



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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MINISTER OF EDUCATION MORIN:

SUPPORTS AUTONOMOUS ENGLISH SCHOOL SYSTEM

QFHSA DELEGATION MEETS NEW EDUCATION MINISTER



Education Minister Jacques-Yvan Morin [centre] with members of the Quebec Federation of Home & School Association delegation at their recent meeting. The delegation consisted of [left to right] William I. Miller, Q.C., Past President and Legal Counsel to QFHSA; Mrs. Betty O'Connell,

President of QFHSA; Mrs. Dorothy Chant, Executive Vice-President and Editor of the QFHSA NEWS; and Barbara Moore, a member of the QFHSA Board of Directors and Chairman of the Committee on Federal bilingualism grants.

MORIN EXPRESSES VIEWS TO QFHSA DELEGATION

A Quebec Federation of Home & School Associations delegation met with PQ Education Minister Jacques-Yvan Morin on February 14th, and during the one and a half hour cordial meeting, the Minister expressed himself on a wide range of subjects including forthcoming legislation dealing with language of instruction, Federal bilingualism grants, physical fitness in the school system, language testing and a host of other matters.

The QFHSA delegation comprised Mrs. Elizabeth O'Connell, President; Mrs. Dorothy Chant, Executive Vice-President and Editor of the QFHSA NEWS; Mrs. Barbara Moore, a member of the Board of Directors and the Committee on Federal bilingualism grants; and William I. Miller, Q.C., Past President and Legal Counsel to QFHSA. The meeting provided the first opportunity, as well, for the Quebec Federation delegation to express, to the Minister, Federation's views and policies on a number of important issues, to which the Minister lent an attentive ear.

PRINCIPAL POINTS

The principal points made by Mr. Morin were the following:

- That the PQ government supported an autonomous English language school system in the Province and would continue to do so, despite the many pressures which are being applied against the government by some groups and elements in society who wish to restrict English language rights.
- Federal funds received by the Province of Quebec, ostensibly for funding bilingualism in our schools, are considered to be nothing more than "unconditional transfer of payments" to Quebec by Ottawa, and are accepted as such.

LANGUAGE TESTS

- The PQ Government intends to table legislation

Continued on page four

QFHSA POSITION:

We continue to stand for freedom of choice for parents—all parents—to select the language of instruction for their children. We do not believe that acceptance of this principle is in any way inconsistent with the needs and aspirations of French-speaking Canadians in Quebec. There ought not to be any compromise on this basic and fundamental freedom in our democratic society.

**If you agree with this position —
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Editorial:

Comments & opinions

Educational prerogatives

In spite of PQ promises to abolish the Bill 22 tests for non-anglophone children wishing to enter English schools, the testing is still going on and the results of tests are still deciding which of such children shall attend English schools.

Mr. Jacques-Yvan Morin, the Minister of Education, has defended his decision to leave the tests in place for the time being as the only equitable way to deal with the situation in mid-school year.

Parents and representatives of ethnic minorities in Quebec who hoped for immediate changes have expressed disappointment at the decision of Mr. Morin. As Canadian citizens they feel that they have acquired the right to choose the language of instruction for their children.

The Protestant school boards also feel that they have a right which is in jeopardy—the right to decide the language of instruction in the schools they maintain, along with the duty to provide the kind of education which the communities they serve demand. That the Protestant boards, or any board for that matter, have that right was denied by Justice Deschênes in his ruling in 1976. He found that the choice of language is strictly the prerogative of the Quebec National Assembly.

It is clear that the battle must continue on two fronts: parents' rights and school board rights. A parent's right to choose the language of instruction for the child is of little use if the government exercises power to legislate that schooling through the province will only be offered in one language.

In the political arena, the argument hinges on differing philosophical approaches. Spokesmen for the majority base their position on a concept of the 'collectivity' (meaning the majority), whereas in the English milieu it is the concept of individual or community rights which is the basic principle. The history of both the French and the English linguistic groups have developed under these very different influences.

It seems that in Quebec these histories can no longer run parallel to each other. They must find a way of overlapping and developing together.

J.E.M.

Applying a Double Standard:

Although the subject matter, to be sure, is not funny, nevertheless there is a tendency to be amused by Prime Minister Trudeau's insistence that the expected Referendum on Quebec separation take place as soon as possible, "perhaps even within the next six months, in order that we get it over with so that we all know where we stand."

This is very sound reasoning, but one wishes that our Prime Minister would have applied the same logic and reasoning and cite the same pressing need and urgency when he was called upon recently to either disallow the Official Language Act of Quebec (Bill 22), or, alternatively, to refer the matter forthwith to the Supreme Court of Canada for its opinion on the constitutionality of this very contentious Bill.

To be perfectly blunt about it, there was considerable justification for Mr. Trudeau agreeing to either the disallowance or the reference to the Supreme Court of the Bill which appears to violate individual and minority rights—and has created more antagonism and social, educational and political unrest than practically any other piece of Quebec legislation. One and a quarter million English speaking residents of Quebec also had a right to know where they stand without having to wait years and spend hundreds of thousands of dollars going the tortuous route through the judicial system. Yet the Prime Minister summarily rejected all demands for a speedy resolution of the crises created by Bill 22. Obviously, the Canadian Prime Minister has a double standard when it suits his political purpose.

W.M.

Abolish Montreal Island School Council:

If there is one thing we can do without, it's more politics in the field of education in Quebec. But it seems that's about all we're ever likely to get from the continued existence of the Montreal Island School Council. In addition to the many other sound reasons for abolishing the Council, its recent politicization should sound its death knell.

When we compare the cost that has been involved in the operation of the Council, which runs into the millions of dollars (our tax dollars, friends), to its meagre results and accomplishments to date, we must utter a collective shudder at the total waste of time, effort and money.

The recent Council decision which calls for the restriction of English schooling to children belonging to the English-speaking community (whatever that means) proves that in the final analysis, the Montreal Island School Council is nothing more than just another one of those politicized forums which provide French unilinguists another opportunity for the restriction, if not the abolition, of English language schools. (So what else is new?)

This Federation's Brief on School Board Reorganization suggested that if the School Council continued to exist after the reorganization of Montreal School Boards, its activities ought to consist of pedagogical services and become a clearing house for educational research and theory. We recommended that the Council could act as a resource centre for educational theory—that it act as a communication centre for commissioners from Montreal Boards where they might discuss common problems, involving physical education programmes, library facilities and the like.

The main thrust of our Brief was summarized in the conclusion which declared, as follows:

"The School Council could make a vast contribution to educational standards and practice on the Island of Montreal if it would become representative and more objective; if it would become more concerned about genuine educational policies for children and equal educational opportunities for all children, regardless of racial background and language spoken in the home; if it would be less politically motivated and see each child as an individual of great potential worth, rather than as a unit in a political organism."

Need we say more.

W.M.

A Comment from "Native Perspective"



WHAT THE HELL YOU MEAN YOUR PEOPLE HELD A REFERENDUM AND NOW WANT OUT OF QUEBEC? DAMMIT, WE GOT A DAM UP THERE!!



Quebec Home & School NEWS

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Hearing
from
you...

June — Nightmare time in High Schools

Since every year there is an increase in the number of complaints regarding Provincial High School Leaving examinations, I feel it relevant to review briefly the policies of the Curriculum Council (a joint council with representatives from the Provincial Association of Catholic Teachers and the Provincial Association of Protestant Teachers, with participation of observers from subject associations) with respect to these exams. The Curriculum Council has been on record since the school year of 1969-70 to move from the centralized system of examinations to one of accreditation. Yet, having stated disagreement with the provincial examination scheme, teachers have gone to great lengths to "improve" the existing system and to make it "work." They have sat on many committees to draw up and revise these exams, and have tried to keep a dialogue open with the Department of Education on this matter. But teachers have failed. Administrative and technical problems and errors have made each June a nightmare in our high schools. Teachers made honest attempts to make a success of an undertaking they felt was educationally unsound and technically impractical, but the problems only became greater.

These problems include not only bad translations, technical errors, questions on subject matter not covered in the courses, use of multiple-choice questions for history and English examinations, adjustment of raw scores by a complex formula which makes final results difficult to explain, but also the

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A Modest Proposal

"I sympathize with the student whose high school, for some reason or another, has failed to provide him with a good grounding in written English. And I have a modest proposal to make, which I intend to implement this year in Religion 101, a course which satisfies the first year writing requirement.

"I am advancing the deadline for all required papers in Religion 101 by one week. When those papers come in, I shall read them through quickly, circling each grammatical and spelling error, and return them to the students. They in their turn will have to correct the errors and resubmit the papers within a few days, at which time I shall read the papers for a grade."

Prof. Tom Sinclair-Faulkner
Dept. of Religion
Dalhousie University.

PRESIDENT'S MESSAGE



Elizabeth
O'Connell
President

The unrest of the last few years in our society has been felt more in education than in any other area and for English language education in Quebec it is a time of great uncertainty.

Some of the unrest has been caused by Teacher Contract Negotiations and I am most distressed that while provincial level agreement was reached last Fall, all local negotiations are still not settled. The far reaching effect of these negotiations will long be felt in our schools and in particular by the students.

We should, together with parents, educators and other concerned with education, be giving more thought to the educational system and to our rights in education. That is if we care enough about them. Unfortunately, people are inclined to avoid serious thought about rights in education until they are threatened.

Never in the history of Home and School has there been a greater need for our organization. With the uncertainty we are experiencing we are most fortunate to have our Association, which is an independent group working together in the best interests of all children.

We know totalitarian governments can destroy independent groups such as ours, but irresponsibility from within an organization can be equally destructive. If we value our organization, for its aims and objectives and for the independent provincial voice it affords parents on behalf of children, then we have a responsibility.

