Why Study the Sciences
The Value of a College Education

Plan Annual Meeting



Mrs. Dorothy Frankel, assistant to the President of Quebec Federation and in charge of the Annual Meeting (right), and Mrs. Pamela Keddall, executive secretary of Federation, go over plans for the Annual Meeting which will be held in Montreal at the Sheraton Mt. Royal Hotel next October 22-23. (See story page 1).

More Support for Neutral Schools

Quebec Federation:

I am in favor of establishing a neutral school system. I would like to see all the present confessional public schools abolished and replaced by a system similar to that in the United States where it is guaranteed by the constitution.

As we have no such guarantee, I feel the least we can hope for at the present time would be the establishment of neutral schools alongside existing confessional ones.

These new schools should provide instruction in both Canadian languages. All parents should be eligible to send their children to these schools whatever their religious affiliation. At the moment the few French Protestant schools that exist are restricted to the children of parents of French origin.

I feel a fully bilingual and bicultural education unencumbered by prejudice or dogma should be the birthright of every Canadian.

Montreal

Quebec Federation:

I feel very strongly that our schools should be neutral.

I happen to be a Christian and belong to one of the Protestant denominations. I think it is just because I am a Christian that I feel so strongly on this issue. I believe that the teaching of religion should be the responsibility of the parents first and if they fail and wish their organized church to take over then they may choose to do so, but never is it the responsibility of a country or province. The only responsibility of government at any level is to ensure freedom of religion.

This does not mean that I believe religion should not be taught in school. Just as history and geography are essential parts of a good education, so I think is a knowledge of religions, that is a study of all religions (and their history).

Grand-Mère



AT THE NATIONAL CONVENTION: Quebec Federation delegates to the Canadian Home and School and Parent-Teacher Federation annual meeting in Vancouver this month meet with A. J. Sands, President of the national body (extreme left) and Dr. S. R. Laycock, Hon. President (extreme right). Quebec delegates are, from left, Mrs. Dorothy Frunkel, assistant to the president of Quebec Federation; William Asherman, executive vice-president; and Mrs. Sandra Donovan, President of the Quebec Federation of Protestant Home and School Associations.

Children's Reading Program Approved As Home & School Centennial Project

At a history-making annual meeting in Vancouver this month, the Canadian Home and School and Parent-Teacher Federation endorsed plans of its Executive to collect and spend \$100,000 in honour of Canada's 100th birthday in 1967.

John Fisher, Centennial Commissioner, travelled to Vancouver to be at the launching of this program. He congratulated and thanked the Federation for this wholehearted support of the Centenary explaining that, while all levels of Government were undertaking ambitious 1967 Projects, the idea of a national celebration would lose most of its meaning without the enthusiasm and active support of private groups and individuals.

It was of great encouragement that the 270,000 Home and School and Parent-Teacher members had pledged massive personal involvement to honour the country's first 100 years.

The Federation's main Centennial effort will be a program to make parents realize the need to improve the reading habits of Canadian children. Special emphasis will be put on the educational needs of Indian children.

A. J. Sands, Shelburne, Nova Scotia, presided. Speaking of the Centennial plans he said: "The great value of this program we are undertaking to honour our country is that it will develop throughout our huge organization a greater sense of unification, a sense of oneness, a sense of deeper satisfaction in working together."

"Whether or not we are able to develop across Canada a greater realization of the cultural and material advantages that come with good reading habits; whether or not we can make any significant contribution towards a solution of the troubling needs of our Indian citizens...

"1967 will find us more a national federation working unitedly for the good of children, and less a collection of individual Home and School or Parent-Teacher Associations and Provincial Federations, with local and regional interests that overlook the national needs."

The Annual Meeting also considered many resolutions and recommendations that had come up from local Associations by way of Provincial Federations.