The value of any organization is reflected by its membership. Our strength rests with each and everyone of you - our members. As President of

Quebec Federation I thank all members for the support you are now giving, but I would ask each of you to extend that support by enlisting one more member today. Now is the time to be counted - tomorrow may be too late!

PTA's Declaration of Interdependence

Some inner clock brings delegates to the registration desk five minutes before it opens, and so it was on Friday, November 12, 1976, at the Holiday Inn Downtown, in Rochester, New York. Called to convention for a weekend of deliberation and decision, delegates were reminded by President Polm that "PTA is the American Way." We promote equality of opportunity through a free and open education system; we operate on the basis of grass roots authority which brings the delegates here to set priorities for State leaders to follow in the coming year; we depend, as does our country, on the concept of interdependence, for we could never do it alone. Coming from every corner of the State, the energy of the delegates made the carpets crackle with the electricity of purpose and intelligent action. By Sunday, our total number approached 900 (880 delegates, 30 guests)—all kinds of people united in good fellowship to promote the welfare of all children everywhere.

The above is an excerpt from the Convention Report of the 1976 New York Annual State Convention. It has been my good fortune, as your President, to share in the learning experience of the New York PTA Conventions, an event I wish

more from Quebec Federation could share with our good neighbours to the south. I have noted again this year that as parents we are very much more the same than different, despite an international border.

It was my pleasure to bring greetings on your behalf at the PTA banquet and to briefly speak to the Convention theme and present to Edna Polin, New York PTA President, a copy of Between Friends-Entre Amis from the Quebec and Ontario Federations.

Their conventions are a whirl of activity from morning until late at night. Twenty-nine resolutions were adopted after lengthy, knowledgeable debate. From one of the workshops we learn we share the same concerns—lack of discipline, violence, violence and vandalism, lack of financial support, collective bargaining and teacher strikes, drugs.

As always the perennial question raised by locals be they PTA's or H&S's—"How do we get members?" and again it was abundantly clear that the most successful membership campaigns are the person to person approach. It speaks for itself. One unit has experienced thirteen consecutive years of 100% membership.

We look forward to welcoming our New York friends at our Convention, May 5, 6 and 7th.

33rd QFHSA Convention

Our Home, Our School, Our World - Share, Care, Survive

by Rev. A. Morris,
Program Chairman,
QFHSA Convention.

At first glance this title seems rather ominous, but is the all-encompassing theme title of the 33rd annual Convention of the Quebec Federation of Home & School Associations, scheduled May 5, 6 and 7 at La Cité, Montreal.

The theme was chosen because of the desire of Home & School to enable its members to come to grips with some of the pressing problems of the day—the survival of the individual in a sometimes hostile world, the necessity of caring about the personal and corporate environment, and the need to share of the self and one's resources. Such recognition is instrumental in promoting a sense of interdependence and interrelationship one with another, and all with the world.

At the Convention, workshops will be in abundance, and responding to reactions from last year's conference, at least

sixteen are being planned. This will enable each delegate to participate in four workshops during the two days. These workshops will include exchanges of ideas on conservation, pollution, energy alternatives, and will un-

doubtedly open many other provocative areas for discussion.

Both government, industry and private organizations and individuals involved with conservation and the environment are being asked to share their knowledge and expertise to help

delegates explore these immediate and pressing problems.

Concurrent and complementary with the workshops, a series of films will be shown, the focus being on energy, conservation and the environment.

Parents who care raise better citizens

A public service pamphlet endorsed by the Vancouver Police Department outlines a teenage conduct code, which might serve as a behaviour guide in any home anywhere.

- Parents should know where their children are, what they are doing and with whom, while away from home. They should also know the time their children return home.

- The home should be made the center of young people's activities so that friends can be

brought home and invitations accepted to visit the homes of friends. Dating in the home should be encouraged, with parents providing an agreeable measure of privacy while at the same time remaining on call when young people entertain.

- Social activities in grades 7, 8 and 9 should be limited to weekends and holidays, and party crashing should not be allowed.

- "Going Steady" at this age

should be discouraged in favour of group or double dating.

- As a rule, young people should come directly home from a function unless other plans have been approved by parents.

- Parents should be aware of their children's possessions, i.e. clothing, toys, radios, etc., and know where they acquire new items.

- Parents should raise their children with a healthy sense of values and loving discipline.

At the time of writing the invited keynote speaker has not yet indicated his availability, however this should be announced shortly. Others who have been invited are senior members of the provincial government, specifically from the departments of Education and the Environment.

The Conference is being designed in such a manner as to encourage participants to both become aware of the needs to care for and share in the preservation of our environment, and to offer some new and supportive ideas and programs to (hopefully) many people, both parents and teachers who will try to institute and teach such programs in the home and the school. Organizers of the conference hope that this will not be a 'one shot affair,' rather will give rise to some long range planning on the part of local associations, and will be of definite practical benefit to all.

Individuals and groups who feel that they have something to contribute to the conference are certainly welcome to come and share ideas and mutual concerns by either leading or participating in a workshop on relevant topics and/or providing display material.

Board Meetings: HIGHLIGHTS

The November QFHSA Board meeting was held on November 26th at Westmount High School, Montreal. Twenty-four Directors were present and also guests Mr. and Mrs. Ken Musgrove, on Mr.

Musgrove's retirement from the Executive Directorship of the Quebec Association of Protestant School Boards. During the course of the meeting Mr.

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larger question of the philosophy behind a policy which practically dictates that all senior subjects in our high schools be taught only with the examinations in mind. How can a teacher of "exam subjects" do justice to individualized instruction, to continuous progress, to education of a complete person—approaches which have been espoused by some sections of the Department of Education—when that teacher is tied to the "June finals"?

Teachers want the examinations abolished completely. It might be well to remind parents that in December of 1975 the Curriculum Council adopted the following resolution unanimously:

"The Curriculum Council recommends:

1. The total abolition of Provincial High School Leaving Examinations in Quebec.

2. The right and responsibility for evaluation to be carried out by classroom teachers at all levels.

3. The non-participation of teachers in the Provincial Examination writing and revision process commencing with the 1976 examinations." (This last date was revised to 1977 by the Curriculum Council for reasons of practical implementation.)

The above policy was reaffirmed by PACT in January, 1976, and by PAPT in May, 1976.

The provincial government has expressed some concern about the stance taken by the Curriculum Council, and called representatives of that body to a meeting with officials of the Department of Education on January 14, 1977. At that time it was indicated that the ministry has set up three pilot schools for an alternative evaluation system, and it was also clear that the Department does not at this time agree to an immediate end to provincial exams. M. Jean-Guy Godbout said that a new document giving substance to the talk of decentralization will be forthcoming within a month, and that the new Minister definitely wants an acceleration of the process of decentralization, including more local responsibility for exams. The representatives of the Curriculum Council were asked if they would continue their policy of non-collaboration, but the only commitments made by

the Curriculum Council reps to the MEQ personnel were that they would study the decentralization documents as soon as they were received, and that there would be a follow-up meeting of the Curriculum Council on this question. A further meeting with ministry representatives would also be necessary. The objectives will be for teacher representatives to clarify, possibly revise, and reach a final position with respect to the Department of Education's new orientations in evaluation.

It would seem that all parents, especially those with students in high schools, would do well to keep a close watch on developments in the next few months with regard to the Curriculum Council's changing policies, if any, on the question of provincial examinations. Such policies may help to bring about a real change in a system that has appeared to go from bad to worse.

Pat Lewis,
Pointe Claire

Mrs. Lewis is a parent, teacher and vice-president of QFHSA

It's time for co-operation

Recently, Quebec Federation has received some 'bad-mouthing' for some odd reason... it's not a legal entity... it has no voice... it's not recognized, and so on!

Let's set the record straight. Quebec Federation (and all its locals) is a legally constituted body, and has been for decades. Its proven effectiveness resulted in the Quebec Government trying to legislate a similar group into every school in the province.

Every local, through Federation, has direct access to the Minister of Education and others. It is completely independent of School Boards. And it's still full of volunteers whose aim is to aid children, not play politics.

In many schools H&S and the 'school committee' is one and the same.

So let's cut out the politics, stop the sniping and start co-operating.

It's only little kids who sometimes get away with spoiled brat behaviour... never their parents.

Gordon Perry,
Dorval

Mr. Perry is a parent and vice-president of QFHSA.

Going to school the hardway — walking!!! on the lower north shore of the Gulf of St. Lawrence



La Tabatière, Quebec, close to Labrador, Nfld., where it is winter in October, where school buses and lunch rooms aren't needed and where there are lots of happy, healthy school children. You'll

read all about them and this part of our province, covered by the Littoral School Board, in the next issue of the NEWS.

Minister's views (cont) . . .

during March 1977 which will have, as one of its purposes, the abolition of the language tests.

• That the Minister was familiar with the steady development of the French Immersion in the English school system and was greatly impressed with its accomplishment. To the Minister's comment that the Immersion program was a nice "gesture," QFHSA's delegation assured the Minister that the program which commenced some six years ago was somewhat more than "a mere gesture."

• The Minister acknowledged that he was unaware of the cut-backs in the Protestant school system of the number of Specialists due to lack of funds which resulted in a reduction or deterioration of physical education or music classes and promised to examine the entire issue.

Autonomous schools

Mr. Morin stated that while there were strong elements in Quebec society, which he did not name, which were attempting to influence the government to "limit the language rights of the English minority in Quebec in the same fashion and to the same extent that the law in Manitoba has succeeded in curtailing language rights of French Canadians in that Province, that the PQ government intends to resist such demands. "I can assure you," stated the Minister, "that we intend to support fully an autonomous English school system."

At the same time the Minister confided that in addition to the serious questions which he had to deal with in the English school system that he was faced with equally great if not more serious problems which he had to deal with in the French school system such as, he added, the effective learning of the English language in the French schools. In this

context, Mr. Morin made reference to the policies of the CEQ, the French Catholic Teachers Union which opposes many of the reforms sought.

Teaching second language

In reply to QFHSA's delegations complaint that on one hand the government's policy was to oblige everyone in the school system to learn French, but on the other hand, in reality, the funds were not made available for the hiring of sufficient number of French specialists to do the job properly or effectively, the Minister declared that if there was one thing above all others that he wished to assure the delegation, it was that he was going to make certain that the government provided the proper equipment and specialists to accomplish the task.

The Minister stated that physical fitness was also a top priority in his department and although he was not unaware of the fact that the standard of

physical fitness of students in our schools was poor, he again promised to look quickly into that aspect of the school program to improve things. The QFHSA delegation was requested to submit a Brief to the Minister on the deterioration of the physical education program in our schools.

Language legislation

When pressed by the delegation as to when the PQ government would honor its election commitment to remove language tests, Mr. Morin replied, "most likely in March." He added, "At no time did we (the PQ) state that the language tests, which we oppose, would be removed the day we took office. Obviously, the law as it stands must be complied with until it is changed." The Minister, however, declined to state what would replace the existing legislation, declaring that "it is presently being discussed."

Learning second language

Turning to the question of new immigrants learning the second language, the Minister made reference to the Ulpan system in use in Israel where new immigrants are channeled into a 6 month language course and generally come out speaking the language. "We are going to try something along the Ulpan system, because we are serious in making available to everyone the means of learning to speak the second language," added the Minister. And to emphasize the point, the Minister rattled off a few phrases in Hebrew and remarked, "I attended one week at the Ulpan course when I visited Israel."

FEDERATION OFFICE NEEDS VOLUNTEERS

We are in urgent need of volunteers willing to do ANYTHING in the office or even at home—typing, filing, stuffing envelopes, collating, checking postal codes and addresses, running off stencils, telephoning, sticking labels on envelopes etc.

If you can possibly give us a hand in any way, please call our new executive secretary, Donna Sauriol, at 933-3664 or 933-3665 at once. Travelling expenses will be reimbursed and there are facilities for making coffee or a snack.

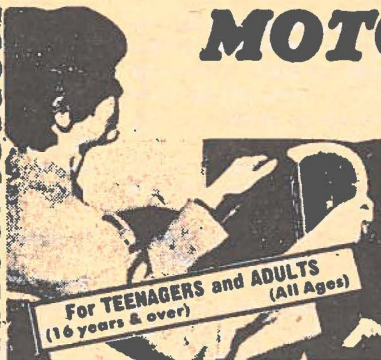
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Smoking and Health

Poor attitudes exist

by Judy Bock, Chairman
Smoking & Health Committee

More on Smoking . . .

Apply Law

Somebody else has noticed that there is a law still in effect which forbids children under 16 to use or possess cigarettes. A couple of issues ago H&S News published the text of the law—the Tobacco Restraint Act, Chapter T9 of the Revised Statutes of Canada, 1970.

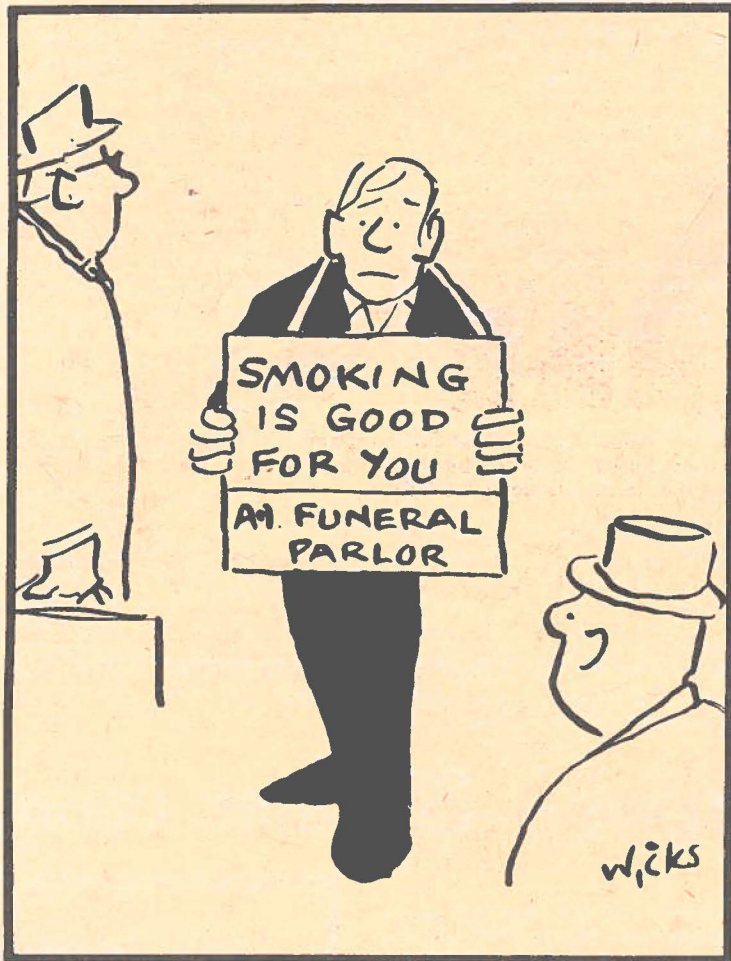
At a meeting of the Canadian Council on nicotine poisoning, the members of the Council said that they would put pressure on authorities to apply the law, which is all but forgotten even by police forces. The RCMP says that enforcement of the law is left to provincial and municipal police.

Rachel Bureau, president of the Council's Quebec wing, says that she finds it more justifiable for a law to forbid the use of tobacco, a source of heart ailments and cancer in young adults, than a law which forbids minors to drink beer, which is not so great a poison.

reasons which are difficult to understand in the light of the dangers involved.

The 'guide' gives lesson guidelines, statistics, discussion topics, films and follow-up activities.

Is your school making use of this valuable book?



Increased public awareness of smoking-related health problems has not resulted in the formation of a properly functioning QFHSA Smoking and Health Committee; nor has it, to my knowledge; resulted in any imaginative, sustained school programmes, other than the exceptional effort being made at Elmgrove School where sound health attitudes are a major goal.

This province leads all others in the incidence of teen-age smoking, adult smoking and, understandably, smoking-related diseases. Yet, from what I could gather, National Smoking Education Week (Jan. 9-15) came and went without the involvement of most local schools.

I recently discussed the issue with M.T.A. executive member Alan Wright, who seemed to share the opinion that teachers should take greater responsibility in helping their students to decide against smoking. I have forwarded resource materials and suggestions to him to use in writing articles for the M.T.A. publication. He did say that M.T.A. meetings generally open with a motion to regulate smoking for the duration of the meeting.

The School Boards should also be approached. I have not done this because I feel that any recommendations should come from a committee of more than one.

Smoking and Health in Canadian Schools

Education in the school about the use of tobacco depends on the importance given to the topic by the province and the school board concerned.

In the classroom an interdisciplinary approach, from the standpoint of a variety of subjects in the curriculum, is invaluable in presenting information on tobacco to students. The Health and Welfare Canada 'Resource Guide on Smoking and Health for Canadian Schools' which was updated in 1976 is

designed to give teachers information so that the problem can be approached from the point of view of the physical, social, economic and physiological aspects of tobacco use, not on the basis of age level.

The objective of tobacco education is to foster understanding and narrow the gulf between awareness and conviction. Knowledge does not necessarily imply action. The decision to continue smoking is a personal one and may depend on

Council of Ministers of Education for Canada

Adequate Canadian 'office for education' needed

In its Review of Canadian Educational Policy, the OECD education committee refers to the need for "a national forum on education," "a mechanism for inter-provincial cooperation," for "federal government involvement in discussion of education policy that transcends provincial boundaries."

Subsequently, at its meetings during the last months of 1976, the Council of Ministers of Education for Canada (CMEC) announced its intention of acting as the 'national forum' called for by the OECD, but it also heard adverse reaction, from the Quebec Education Minister, to a 'federal presence' at its meetings in the form of the Secretary of State for Canada.

What role does CMEC at present play in Canadian education? The following summary is based on CMEC's Annual Report for 1975-76.

CMEC'S ACTIVITIES
IN 1975-76

- Administered federal funds for the interprovincial Second Language Monitor Program and for the Summer Language Bursary Program, designed to promote the learning and use of the second official language among post-secondary level students. In 1975-76 there were 430 monitors and 5,000 summer language bursaries.

- Advised on federal fiscal arrangements. The current, Fiscal Arrangements Act expires in 1976-77.

- Worked with national agencies like CBC, NFB. Its media programming committee discussed interprovincial exchange of media material, standardization of classroom technology, copyright, classroom use of CBC and NFB materials. Results of this work are 'Images of Canada' on CBC, in French and English, and nature films. Progress was made in

negotiations to make CBC program materials available on a wider basis to schools across the country.

- Coordinated curriculum and equivalencies. Work was done on the problem of bias in textbooks, environmental education and the teaching of values. Materials were under preparation to assist principals in placing high school students transferring from another province. Guidelines were being drawn up to elementary and secondary French language education. The Metric Style Guide was prepared and work done on the implication for pedagogy of metrication.

- Considered education finance, at workshops to pool information and opinions on per pupil cost, property tax rates, school construction and operating costs.

- Classified and disseminated information, setting up a bilingual subject indexing and document retrieval system in its resource centre and compiling source materials and bibliographies.

- Cooperated on study of Canadian Education Policy, organizing preparation of background reports and study tour for OECD team, and attending confrontation meeting with the OECD education committee.