Action taken included decisions to:

Press for establishment of a national health plan;

Urge the federal government to allow as a deductible expense for income tax purposes, all tuition fees at institutions of learning beyond public or high school;

Take action to dissuade parents from letting their children have war toys, or Do-it-Yourself Horror Kits;

"Bring all possible pressure" to eliminate, during children's viewing hours, all TV programs showing objectionable elements of crime, violence and liquor;

To continue with efforts to get the Government to study the possibility of establishing a World University, "devoted to the arts of peace." This is a suggestion that was made in 1936 by James Conant, and in 1960 by ex-President Eisenhower, but has since lain fallow;

To work towards setting up in Ottawa a "Confederation Education Building" that would house national voluntary organizations concerned with education.

Hector Elected National V.P.

Bob Hector, a vice-president of the Quebec Federation of Protestant Home and School Associations, was elected Central Area Vice-President of the Canadian Home and School and Parent-Teacher Federation at its annual meeting in Vancouver early in June. He will be responsible for National Federation activities in Quebec and Ontario.

A. J. Sands of Shelburne, N. S., was re-elected to his second term as president of the National Federation. Other officers elected were C. H. Linn of Lethbridge, Alta., Western Area Vice-President, Ray Thompson of Saint John, N. B., Eastern Area V.P.; and C. V. Madder of Winnipeg, Man., treasurer.

Born and educated in England, Mr. Hector joined Quebec Federation after many years of Home and School activity in Ontario.

He has had experience and held office at all levels of Home and School; local association, area council, district and provincial. And now he will add to his service on the national level.

A staunch advocate of leadership training and effective public relations, Mr. Hector has served as chairman of several committees in dealing with these matters. He has also lectured to numerous associations on leadership and public relations.



BOB HECTOR

In Quebec, he is a member of the Briarwood Home and School Association. At the provincial level he served as assistant vice-president of leadership, and is vice-president at large of Federation in charge of South Shore, Richelieu Valley and Chateauguay Valley areas.

Challenge and Opportunity

Excerpts from the presidential address by A. J. Sands to the Annual Meeting of the Canadian Home and School and Parent-Teacher Federation in Vancouver this month.

Let us take a quick look at the major issues in education in Canada today. Let us examine them in the light of our interests and abilities. Let us ask ourselves whether these issues, individually or collectively, can keep us busy; whether they can be sufficient challenge to our desires and aspirations; whether they can make up a program worthy of our time and efforts.

MAGNITUDE OF CANADIAN EDUCATION

One of the major problems facing education in Canada is the size and extent of our country. Our population is concentrated in a narrow band a few miles wide and thousands of miles long — from ocean to ocean. We have dense concentrations in a few urban areas and a few people scattered over thousands of square miles. We have two major language groups and thousands whose native tongue is neither English nor French. In a country of only 18 million people we have a dozen separate and independent educational systems.

EQUALITY OF OPPORTUNITY

In the midst of all this size and diversity, how are we to provide equal educational opportunity for every child? For this, certainly is our goal. We have not achieved our purpose so long as the quality of our child's education is dependent on where he lives, the language he speaks, or the color of his skin. Surely one of our greatest challenges is to provide equal opportunity for Canadian children wherever they are or wherever they live.

EDUCATIONAL FINANCE

Closely allied to this is the problem of financing our educational program. Education is becoming our biggest business. It costs us more than two billion dollars a year. Or rather, I should say, we invest more than two billion dollars a year in our children through our educational systems.

And here, too many gross inequities exist. One province spends three times as much per pupil as another on public and secondary education and yet find that they are spending only half the proportion of their personal income for this purpose. Some provinces have devised schemes to compensate for differences in taxation sources within the province but there are still wide discrepancies from one part of the country to another.

FEDERAL AID TO EDUCATION

Surely the only way to remedy this situation is through assistance from the central source — the largest collector of taxes — the Federal government. But here we encounter the century old obstacle of constitutional rights — the British North America Act, and the older conviction that he who pays the piper must call the tune.

We don't believe that this needs to be so. Since 1949 we have been urging the Federal government to help in equalizing educational opportunity across Canada by providing financial aid for Education, without infringing on provincial autonomy. We believe that this is possible. We believe that this country has the ability, if it has the desire, to provide equal opportunity for all of its children.

Here is another challenge for us — for our own organization. Have we really investigated this problem? Have we suggested practical ways in which it could be done? Or have we been content to re-confirm our stand year after year and leave the method to someone else?