- Took part in external activities, through delegates to UNESCO Conference on Physical Education and Sport, to Commonwealth Education Broadcasting Conference, and through exchange of education officials between Canada and the USSR. The Canadian delegation to the USSR studied second-language training and pre-school education, while the USSR officials visiting Canada studied vocational guidance.

- Mandated Federal-Provincial committees on university research, on alternatives to the Canada Student Loans plan, on information on educational activities in the post-secondary

sector, on proposed core elements for personnel files at the secondary and elementary levels, and on the confidentiality of elementary and secondary records at the level of the department of education.

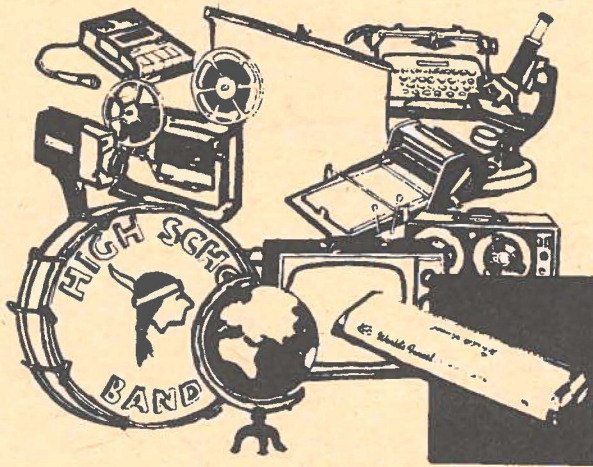
Education activities funded by

the federal government but not included in CMEC's present terms of reference seem to be: adult manpower training, education of native peoples, health education, student employment programs, sports and recreation. All of these activities

stem from policies of departments such as Manpower, Indian Affairs, Health & Welfare, and in the absence of a national policy on education are conceived in terms of social, cultural and economic needs—not in terms of education policy.

World's Finest Chocolate

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Study revealing:

Parents want more 'Reedin, Ritin & Rifmatic'!

The combined Home & School/School Committee of Dorval's Courtland Park School undertook an opinion survey at the start of the current school year to find out what parents thought of the education their children were getting there.

Every family was sent a questionnaire. Almost 50% (149 out of 302) took the time to fill it in and return it. The high return alone is indicative of parental interest.

The complete print-out, with all the many individual comments and suggestions, took ten

legal-sized sheets . . . some ten times more than is reproduced here.

It is interesting to report that of the two major items identified as needing more emphasis—basic skills and music—both had received action from the school before the results were tabulated . . . a language arts competition had been instituted and a music teacher had been hired.

This summary of responses and general comments is that presented to all parents of Courtland Park.

I. ELEMENTARY SCHOOL PROGRAM

A. GENERAL - Courtland Park Curriculum (Possible variation of Program or Emphasis)

SUMMARY OF CONCERNS (Those frequently expressed)

- Parents generally used the 'No Opinion' column if their children were in the lower grades because they felt unable to make a valid assessment yet. Although this lack of knowledge concerning curriculum sometimes extended to parents with children in older grades, only one parent commented specifically that all parents should be made acquainted with the curriculum.
- **HOW DO YOU FEEL? Should Home & School/School Committee work towards ways of making curriculum knowledge available to parents? Please call Marion Waddell (636-6028) or send a note via the school.**
- The areas which the highest percentage of respondents felt needed more emphasis were 'Basic Skills' and 'Music.' Opinions in some cases, however, were equally divided between 'Not a subject for elementary level' and 'Needs more emphasis.'

B. 1 ENGLISH PROGRAM

Satisfied - 66 (44.3%)
Dissatisfied - 17 (11.4%)
No Opinion - 63 (42.3%)

('No Opinion' was used if the child was in the French Immersion program rather than the English, and when the children were still in the early grades.)

II. COMMUNICATION WITH PARENTS

A. Rated as:

Satisfactory - 126 (84.6%)
Unsatisfactory - 11 (7.3%)
No Opinion - 12 (8.05%)

B. If you rated the above as 'Unsatisfactory,' what additional kinds of information would you like to receive?
Respondents (5.4%) wanted to know earlier when their children are having problems.

SUMMARY OF COMMENTS:

- the adequate provision of basic skills
- size of classes and frequency of split classes: how can children receive individual attention in large classes? How can children concentrate if they are in the part of the split class not receiving instruction at a given moment?

B. 2 FRENCH IMMERSION PROGRAM

Satisfied - 92 (61.7%)
Dissatisfied - 9 (6.04%)
No Opinion - 47 (31.5%)

('No Opinion' was used if the child was in the English program rather than in the French Immersion, and when the children were still in very early grades.)

SUMMARY OF COMMENTS:

- Class sizes too large
- Poor performance in basic skills
- Lack of early communication with parents when the children are having difficulty

B. 3 RESPONSES BY GRADES

(Please note that often it is the older child who gets to return such a paper to school, so the figures are somewhat misleading. Some parents also did not wish to indicate the grade their children were in.)

Kindergarten - 8
Grade 1 - 41
Grade 2 - 20
Grade 3 - 29
Grade 4 - 47
Grade 5 - 20
Grade 6 - 24

III. DISCIPLINE

Satisfactory - 117 (78.5%)
Too little - 18 (12.1%)
Too much - 0
No opinion - 24 (16.1%)

IV. FIELD TRIPS

Too few - 27.5%
Too many - 2.68%
Sufficient - 89 (59.7%)

General Comments: Support for concept of field trips as an educational experience. Tendency to think of field trips as a

pleasure outing, to be given to all equally. Feeling that French Immersion students have more outings than English students.

	No Opinion	Not a subject for elementary level	Satisfied with Present Status	Needs more emphasis	Needs less emphasis
Basic Skills (reading, writing, mathematics)	15	0	77	59	1
Science	37	3	85	26	1
Art	21	2	106	15	6
Music	27	5	57	54	2
Geography	34	4	81	28	3
History	39	4	74	28	3
Physical Education	16	0	91	41	0
Human Awareness Programs:					
Effection Verbal Communication	42	13	45	39	8
Family Life Education	45	21	56	19	8
Moral & Religious Education	37	22	51	25	14
Sex Education	4	23	57	23	5
Drug Abuse	33	21	46	45	4
Ecology	42	8	56	40	3
Adapting to Change: Choice & Decision	60	10	38	31	2

Elementary teaching styles

Nothing changes— Socrates complained

Public concern with education seems nowadays to be voiced in terms of the priorities of the curriculum. 'Not enough time is given to learning to write, to read, to add, to multiply,' say critics who are shocked at the inadequacies of their own children in these activities, or by those who are teaching or employing young people who have passed through elementary and secondary education.

Others are concerned about the lack of discipline and the fact that it seems that the onus is on students to learn, not teachers to teach!

Many of these observations are traditional; they recur throughout the history of education, of schools. Plato's Socrates made them, and educational commentary ever since has been punctuated by plaintive cries for a return to 'the good old days.'

Curriculum is laid down in general or specific terms by education authorities. Discipline is influenced by factors operating outside the school—parenting performance, standards of public conduct, and within the school, the educational philosophy of its leaders.

Within this framework, the classroom teacher manages and teaches the children in the classroom. How does the way the classroom teacher manages and teaches affect the progress of the pupils?

Researchers in Britain set out to study this question in a group of elementary schools and their results have interest for Canadian critics.

DOES TEACHING STYLE AFFECT PUPIL PROGRESS?

In reading, pupils of formal and 'mixed' teachers progressed more than those of informal teachers, the difference being equivalent to some three to five months' difference in performance.

In mathematics formal pupils were superior to both mixed and informal pupils, the difference in progress being some four to five months. In English, formal pupils again out-perform both

mixed and informal pupils, the discrepancy in progress between formal and informal being approximately three to five months. These differences are very similar to those which have been found in recent American research.

Marked sex differences rarely appear, but differences among pupils of similar initial achievement but taught by different methods, are often quite marked. In all three attainment areas boys with low achievement on entry to formal classrooms underachieved, i.e. did not progress at the rate expected. This was not true of girls of a similar achievement level, who often overachieved. At the other end of the scale, pupils who had entered formal classrooms with a high level of achievement showed much greater progress than pupils of similar achievement level in informal classrooms. Formal pupils were also superior to their counterparts in mixed classes in mathematics.

These findings will be disturbing to many teachers and parents since they indicate that informal teaching styles often result in poorer academic progress, particularly among high ability children. Concern may also be expressed at the poor performance of low ability boys under formal teaching.

VALIDITY OF THE MEASURES USED

As an added check on the validity of the findings a third of the teachers were interviewed after the data had been collected. Every teacher found that the tests of achievement were adequate.

PUPIL PERSONALITY AND PROGRESS

During the study, it was found that informal teaching has an effect on pupil anxiety and motivation. Whereas motivation, in the form of attitudes to school and school work, did seem to improve under informal teaching, but anxiety increased. The most valid explanation for this suggested by the researchers as most valid is that a more nebulous structure, more often found in informal settings,

Source: Teaching Styles and Pupil Progress, Neil Bennett, Open Books, London, U.K. 1976
Informal teachers preferred integration of subject matter. Allowed pupil choice of work, may allow pupils choice of seating, gave few tests, did little grading, gave little or no homework.
Mixed teachers preferred class teaching, with some using integrated approach to subject

is not conducive to the needs of many children.

By typing pupils by personality and comparing their progress, it was found that pupils of the same personality type did not progress at similar rates under differing teaching styles. Teaching style is held therefore to have a more powerful effect on progress than pupil personality does, since most pupil types showed better progress under formal teaching. The findings suggest that formal teaching contains or controls the overt behavioral manifestations of personality whereas informal teaching allows or encourages them, for example general social gossip, gazing into space or out of the window or various other negative behaviors; in other words—they waste time.

CLASSROOM BEHAVIOUR

Pupils in formal classrooms engaged in work-related activity much more frequently. All personality types of pupils engaged in more work activity in formal classrooms. Though the British study did not set out to investigate the relationship between work activity and progress, the results do fit into this framework. They suggest that careful and clear structuring of activities together with a curriculum which emphasizes cognitive content are the keys to enhanced academic progress.

COGNITIVE AND AFFECTIVE LEARNING

The British study set out to evaluate academic (cognitive) progress. Progress in affective learning is much harder to

Continued from page four

Musgrove was presented with a silver paper-knife on behalf of H&S whose strong supporter he has always been.

BUSINESS

Approval was given to the appointment of a new executive secretary to fill the vacancy left by the resignation of Mrs. Brown. Donna Sauriol has worked in H&S for many years and has been Area Director for NDG. A new Treasurer is to be appointed at the next Board Meeting to take over from the present Treasurer who has asked to be relieved of the post at the end of 1976. A study group is to be set up to respond to a request for reactions to the OECD Review of Canadian Education Policy originating from the CHSPTF Education Committee.

COMMITTEES

Membership lists received from local H&S associations are lower in number than at the same date last year. Area Directors have been asked to contact locals to urge them to send in lists before the next issue of the H&S News is ready for

distribution. H&S News asked Area Directors to encourage locals to send in reports of local activities. The Leadership Conference reported 88 attending this year but suggested a Resolutions workshop to be held at the beginning of the year. Alex Morris is to act as Annual Conference Program Chairman. The Board recommend H&S continue to support the Bill 22 Fund, to cover \$50,000 debt incurred by QPASB's legal action, and Al Locke was appointed chairman of the Committee. Work continues on Federal Grants for Bilingualism and the School Board Reorganization Committee is to prepare a reaction to the Island Council Committee's report on this

McGill registrations drop unexpectedly

A drop of 300 students was noted in registrations for the 1976-77 year at McGill University.

A drop of 189 in freshman registrations was unexpected as projections from the results of the last few years led the University to expect an increase of around 70 full-time freshmen.

The principal shortfall was in Quebec. There was a small increase in arrivals from anglophone CEGEPs but this was less than was projected a year ago. There was an actual decline in the number of freshmen from francophone CEGEPs.

A decline in freshmen from other parts of Canada was balanced by an increase in foreign students.

formal classrooms did seem to show an improvement in attitudes to school and school work over the year but this was at the expense of an increase in anxiety. Improvements in sociability and self-esteem were no different from those in formal schools.

THE CENTRAL FACTOR IN LEARNING PROGRESS

Pupils need a degree of teacher direction and this direction needs to be carefully planned and the learning experiences provided need to be clearly sequenced and structured. Teachers need to know not only what they do but why they do it.

evaluate both for the teacher and for the researcher, but the evidence that can be brought to bear seems to argue that the aims of the informal teacher (who stresses the importance of self-expression, enjoyment of school and the development of creativity) are only partially achieved. Creative writing in the informal classrooms proved to be no better than in the formal classroom. Pupils in the in-

Here's what parents want

A survey commissioned by the M.C.S.C. and the Central Parents' Committee provides an insight into the way parents see their school.

The parents opt for an open approach to pedagogy, but within the concept of a traditional school. Those who expect most from the school tend to favour a more traditional kind of education, rather than the non-structured school and its components.

A preference for the same teacher for all subjects was expressed by 47%, while 26% want the homeroom teacher for the first language and Math with other subjects taught by specialists, and 25% would like every subject taught by a specialist at the elementary level.

In English elementary schools, parents would like more time devoted to French, mathematics, family living and citizenship, social studies and physical education. Decreased time would be acceptable in religious or moral instruction, sciences, music and the arts. A majority

feel that placement in enriched, regular or slow groups enables a child to learn better, but at the same time half the respondents feel that such grouping accentuates the differences among children.

Adjustment to the secondary level is difficult in the areas of larger size of school, subject specialists, options and moving from room to room. Early specialization seems to be a concern, with an even larger proportion feeling that students do not acquire enough general knowledge.

The comprehensive school evokes a negative reaction, with a concern for lack of valid human relationships between teachers and students. Conversely, it is felt that the greater services offered the students prepare them better for today's society.

Language teaching satisfies 92% in the case of English as a first language, but only 67% for French as a second language. A large majority of parents want second language instruction to begin at the start of elementary

subject under the direction of Bill Miller. A chairman is still being sought for the Media Committee.

AREA REPORTS

Twelve Area Directors reported on area activity. Many referred to the disruption in recruiting in the absence of parent-teacher meetings. In Bale Comeau amalgamated school difficulties have been resolved for the time being. Western Quebec is preoccupied with overcrowded school facilities and changes in school boundaries. Fund-raising activities have met with success in Dorval. Block Parent programs are being discussed in many areas. Montreal Central Director described the difficulties of increasing membership in that area. Associations using a school-opening mailing for membership material along with student insurance forms and handbooks report improved membership ratios.

PRESIDENT'S VISITS

The President reported visits to the PAPT-PACT Convention, the Littoral Board in Northern Quebec, Lennoxville, Chambly and the New York PTA Convention, where she presented a copy of the Canadian Bicentennial Book.

Grammar is lost!

That's the view reportedly expressed by delegates attending the Canadian Education Association Annual Meeting.

According to Carolyn Drysdale, President, Nova Scotia Home & School Association, that in spite of the apparent seriousness of the statement the provincial representatives felt that "children are more able to express themselves verbally and in writing whether their grammar and spelling are correct or not."

Drysdale says that the meeting considered the end results of schooling are beneficial. She reports:

"The important thing is schools are turning out more students who are capable of making decisions in our world and helping to achieve their and our goals."

school, no matter what the second language happens to be.

Compulsory religious instruction is favored by a proportionally larger number of parents with children in the English sector (65%) as compared with those with children in the French sector (46%). Other questions on related topics dealt with exemption from religious instruction and the degree of Catholic affiliation and practice required of staff members.

Parents indicated that they want the school principal to be their representative, the curriculum set by the competent authorities, and the teacher to be free to use the teaching methods as he sees fit. A majority of parents feel that sex education should be dealt with by the school as well as the parents.

One impression that was very clear was that parents are unwilling to pay more school taxes to provide free school supplies, free lunches for elementary pupils, or free school bus service.

More Questions

Bilingual Grants

THE MONEY MYSTERY

• The Secretary of State of Canada has turned down Home & School's request to have a copy of the formal agreement and of the formal renewal of the Federal-Provincial Agreement for Bilingualism in Education saying that it cannot be released without the consent of all ten provinces.

WHAT ARE THEY HIDING?

• Just prior to the November 15th election, in a letter to Home & School, then Education Minister Bienvenue said "there is no reference whatsoever in Canada's agreement with Quebec to supplementary costs or additional costs or extra costs." The press releases which related to both the original agreement and its renewal clearly say "to assist the provinces with the supplementary costs."

THESE PRESS RELEASES CAME FROM THE SECRETARY OF STATE'S OFFICE—WHY DID THEY SAY SUPPLEMENTARY COSTS IF IT IS NOT TRUE?

• Secretary of State Roberts attended the meeting of the Council of Ministers of Education of Canada, held in Quebec City in January, to discuss with the provinces ways of continuing the federally funded, but provincially administered, bilingualism program when the present arrangements expire in March 1979. The press quotes Education Minister Morin of Quebec and Education Minister Wells of Ontario as being worried that Ottawa might cut off funds for bilingualism programs. It was also stated that "they were strangely secretive about the source of their anxiety and suggested reporters question Mr. Roberts." Pressed by reporters Mr. Roberts said that "he had raised the question of how best Ottawa could ensure that funds allocated to the provinces for bilingualism in education were being used for the purpose for which they were intended." He also said that "Members of Parliament are right to be concerned that some kind of control be exercised over how the federal money is spent."

COULD ALL THIS POSSIBLY BE RELATED TO THE THREE LETTERS AND OUR BRIEF WHICH WERE SENT TO ALL FEDERAL MEMBERS OF PARLIAMENT? COULD IT ALSO BE RELATED TO A RESOLUTION SENT BY THE CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION TO ALL FEDERAL M.P.'S DEMANDING ACCOUNTABILITY FOR BILINGUALISM GRANTS?

• Quebec Federation recently received a letter personally signed by Prime Minister Trudeau. This letter showed a knowledge of our Brief on Bilingualism Grants and of the correspondence to and from the Secretary of State's office. It repeated the assurances of Hon. John Roberts that our views will be taken into consideration during the renegotiation and also that Mr. Roberts will meet with Home & School after we have met with Quebec Education Minister Morin. Usually anything sent to the Prime Minister on the Bilingualism Grants is acknowledged in a formal way by the Prime Minister's secretary.

COULD THIS PERSONAL REPLY BE IN ANY WAY RELATED TO THE FACT THAT OUR LAST LETTER TO SECRETARY OF STATE ROBERTS ENDED WITH THE WORDS, "REST ASSURED THAT WE INTEND TO PURSUE THIS MATTER FURTHER."?

Don't miss the next exciting episode . . .

Unofficial translation

1976 PQ education platform

Quebec carried out important reforms in education during the nineteen sixties. Rationalization of structures, administrative management reform and greater access to education have increased the quality of the human resources of our society.

However, several far-reaching

problems have not yet been resolved. There is still very often a lack of motivation by our schools; they are out of touch with reality and do not sufficiently encourage the creativity of the student. Teachers do not have the means to remedy this state of affairs.

Education is not coordinated with the needs of the labour market. The children of low income families and adults have less chance of acquiring a quality education, and access to university still depends on the capacity of the student to pay.