INDIVIDUAL DIFFERENCES

Another glaring need in most of our country is provision for individual differences among children. Our children are geniuses and they are retarded; they are artisans and they are thinkers; they may be singers, artists, craftsmen, statesmen if they are given the opportunity to recognize and develop their interests and abilities. But many sections are offering only one choice of secondary education. Students are forced to take certain courses simply because there is no alternative.

In some cases there is a second or even a third stream available but many are handicapped because of insufficient choice of flexibility in the educational system. The slow learner is forced to attempt to keep up a learning rate beyond his ability and the brighter student becomes bored and frustrated by a pace geared to the average.

If we are to capitalize on the intellectual potential of our children we must be prepared to adapt our system to their interests, their abilities and their rate of learning. Your youth are our greatest resource — the future depends on them. We cannot afford to waste their capabilities for the sake of uniformity or simplicity in an educational system.

EFFECTS OF AUTOMATION

Not only must we consider the individual needs of the student but we must look at the demands of our economy. Automation and cybernation are revolutionizing the employment field. Jobs are appearing and disappearing at unbelievable speed. We are told that half of the children now in the first six grades will work at occupations which do not exist today. The average worker in industry must expect to be retrained for new jobs at least two or three times in his working life.

VOCATIONAL-TECHNICAL TRAINING

Recently we have suddenly become aware of the great dearth of technical and scientific personnel. The Federal Government has stepped in with offers of financial assistance for vocational and technical training. Millions of dollars are being spent in a crash program to provide for the demands of business and industry. But the erection of specialized schools has far outstripped our ability to staff them with trained and competent teachers. Some organized system must be developed, and quickly to provide the quality of education demanded in these schools.

And what is perhaps more important we must provide guidance for the young people who have to decide which course to select. Our school systems must be able to help the students identify their own interests and abilities and familiarize them with the opportunities at their disposal.

Recognizing the need for guidance counsellors in our schools, we have made representations to the Federal government to provide emergency funds for their training. We must continue to press for this service as an adjunct to the increased opportunities in the vocational and technical field.

These are only a few of the major issues in the field of education. We could elaborate on the necessity for second language instruction, for reducing or eliminating the variations in grade structure from one province to another, for clarifying the requirements for university entrance across Canada, for more adequate library facilities.

(Continued on page 7)

From the Gravepine

Every year about this time a number of reports on the activities of the local associations come into the Federation office. We have selected some of the more interesting and unusual items in order to give associations throughout the province an idea of what other associations are doing to stimulate membership and interest.

Chelsea Home and School Association, one of our smaller associations situated in Western Quebec, has 53 mem-



bers. Apart from the usual events of a skate exchange, a concert to raise money for musical instruments for the school, and the maintenance of an ice rink, this active association had very well attended meetings on Education in Quebec.

Panellists were G. K. Amos, School Inspector of the Dept. of Education; E. Peach, Supervising Principal of Aylmer High School; Alonso Frenette, Principal of the Hull Technological Institute; J. N. Brough, Guidance Counsellor; and Collin Chisholm, representing the local school board.

A demonstration of the new physical education program arranged by Mrs. John McKinley, the school's physical education instructor, and a film, "Mathematics at your Finger Tips", were also viewed by members.

Chelsea Home & School is also sponsoring one of its members to work on the Ottawa Valley Regional Planning Committee of Operation 55. The Principal of the school is Mr. R. W. Saint Pierre.

Edinburgh Home & School Association in Montreal has also had a most successful year. Their Book Fair netted \$1279.00!!! which enabled them to buy 685 books 80 per cent of which were returned to their school library. They have also sponsored early morning remedial French classes, and after-school extra-curricula classes.

We hear that Hillcrest Home & School Association of Chomedey was the sponsoring group behind a big bilingual bicycle rodeo held June 12. The enterprising Safety Chairman of this group invited all the local protestant AND catholic schools to participate. About 600 students attended.

Out in Ste Anne de Bellevue, the Macdonald Home and School Association sponsored for the first time, a Keep Fit Class for Women, with Mrs. Iris Robbins as Director, and Mrs. Laura Young as Pianist.

The ten-week sessions were held in the Boys' Gymnasium of the Macdonald High School, on Wednesday evenings, the Fall session beginning in early October 1964.



and the Winter session in late January, 1965. Mrs. Doreen Davidson was convenor.

The Director and Pianist produced a record, entitled "Routines by Robbins, Rhythms by Young". This record was of remarkable value to the participants for their personal use at home.

The Keep Fit Class gave a Rhythmical Exercise Demonstra-



tion at the Association's Annual General Meeting on May 17. An exercise team of Home and School members from the physical fitness classes demonstrated to music rhythmic exercises under the direction of Iris Robbins.

These exercises are designed to banish tension and promote relaxation; to restore muscular tone and flexibility; to correct posture; to improve individual figure problems.

Colloque Report Published by Dept. of Education

A report has recently been published on the "Colloque du Ministre de l'Education", for regional planning, which was held at the Académie de Québec on January 22 and 23.

This 226 page document is divided into three sections. The first two sections have to do with the "Table of Contents", or "Guidelines" for the planning of regional facilities, together with committee reports. The second section includes transcriptions of recordings made of the addresses given by Mr. Paul Gérin-Lajoie, and papers presented by Mr. Arthur Tremblay, Deputy Minister, and Mr. Lucien Ferras, Associate Director General of School Organization. The third part presents, in appendix, the introductory papers and other comments at the committee sessions.

Introductory papers and discussion dealt essentially with the "Table of Contents" and "Guidelines" for the planning of regional facilities, within the general context of regional planning — the dominant theme of the colloquy. The "Table of Contents" constitutes a framework within which data concerning plans for facilities should be presented.

With a view to carrying out an analysis of the "Table of Contents" with regional planning committees, as the persons most directly concerned, a team of senior members of the Department has been engaged on a tour of visits to these areas since the beginning of March. Divided into three groups, the Operation 55 team is now completing its tour.

Challenge & Opportunity

(Continued from page 6)

ties, for the financing of university education to mention a few of the areas in which we have stated policies.

EDUCATIONAL RESEARCH

Much is still to be discovered about the nature of learning, the most efficient techniques of instruction, the uses of television as a teaching agent, and hundreds of other matters which are only partially explored. To do this we must be prepared to engage in research into education on a massive scale. We cannot afford to invest billions in education without knowing more about every aspect of the educational process.

Business and industrialists expect to spend about one percent of their operational costs on a research program. In Canada, in the much more vital field of Education, we are not yet spending one tenth of this amount. Here is an important matter on which we should be creating and informed body of public opinion. The report of our Research and Evaluation Chairman makes some suggestions to this end.

CHALLENGE AND OPPORTUNITY

My purpose in listing these very familiar problems is simply to remind you of the large field of endeavour which is open to us — even if we concentrate wholly on education. Surely we can find even in the small number of items on which I have touched sufficient challenge, sufficient opportunity to call forth our best efforts.

True, there are many other aspects of child welfare — health, safety, protection to name only a few. What we must decide is whether, by trying to do so much, we reduce the quality of our efforts. Whether we could not accomplish much more by concentrating our attention on a smaller area and doing a better job with that.

We continually comment on the potential which our Federation represents. We have been referred to as a "sleeping giant." There is not one of us who, after a particular meeting, has not been concerned and frustrated about lack of accomplishment — about the large number of problems which remain unsolved or even untackled.

We have all bristled on reading in the press that we are "A fuzzy minded organization" or a "bunch of busy bodies." We no longer need to argue our right to participate in educational planning, but if we are to retain that right and exercise it we must learn to speak more clearly, more intelligently, more authoritatively. If we are to secure and retain the respect of the public and the professionals we must know whereof we speak, and we must speak unequivocally. This is our challenge; this is our opportunity.

Regionalization Almost Complete

Formation of three more Protestant regional school boards has been announced by Education Minister Paul Gérin-Lajoie, bringing to seven the number of Protestant regions created under the Operation 55 program for the regionalization of secondary education in Quebec.