It is necessary therefore, while

completing the reorganization of the school boards, to undertake a further, still more vital reform, within the double perspective of the development of the person and the needs of society.

Consequently a Parti Québécois government undertakes to:

1. Abolish the property tax levied for school purposes, and use the regular revenues of the province to finance education and assure the catching-up of underprivileged areas; the donations of companies and other financial institutions to school establishments which are provincially financed must be reported to the province and approved by it.

2. Reform continuing education in order that it becomes a real tool for social advance for the workers, by enabling them to build on their experience rather than accumulate theoretical knowledge; to this end, to develop a system of leaves for the purpose of cultural development, professional improvement or retraining and to institute night courses and correspondence courses in all sectors.

3. To establish courses in spoken French using all methods of audio-visual instruction to give pupils an efficient and exact means of expression and communication, and a feeling for and intimate knowledge of their language. In this context, the publication of French texts must be encouraged and discourage the bad translation of texts written in foreign languages.

4. To institute the compulsory teaching of History and Geography at the elementary and secondary levels in all

educational institutions in Quebec and see to it that each secondary student, at the time he starts to learn the general history of man, knowledge of which is undeniably valuable, be obliged also to follow a dynamic course in the history of Quebec.

5. To consider as a priority a training program for teachers that will promote maximum professional competence and provide for permanent retraining.

6. To create in each school a council with the power to make pedagogical or administrative decisions within the framework defined by the Regional School Board and to participate in the planning of the development of education.

a) at the elementary level, the council will be composed of equal numbers of representatives elected by the parents and the teachers, as well as the school principal or his representative

b) at the secondary level, the council will be composed of equal numbers of representatives elected by the parents, the teachers and the students, as well as the principal or his representative.

7. To establish at the level of each region, a Regional School Board having direct jurisdiction over all elementary and secondary schools situated in its territory.

8. To modify the law in such a way that the council of Regional School Boards be composed of an equal number of administrators named by the government, of parents, of teachers and of students of the secondary level chosen from among the councils of the elementary and secondary schools and elected by them.

9. To create, under the direction of the School Council of the Island of Montreal, several large unified school boards, responsible within their territory for the organizing of the various confessional and non-confessional classes, in the French language and in the English language.

10. At the level of the University and the CEGEPs, to insure equal participation of the students and the teachers in the pedagogical management, and to insure equal participation of the students, the teachers and the administrators in the administrative management.

11. To insure participation of the students concerned at the level of the general directorates of college education, of higher education, of adult education, of teacher training and of planning.

12. To insure the participation of the interested sectors of the working world in the various general directorates of the M.E.Q. and the regional

bureaus in order to make known their needs and the openings available for workers.

13. To develop technical education, notably by creating technical universities or higher technical institutes with a view to assuring the training of executive engineers and specialized technical personnel in secondary industry; and to urge industry to give apprenticeship courses to complete the vocational training of students.

14. To make courses free at all levels, to extend to 18 years the age of compulsory attendance at school and to establish a coherent system of bursaries or subsistence allowances and eventually a guaranteed income.

15. To set up a period of compulsory civic service in return for free education. In the case of health professionals with a university diploma, this period would be a year devoted to under-staffed regions or an apprenticeship in a CLSC. The setting up of this civic service would be done with the collaboration of the unions of students, workers and professionals.

16. To devote the sums presently spent on elementary, secondary and college education to public institutions exclusively.

School system fails low-income kids

"Our school system is designed to create winners and losers. It is a horrible system."

McGill's Vice-Principal (Academic) Eigil Pedersen knows whereof he speaks when he criticizes the system so roundly. He has focussed much of his extensive educational research on finding out why our school system so patently fails to educate and motivate pupils from lower-income areas.

His research model has been Royal Arthur School in Little Burgundy, which he himself attended as a boy, and where he later taught.

In an interview published in the latest issue of the McGill News, a Graduates' Society publication, Pedersen describes his findings: a first-grade teacher has an enormous influence on the future of the children he or she teaches.

He takes issue with researchers who have found children from middle-class families do better than children from working-class families because the latter come from an impoverished gene pool.

"I don't believe this. But . . . they are comforting ideas to legislators who want to cut back on funding for public education."

MEQ NEWS

In October, 1976, the Ministry of Education of Quebec (MEQ) produced the first issue in English of 'Informeq' which has been in circulation monthly for the last year. 'MEQNEWS' is a translation of 'INFORMEQ' and three editions have been printed so far.

To be added to the mailing list for MEQNEWS write to:

Service général des communications,
Ministère de l'Éducation
1035 rue de la Chevrotière
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Report on McGill Council of Part-time Studies

Education improvements sought

The McGill Council for Part-time Studies, under the aegis of Réal Bouliane, Assistant Dean of the Faculty of Education of McGill University, is made up of invited representatives of practically every group in Quebec involved with English education.

It includes representatives from McGill's Faculty of Education and the Faculty of Arts; the CEGEPs; QAPSB, QASA, QFHSA, the Quebec Association of Independent Schools; PAPT and PACT among others. Meetings are held twice a year at McGill in an informal atmosphere to enable the various members to discuss and compare problems.

This has been of great value in that many of the groups have little knowledge of the others. It is hoped that by such discussion, together with greater dissemination of newsletters and informational materials among the various organizations, that a much greater liaison will develop, which can only be of benefit.

UNIFIED VOICE?

To this end, Winton Roberts of the Quebec Association of School

Administrators has suggested that this Council of Part-Time Studies might constitute itself as the true voice of English-speaking Quebec.

As representatives of practically every group in the province concerned with English education it could not fail to have an immeasurably greater impact than any of the organizations alone, and with the prestige of McGill and its invaluable co-ordination of efforts we would be well advised to all ratify such co-operation.

With regard to the original aim of improving the quality of part-time studies, there has been a Division of Education Leadership set up at McGill under Dr. Charles Lusthaus, in an attempt to co-ordinate the activities of various groups in Quebec interested in educational leadership. Although the Faculty is presently funding this group, it is hoped that the Ministry of Education will subsidize it through the "Perfectionment" scheme. Leadership workshops have been set up for administrators, professionals and parents.

by Ruth Pidduck,
Q.F.H.S.A. V-P and
Liaison Chairman.

TEACHER CENTRES

Among other subjects discussed at the last meeting, on December 17th, 1976, were Teachers' Centres, similar to those in England and the growth in non-credit courses for teachers at McGill. This is the fastest growing segment of the Faculty of Education. Rod Elkin of PAPT reported that teachers would prefer more courses in solving human relationship problems; such as courses in communication, conflict resolution, leadership, goal-setting, etc. rather than merely up-grading professional qualifications. He is also worried that Continuing Education has to make up deficiencies in original teacher training and believes that evaluation must be made of the courses now given; duplication of courses must be avoided and more research must be made into what teachers really need.

CEGEP success needs community support

The Collège d'Enseignement Général et Professionnel, better known as the CEGEP, has been in existence since September 1967. These post-secondary institutions are considered the hub of the educational reform which was envisioned by the Parent Report.

The concept of this intermediate step between the secondary school and university was completely new to the English-speaking community. However, by 1969 the first English CEGEP, Dawson College, had received its charter. Since that time three others, Vanier, John Abbott and Champlain Regional, have been established. In these 8 intervening years, there has been a rapid development in these institutions, but a cursory survey of the socio-economic groups, in any community, such as our own Home and School Association, will reveal that still there is little knowledge of the community-orientation which was originally proposed for the CEGEPs.

The lack of community involvement within the CEGEP campus is lamentable, but in discussing this matter with administrators of two CEGEPs, we were assured that theoretically all the structures are in place for the college to reflect community objectives.

Pre-School Education in Quebec

NURSERY SCHOOLS IN DANGER

In November 1976, ninety Quebec nursery schools received a letter from the Ministry of Social Affairs. The letter offered to nursery schools the choice of either becoming day-care centres, or dropping classes for three-year-old children, or closing their doors. Each school's decision was to be made known to the Ministry by December 15th.

The nursery schools found the timing and the choices offered unacceptable. In the English sector, the Quebec Council of Parent Participation Pre-Schools (which represents 44 member schools serving about 1,600 families) prepared a case for delaying such a decision and asked that another category of educational service be set up which would cover the pre-schools with their particular set of objectives and methods of operation.

As at present organized, pre-schools neither fit into Social Affairs norms for day-care centres (the children are only in a nursery school setting for two or three hours a day, three or four hours a week, and only during the winter months) nor do they follow Education Department regulations (not all teachers have a Quebec teaching certificate and children below the age of four years are accepted).

Co-operative pre-schools, which the Quebec Council of Parent Participation Pre-Schools represent, are wholly-owned and operated by the parents of the

LACK OF CONTINUITY

While the make-up of the Board of Governors would appear to be democratic and representative of a broad base, there are several weaknesses in the composition of this administrative unit. The 4 faculty and 2 student members are elected annually and therefore seldom have a sufficiently long tenure to familiarize themselves with the intricacies of the Board. Despite the fact that the 4 parent representatives are elected for a two year period, they must resign when their son or daughter graduates. In addition, there is often as much as a six month delay before their election is confirmed by the Department of Education.

Cases have been recorded where the parent of a second year student was elected in November but his confirmation was not received from the Department until the following April, hence during his term of office, he was able to participate legally in only one Board Meeting. To give continuity and stability to the Board, the Government appoints 5 members for 3 year terms. These Government appointments are made theoretically after consultation and representation by various community groups. However, appointments need not reflect a widespread support

by Lyman Roberts
QFHSA Area Director

within the community. An additional two members at large are appointed by the Board and the Director General and the Academic Dean complete its membership of 19.

TIGHT CONTROLS

While the Board of Governors has the responsibility of developing policy, and the Administrators of running the college; in actual practice the operation of the CEGEP is tightly controlled at every level by the Department of Education. The control extends from the appointment of the five governors to budgetary control of capital and operating expenses and to the approval of courses which may be offered at the College.