The new regions are Laurentian, Ottawa Valley and Lakeshore. Those formed earlier are Bedford, North Island, St. Francis Valley and Chateauguay Valley. Two others remain to be formed.

The Laurentian Regional School Board includes the school municipalities of Arundel, Brownsburg, Grenville, Lachute, Morin Heights and Rivière Rouge in the County of Argenteuil, along with the school municipalities of Laurentia and Shawbridge in Terrebonne County.

The Lakeshore Regional School Board is made up of four Protestant school municipalities. These are Bale d'Urfe-Scenneville and West Island in Jacques Cartier County, and Hudson and Ile Perrot in the County of Vaudreuil-Soulanges.

The Ottawa Valley Regional School District includes the four school municipalities of Buckingham, Politimere, Namur and Thurso in Papineau County, together with the five municipalities of Aylmer, Saint-Etienne de Chelsea, Low South, La Pesche and Maniwald in Gatineau County. Included, also, is the Protestant School Board of Greater Hull.

Regional school planning committees for the Protestant sector were formed in advance of the sanctioning of the regional boards. They began work early in December and are expected to present their reports to the regional boards within the next few weeks. The latter will then submit them to the Department of Education.

T. G. ANGLIN CONSULTING ENGINEER

T. G. ANGLIN ENGINEERING
CO. LTD.

MECHANICAL AND ELECTRICAL
4823 Sherbrooke St. West
Montreal 6, Que.
WE. 5-7431

de BELLE & WHITE ARCHITECTS

MU. 1-0411

5925 Monkland Ave. — Montreal

New H & S Publications

A new programming booklet and a revised membership leaflet will be available from the Federation office this summer.

The new publication, "Membership and Programming", will be ready by mid-July and orders will be taken from then. Price of this new booklet will be announced shortly.

The membership leaflet, "Why Belong to Home and School", is being completely revamped and will be available in August. Orders for the revised leaflet will be taken from mid-August.

These are two of the many publications which Federation makes available to local associations to help them become and remain important and vital organizations in their community.

Orders for the publications or more information can be obtained by writing to the Quebec Federation of Protestant Home and School Associations, 4795 St. Catherine St. West, Montreal.

for all your DANCE SUPPLIES



- TOE SHOES
- BALLET SLIPPERS
- TAPS
- HIGHLAND SLIPPERS
- DRUM MAJOR BOOTS
- LEOTARDS
- TIGHTS
- MAKE-UP
- DANCE RECORDS

VI. 4-3221

Johnny Brown

2019 MAINFIELD ST. - MONTREAL, QUE.

OUR 40th YEAR CANADIAN SCHOOL OF ELECTRICITY

ELECTRICITY — RADIO — T.V.
INDUSTRIAL — ELECTRONICS
DRAFTING — RADAR
MICROWAVES

Write or phone for our
prospectus

1231 ST. CATHERINE W.
SUITE 232
MONTREAL
845-6792

APPROVED FOR APPRENTICESHIP
TRAINING BY DEPT. OF LABOUR
PROVINCE OF QUEBEC
HONORARY MEMBER OF PROFESSIONAL
ASSN. OF INDEPENDENT ELECTRICIANS



Mrs. Ruth B. Cohen, Chairman of Driver Education for Quebec Federation, receives an award from the students of Malcolm Campbell High School for her efforts in organizing and promoting a Driver Education Course at the School. The presentation is being made by one of the students in the presence of school officials and the course instructor.

Parents Urged To Investigate Standards of Driver Education Courses for Students

by Mrs. Ruth B. Cohen

Chairman, Driver Education Committee

Parents of students who are planning to enroll in a Driver Education Course are urged to investigate the standards and quality of the course offered before granting permission.

The Canadian Highway Safety Council stipulates that a Driver Education Course must conform to the following standards:

1) That a minimum of 25 hours properly spaced, of theoretical instruction be given by a qualified high school teacher who is a graduate of a bona-fide Teacher Preparation Course in Driver Education;

2) That the lectures be given in a well equipped classroom;

3) That a minimum of six hours of "behind-the-wheel" instruction be given in a dual control car by a qualified instructor who is a graduate of a bona-fide Teacher Preparation Course in Driver Education;

4) That at least 18 hours of observation by provided in a dual control car.