While one can be critical of the apparent excessive centralization on the part of the Department of Education, there is also evidence that parents and community groups have not responded with an adequate input. A case in point is the fact that when parents are notified concerning the election of their Board representatives, the turnout is often less than 1%. Asked for an explanation of this apparent lack of interest on the part of parents, an administrator at Dawson College replied: "It is hard to explain, but there seems to be a feeling by parents that they are interfering; somehow, the college seems to intimidate them and they do not identify with the college. It is regrettable, because the structure is here for parent participation."

Despite this apparent lack of support and involvement by parents and community organizations, there are encouraging signs in the enthusiastic community response to the programs offered by the continuing education departments at all of our CEGEPs.

To make these programs successful, the administrators

JOIN HOME & SCHOOL

rely heavily on volunteer support from both the business and professional groups. This is especially necessary for special projects and career programs directed by the colleges.

Can we look forward to a period of stabilization when the administrators can channel their energy into the improvement of the system? The former Minister Responsible for Secondary Education promised that we could, when he spoke at the official opening of the new Champlain Campus in St-Lambert last October. He acknowledged that the Department had received the Nadeau Report—a study on the operation of the CEGEP system—and while there would be changes introduced, the fundamental concept of the CEGEP would remain. There has been no indication from the new government of a change in this policy.

DO WISHES REALLY COME TRUE?

Seven years ago a young lady arrived in Montreal from the Barbados. She wished that all her family could come here too. Her wish finally came true in December. The last members of her family of four brothers, mother, sister and two nephews arrived. The family was reunited.

The grandmother wished for both her grandchildren a good life here in Canada. The sister, Monica, came to Canada with wishes for a good life for her two children, Ryan, aged two, and Alan, aged eight.

Alan had a wish—he wanted to always remain a child. He just didn't want to do all the things his mother and grandmother asked him, so that he would grow up big and strong like Uncle Leroy.

Alan got his wish. He died on Tuesday, February 1st, aged eight, after being hit by a car which failed to recognize the M.U.C. school bus signs and signals.

Aldis Lee
Area Rep. LaSalle



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Canadian Education Policy

QFHSA Reacts to OECD Review of Education Policy in Canada

NATIONAL EDUCATION POLICY

There is need for a Canadian national policy on education in the following aspects:

(a) To guide and stimulate the Canadian Broadcasting Corporation in preparing and transmitting programs in accordance with the policies developed. For example, there is a Canadian policy of bilingualism. This should go beyond offering programs in both languages to offering opportunities for Canadians through television and radio to learn the other language.

(b) To stimulate and guide educational programs which are concerned with what it is to be a Canadian, with Canadian civics, the Canadian Bill of Rights and other topics which have to do with Canadian citizenship. At the elementary level a simplified but vivid element in schooling should help youngsters identify themselves and their country, its flag and the principles on which Canada was founded.

(c) To spell out national priorities in education as Canadian society develops and changes.

(d) To act as a baseline for the activities of a Canadian national office of education.

NATIONAL OFFICE OF EDUCATION

Federal funds budgeted for education in accordance with a national policy should be disbursed by a national office with the power to distribute or withhold funds according to the performance by the organism implementing the policy. Provincial and local policy and decision-making should continue undiminished, on matters of provincial and local concern. Areas funded by a national office according to a national policy would be those on which 'national unity' depends—the two languages, the two cultures, indigenous peoples and Canadian citizenship. It would be responsible for placing education in a Canadian 'context,' including University education.

The National Office should also fund research in support of national policies and on other educational problems, and play a part in disseminating results of research relevant to Canadian, Provincial or local school systems.

The National Office should set up, not only the office for French culture recommended by the OECD, but also an office for English culture, both of which would work closely with agencies, such as the Canada Council, operating in the field of cultural activities.

A National Office of Education could also have a role to play in developing a salary program for teachers with the idea of introducing some standardization and equalization in salaries and also work in the field of pension plans for teaching personnel, with the object of ensuring mobility of pensions within Canada.

POLITICS AND EDUCATION

Educational policy and organization should be discussed as part of the platforms of candidates for public office at every level. In line with the support given to the idea of a national education policy and office, federal members of parliament must declare their thinking on educational issues and feel the need to inform themselves on the subject. The money paid from the public purse for educational purposes is of such proportions that political debate is essential at all levels. In order to provoke and maintain public debate and concern at each level (federal, provincial and local) tax funds should be raised by each level. As much as feasible, for instance, should be levied on local taxpayers by the local school board so that local education programs will be responsive to local needs and so that both taxpayers and school boards understand economic realities. Provincial and federal funds should be used to prevent serious disparities in educational opportunity.

TECHNICAL EDUCATION

Basic technical education should be part of the education of all students. In the elementary school, children should all have the opportunity to learn to work with their hands, to learn precision, measurement and practical techniques of making things. At a later age, students should also have the experience of reading technical material and learning to understand it, and also to familiarize themselves with common technology, for instance the automobile. It is said that one of every four workers in Canada is involved in some branch of the auto industry, and everyone is dependent on the automobile to some extent. The principles of this technology and others which are part of daily life must be understood and awareness developed of man's dependence on technology and its limitations.

BILINGUALISM

The school's role in implementing the Canadian policy of bilingualism should be to give every student, according to his ability, a grounding in the second language. Opportunities should also be provided for achieving mastery in the second language should the pupil and his family so desire. Every candidate for university should have achieved a working knowledge of French or English (second language) as one of several basic requirements. Knowledge of the second language is essential for mobility within Canada, and knowledge of a second language is seen as a means of improving literacy in the first language.

ELEMENTARY EDUCATION

Evaluation of old or new programs should be carried on constantly at the level of the school. A standard evaluation of an innovation such as 'continuous progress' seems difficult because of the many variations in use, perhaps as many as there are teachers. The affective side of education cannot be evaluated, though cognitive achievement is more capable of measurement. Research is needed into teaching and learning styles, so that teachers and students can be more closely matched.

SECONDARY EDUCATION

The High School curriculum needs review constantly to ensure that it meets student, local and national social needs. Services for the average majority in the High School (particularly if it is large) need to be improved from the point of view of providing for these students the individual appreciation and ego reinforcement they need, in the absence of which many indulge in disruptive behaviour or retire into themselves. In Quebec, the Secondary III student (aged 14 years or so) is the subject of the most concern from this point of view.

ROLE OF HOME & SCHOOL ETC. IN EDUCATIONAL POLICY

If a group with an interest in education takes the time to inform itself and develop some understanding of education, such groups should have a role in setting educational policy. Parents and the public have to take some responsibility for education, and educational groups through their different approaches can build public consensus in education and promote public responsibility. Those charged with the administration of educational systems must be responsive to emerging problems in education. At the level of the local school, the principal must ensure that consultation is not a futile exercise.

EARLY CHILDHOOD EDUCATION

The subject of the kindergarten day is a difficult one. There is no consensus yet on day-care and the role of the family in the care of young children. The OECD suggestion that the present kindergarten day is too long draws attention to the present Grade 1 day, deemed to be too long for some children, particularly during the first months of schooling. The objectives, activities and organizations of both these years of schooling need review in light of the best interests of the children, the social needs of families, and the preparation of teachers.

Last June there was a 'first' in Canadian education, the OECD's Review of Education Policy in Canada.

The Review had been in the works for some ten years, waiting on the preparation of background reports from all provinces and from the federal government.

The OECD team of examiners then visited Canada from coast to coast, though briefly, and drafted their ideas and further questions. At a final meeting with the OECD's education committee, representatives from Canada reacted to the ideas and questions. Then, finally, the Review was published.

Canadian Home & School and Parent-Teacher Federation, of which QFHSA is a member, received a recommendation at its annual meeting last May that H&S throughout Canada should look at the Review and make the most of the opportunity it provided for finding common ground between all regions of Canada. As a result a format for study and response was drawn

up by CHSPTF's Education chairman and circulated to the provincial associations, in every province except Newfoundland.

Soon after, the President of CHSPTF received a letter from the chairman of the Council of Ministers of Education for Canada, Mr. Ben Hanuschak, inviting CHSPTF's comments on the Review, to be submitted by March 1977.

QFHSA requested Vice-President Pat Lewis of Pointe Claire to organize a study group to draw up a summary of H&S reaction to the Review in Quebec. The group consisted of David Hill (principal of Macdonald High School), Pat Lewis (a teacher at Northview Elementary School) and parent members Ruth Levell, Marg Roluf and Joan Mansfield, with QFHSA President Betty O'Connell ex officio.

Though not all points of interest to QFHSA could be covered in the short space of time available, a report was prepared for presentation to the Board of Directors at their meeting on February 11th in Montreal.

Carter and Education:

Record shows his commitment

The first job President Carter had as a public official was the chairmanship of a local school board.

He went on to the state senate because of a personal concern for education in Georgia and successfully sponsored an overhaul of education financing. During his term as Governor an even broader reform was completed.

In an interview with 'American Teacher,' President Carter cited education a top budgetary priority and announced his intention to have a full-scale review of federation education programs.

His goal is quality education for every child.

In 1974, the U.S. federal share of education costs was 10% (compare 20% in Canada).

President Carter intends to create a Cabinet level post to specifically represent education, to expand vocational and career opportunities, and also the educational rights of the handicapped, along with reforms to strengthen universities and colleges in times of financial difficulties.

In undertaking these steps, President Carter said that he intends to appoint more people with practical experience of teaching and running school systems to administrative positions at the national level.

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FOCUS on the LOCALS



Northview

Old time town square

The annual Northview H&S fund-raising event this year took the form of a Towne Fair. The goal of \$1000. net was well met, with proceeds of \$1067.

Accompanying photos illustrate the fact that there is fun in fund raising.

The theme adopted was that of an old time town square. Suitable decoration and signs included "Simon Pieman" Bake Shop, "The Book Worm" for used books, "The Green Thumb" for plants, "The Dolls Boutique," "The Curiosity Shop" for Christmas decorations, "The Needle Nook" for sewing and handicrafts, and the "Piggy Bank Arcade" for children's Christmas gifts.

From 10:00 a.m. to 1:00 p.m. the gym was filled, only to be followed by the inevitable clean-up. When the committee see the

new audio-visual equipment in the library, wave good-bye to the children going on a bus trip, or give out prizes at the annual Science Fair, memories of an exciting day will return.

Somerled

Kids on TV

A Holiday Bazaar was held for the children of Somerled on December 10th. A total of \$228 was raised from this event. A Chocolate Bar Sale was begun in January, as an additional fund-raising project.

Several Somerled children were recently featured on the CBMT children's show "Hobbledehoy."

Willowdale

Rules guide parents & kids

A Block Parent program is well underway. Carol Roger reports that 125 families have responded to an appeal, with 75 being screened at present.

An "It's Your School Week" was held in November, with individual or class projects to demonstrate the value of the rules and regulations of the school. These rules had been sent to parents, who were asked to review them with their children periodically.

French Immersion students at Willingdon are involved in an exchange program with Ecole René-Guenette, with cultural events taking place in each school. Bilingual plays by Youtheatre and Pendulum Theatre were performed for both the English and French streams at Willingdon.

A Fun Fair in December netted over \$1400. The proceeds are being used for gym mats, a public address system for the

school, and providing Montreal Symphony Orchestra trio performances in the school.

Last year's donation to a lunch fund is being used to pay for additional lunch time monitors.

Willingdon has been polling parents on the question of children being asked to canvass for charitable organizations.

Courtland Park

Learning Co-ordinator appointed

A skating party in November provided fun for 191 skaters and a profit for the H&S, with a repeat of this event planned for February. Approximately 90 parents participated in a Wine and Cheese Party, complete with a guest speaker in the person of Scotty Bowman.

Since their school board's policy rules-out Christmas gifts from children to teacher, Courtland Park children redirected their generosity by making voluntary donations to the Gazette Christmas Fund.

Courtland Park H&S and School Committee receive information on a regular basis. In order to assure that interested parents receive this information, and to promote communication between parents with concerns in this area, Joan Price has assumed the role of Co-ordinator of Information on Learning Development.

Rosedale Parents aid art culture & basics

Rosedale has a successful volunteer program which deals with working on the basics, as well as an option program. Sponsorship of a Ballet Program and an Arts and Crafts Class are also part of the current activity.

A community service was

Mountrose

Support pays off!

In October, a Halloween Party was held at the school for children of Kindergarten to Grade 4, inclusive. On November 16 a Bake Sale was held at Mountrose with a good turnout producing a profit. The success of both events, as with other H&S activities, is attributed in part to the support and cooperation of the school's principal.

Seignior

Provides special teaching materials

A Fall Fun Fair was held in November with a variety of items for sale, such as baking, handicrafts, house plants, toys and small furniture. There were movies and apple bobbing to entertain the children. Proceeds of over \$1000 provided specialized teaching materials, and cultural enrichment in the form of a recorder concert and a Montreal Symphony Orchestra trio performance for the children.

The H&S performed a vital service function in assisting the principal with a special lunch program necessitated by a school bus strike. Volunteers were also provided to act as receptionists during parent-teacher interviews.

Following advance publicity throughout the fall in the "Seignior Signal," each family in the school was invited to contribute to the Bill 22 Special Action Fund. The amount of \$534 collected was a little less than hoped for, but represented about \$1 per pupil in the school.

Oakridge

Membership up!

Oakridge H&S has increased its membership well over last year, from 101 to 136. The achievement of a 70% membership is notable in a year when campaigns have not been easily conducted.

Summerlea

Benefit from Books

Memberships sold stand at seventy-two. A Bake Sale in November and a Book Sale in January were both very successful.

The students of Summerlea were shown a film, "The Million Dollar Hockey Puck," on the last day of school before Christmas.

Christmas Park Sell supplies

Cooperation among H&S, school committee and school help to keep Christmas Park parents informed through regular publication of a newsletter. Christmas Park may be a H&S with a difference—it has two presidents.

School supplies are sold every second week, with any profits being channelled back into the school. Volunteers operate the school library on a daily basis, and also offer story-telling periods for children in kindergarten, and grades 1 and 2.

Willingdon

Programs help minds & health

Macramé classes were held at Willowdale before Christmas. Yoga classes have now started, and will continue until the middle of April. If enough people are interested, classes will be given by the St. John's Ambulance, along with a course in Aesthetic and Skin Care.

Willowdale had a very suc-

cessful Fun Fair on December 4th, with proceeds about \$1,300, to provide extras for their students.

Students from grades 4, 5 and 6 are showing a keen interest in the knitting and embroidery courses being given by volunteer mothers.

New Carlisle

Plays, quiz set for grade 8's

In September, the Ways and Means Committee, under the leadership of Helen Mills, held an Autumn Tea in the New Carlisle High School auditorium. During the entertainment, refreshments were served by executive members and other volunteers. H&S President, Judy Gallan, drew for door prizes which had been donated. Con-

tributions of this nature, along with donations of cash, food and time combined to make the tea a successful one.

The regular October meeting received a personal report from Diane Legresley, Area Director, on plans for the November Leadership Conference. The social worker for the Gaspesia Area, Mr. Fred Brigham, also

attended the meeting. He explained his role in dealing with school-related problems, and their implications for the community.

The January meeting received a report on a successful Christmas raffle of an oak ensemble. New Carlisle has an Adopted Child Fund, begun in November.

A new teacher was introduced to those present at the meeting. There are plans for a Math Quiz, involving Grade 8 pupils at a future meeting, and for plays by Grade 7 and 8 students at other meetings.

Guest speakers from Bonaventure Polyvalent High School outlined plans for a special H&S night on March 3rd. This will involve a full-scale exhibition of the different courses available at Bonaventure, with teachers and counsellors there to discuss each course. Private interviews and a tour of the complex are also planned as a part of the evening.

Lindsay Place

How to deal with Parents!

A number of Lindsay Place High School students should be better baby-sitters as a result of a course sponsored by their H&S in December. They were taught not just how to handle situations arising with children, but also how to deal with parents.

Driver's Education is overseen by Art Armstrong, with 38 students in the fall course, and a second class starting in the new year.

The Physical Education Department of Lindsay Place was the recipient of a donation of \$300 from their H&S, to make possible the purchase of film loops to be used as a teaching aid.

Parents use the Lindsay Place gym facilities for Keep Fit courses sponsored by their H&S.

Let's Hear From YOU!

Help Canadian H&S rank YOUR concern

Canadian H&S and Parent-Teacher Federation through its Program Chairman Cathy Schoen of British Columbia is researching parents' opinion on current issues in schooling.

A questionnaire is printed below, to be completed by people concerned with education and returned to QFHSA office for forwarding to Canadian H&S.

Through the questionnaire, you are invited to participate in ascertaining which subjects are of the greatest concern in Canada

today. The subjects listed were identified from stories in Canadian newspapers, magazines and education journals over the past year.

Sit down TODAY and complete the 4-step questionnaire and return it to:

School Issues,
Quebec Federation of Home & School Associations,
4795 St. Catherine Street West,
Montreal, Que.

Please indicate:

Parent [] Teacher [] School Administrator []

School Board _____

STEP 1

Please indicate the importance to you of each of the eleven issues given below by marking the appropriate box.

STEP 2

Please rank the eleven issues in order of importance in your community. You can do this by indicating first the one most important issue and the one least important issue repeating the process until all eleven issues have been ranked.

STEP 1	high importance	moderate importance	little or no importance	no opinion	undecided	Rank	STEP 2
1) Discipline and corporal punishment							1) Discipline and corporal punishment
2) Educational needs of immigrant children							2) Educational needs of immigrant children
3) Sex (or Family Life) Education							3) Sex (or Family Life) Education
4) Basic Literacy (Reading and Writing)							4) Basic Literacy (Reading and Writing)
5) Community control of education							5) Community control of education
6) Making teachers/schools accountable for their effects on children							6) Making teachers/schools accountable for their effects on children
7) School financing and property taxes							7) School financing and property taxes
8) Increased Canadian content in schools							8) Increased Canadian content in schools
9) Provision of Special Programs for Exceptional Children (with learning disabilities, gifted children, handicapped etc.)							9) Provision of special programs for exceptional children (those with learning disabilities, gifted children, handicapped, etc.)
10) Improved communication between school and parents							10) Improved communication between schools and parents.
11) Learning the second language							11) Learning the second language

STEP 3

This step asks you to indicate your degree of satisfaction with the schools in your community. Please mark an X under column that best describes your feelings.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
							9) Parents are generally satisfied with the schools						
1) Teachers are well-trained professionals							10) The taxpayer's money is generally well-spent on education						
2) Courses are too easy							11) There is not enough discipline in the school						
3) Students are well-prepared for future life							12) Parents expect the school to take too much responsibility for raising their children						
4) Parents have a say in what goes on in schools							13) Children generally receive a good education						
5) Teachers are overpaid							14) Teachers should have to work harder						
6) Schools are pleasant and comfortable places for children to learn							15) There is need for more emphasis on the basic skills						
7) The School Board clearly communicates its activities to parents							15) French is adequately taught						
8) Children should do more homework													

STEP 4

Please add a separate sheet to indicate any issues about schooling in your community that you feel are important but are not listed in this questionnaire. You may also add any additional comments you wish.