Please bear in mind that the student must be given sufficient time to properly absorb the theoretical instruction.

A well planned course will train your child to be a good, safe defensive driver with a strong sense of personal responsibility and with

a proper attitude on the road. Courses given in conjunction with Home and School Associations or community organizations meet all requirements.

Drivers who pass an approved Driver Education Course get a 10

per cent discount on their insurance.

Questions about courses should be directed to Mrs. Ruth B. Cohen, Chairman of Driver Education at 681-2761 or 334-7993; or to the Federation office at 933-8244.

1322 French-Speaking Students Receive Education in French at 15 Protestant Schools

A total of 1,322 French-speaking Protestant pupils received their education completely in French at 15 English-language Protestant schools during the 1964-65 school year, according to statistics released by the Quebec Department of Education.

In response to increasingly pressing requests from French-language Protestants wishing to have their children educated in their own language, these 15 schools — 14 public and one private — have been offering education in French in all subjects for a number of years. Five of the schools are in Montreal.

A majority of the pupils are in the elementary grades. Fourteen schools offer Grades

1 to 7; two schools include Grades 8 and 9; and one school has Grades 9, 10 and 11.

Sixty teachers are in charge of these classes. Most of these teach only in the French-language classes. However, the pupils have the benefit of instruction by teachers of the English-language section of the schools in subjects such as English, music or art.

Your Child and Money
by Sidonie Matsner Gruenberg
Public Affairs Pamphlets
381 Park Avenue South
New York, N. Y. 10016
Price 25 cents

This interesting pamphlet, written by a long-time authority on child development, deals with allowances, savings, the danger of money rewards and punishments, and when not to pay for work at home. Recommended to all parents.

S. R. Laycock

New Insurance Benefits

by Jack W. Chivers

Chairman, Student Accident Insurance Program

All local associations have been advised by this time about the new benefits which will be offered during the 1965-66 school year for Quebec students. Your Insurance Committee has worked with both the Company and the brokers involved and is pleased to report the following information to you.

- 1.— Benefits are payable in addition to any existing Sickness and Accident insurance which you may own;
- 2.— There are unlimited medical benefits for three (3) years;
- 3.— The dismemberment schedule has been increased to \$15,000.00;
- 4.— Death benefit is increased to \$2,000.00 for death within one (1) year PLUS double indemnity for a total of \$4,000.00 which has been extended to include any bus, streetcar, subway coach or commuting railway service in addition to school buses;
- 5.— There is unlimited payment for dental expenses for three (3) years. However, if dental work cannot be done within three (3) years from the date of the accident, the plan will allow \$100.00 for deferred expenses;
- 6.— The plan will pay a rehabilitation benefit of \$1,000.00 to provide for special training for expenses incurred within two (2) years.

The premiums will remain the same as last year and are as follows: (All pupils whether in Elementary School or High School).

- A — 24 hours a day — including summer vacation
\$5.00 per student
- B — 24 hours a day — excluding summer vacation
\$3.00 per student
- C — School activity and travel to and from school
\$1.00 per student

The explanation of the plan, the enrollment card, the receipt and covering letter will all be coordinated into one document this year and when you fill in the application card, you will automatically make out your own receipt by means of a carbon paper insert. It will only be necessary to return the enrollment card and your cheque or money in the sealed envelope as arranged for at your school and your insurance will be in force. If there are any questions, you can check with your local Home and School Association Chairman.

Last year, over 34,000 children in over 150 schools were protected by this plan and all claims were paid rapidly through the company's Montreal Claim Office.

To Keep Fully Informed Read:

The Montreal Star

"If it's News — it's in The Star"



YOU'LL
ENJOY SHOPPING
AT

Simpson's
MONTREAL

"Shopping at Simpson's is a family tradition... to be enjoyed now and all through the year! Come in soon and see all the tempting things we have in store for your family this Spring.

OPEN THURSDAY AND FRIDAY NIGHTS UNTIL 9
STORE HOURS: 9 a.m. to 5:30 p.m. — Open all day Saturday