



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 13 NO 4

MONTREAL

APRIL 1976

Canada Post Postage paid	Postes Canada Port payé
Bulk third class	En nombre troisième classe
F - 29 MONTREAL	

Return Postage Guaranteed
Return to Publisher

32nd. Annual Convention Theme:

Learning for tomorrow's world



SLINGERLAND



KNELMAN



With all the emphasis placed on teacher contract negotiations, the ramifications of Bill 22 with its language tests for small children, it is only natural that the main thrust of this year's Annual Convention should deal with the many influences that affect children and their future.

Says Convention Chairman Fay Richardson:

"We have tried to provide a platform for beneficial discussion on the very real problems faced by children and students at all levels of the educational structure."

The program covers everything from the effectiveness of collective bargaining to educational objectives and the essential curriculum.

Individual workshops will again highlight specific areas of concern. For complete details of the program see page 8 and 9 in this issue.

Plan to be among the many who attend all the sessions planned for this year. Prof's. Slingerland and Knelman are two of the main speakers. They will talk on Values and Objectives. See pages 8 and 9 for complete listing of speakers and subjects.

EVERYONE IS WELCOME

"While this is Quebec Federation's Annual Convention," says Mrs. Richardson, "it is not restricted to members only. Everyone who is concerned with the future of education and children is more than welcome to participate."

Cost of registration to non-members is \$3.00. Students free.

Mrs. Richardson adds:

"Attending the convention is a sure way of finding out what is happening across the province. And the fact that Minister of Education, Jean Bienvenue, is one of our prime speakers bodes well for the success of the convention."

In addition to the primary and workshop sessions there are two major business sessions planned to discuss the affairs of Federation. Also, the controversial film on 'Basic Skills' shown on CTV's W5 program will be screened during the convention.

"But all is not work," insists Mrs. Richardson. "Bring a friend, your Principal, teachers and students, and bring your swimsuit and take advantage of the Hotel Bonaventure's roof-top swimming pool."

For more on the convention see page 8, 9, 10, 11.

QAPSB loses 'Round 1'

Superior Court Chief Justice Jules Deschenes ruled Quebec's Official Language Act valid in his judgement April 6th, against Quebec Association of Protestant School Board's attack on the constitutionality of the language legislation.

That issue had been taken under advisement on March 23rd after court proceedings which were begun March 3rd.

The judge ruled that the power conferred on school commissioners and trustees in the LOWER CANADA STATUTE of 1861 to regulate the course of study in their schools did not imply the right to choose the language of instruction. Instead, the Chief Justice found that the

choice of language in education is strictly the prerogative of the National Assembly and that this power was not restricted by Section 93 (1) of the British North America Act concerning denominational schools.

It has been clear that regardless of the outcome of this case the matter would be referred to a higher court, the Court of Appeals, and eventually to Supreme Court of Canada.

The Quebec government with its unlimited funding (tax money) at its disposal would have pursued this matter as readily as QAPSB undoubtedly will, provided that the public supports its drive for private funds (see page 7).

Section 93 para 3

BNA ACT

"Where in any Province a System of separate or Dissident Schools exists by Law at The Union or is thereafter established by the Legislature of the Province, an Appeal shall lie to the Governor-General in Council from any Act or Decision of any Provincial Authority affecting any Right or Privilege of the Protestant or Roman Catholic Minority of the Queen's Subjects in relation to Education."

IN THIS ISSUE

Canada Leads	5	Negotiation Effects	16
Convention program	8, 9	Outdoor Education	6
Creative playgrounds	12	Physical Ed. Credit	6
Focus on Locals	15	Prefects at LaSalle	5
LaSalle Bus	14	President's Message	3
Legislative background	4	Resolutions 1976	10, 11

Editorial:

Comments & opinions

Hearing from you...

Standards need raising

Sir, — As a teacher of English who shares the concern expressed by many of my colleagues as to the dismal performance of students, and their lack of knowledge of their language, I could not help but be struck by the comments of McGill University's Martin O'Hara in last Saturday's Star.

Having graduated two years ago from the faculty of education, I would submit that many of the problems apparent in high school students are exacerbated by the inability of the education faculty to provide prospective English teachers with minimal rigorous standards, or even to screen its graduates in order to prevent what I can only call functional semi-literates from being graduated, and hired!

During my year as an English specialist in the post-secondary teacher training program at McGill, I was subjected to the most appalling grab-bag of programs, the chief common characteristic being their supposed appeal to future "enlightened" and "progressive" educators. (Us).

One course, offered by the English Department, and compulsory for all students, was entitled "Educational Media." Activities in this playground began with word games so that we could remember one another's names. Trendy psychological games followed — "to facilitate inter-personal communication."

The course then degenerated into a series of gripe sessions chiefly relating to its irrelevance to our imminent careers, although I do recall other games played by candlelight (to release "inhibitions") and several sessions of collage-making and musical instrument-playing (to make us learn to "share").

The fact that this course was taught by a Ph.D. may explain, but it does not excuse, the lunacy of it all.

More serious is the problem or set of difficulties posed by the course in Methods of Teaching English, the main course for every future English teacher. Run on a modular system, the program allowed maximum flexibility and made minimal demands.

There was a surfeit of "busy work," making lists of text books, poems, projects, and so on. The supposed intent of all this was to give the student an opportunity to become familiar with literature.

One wonders why on earth anyone who could not demonstrate at least a basic knowledge of the canon of English literature and its criticism would be admitted to the English program in the first place!

The two principle subjects of discussion were approaches to poetry, and "ME." To deal with the latter first, one must note that intimate and endless self-revelation in a style of which the disciples of Moral Re-Armament would altogether have approved, was the order of the day. Endless hours were devoted to self-expression, self-searching and, in fact, self-indulgence.

These sessions resembled the worst type of cliché pseudo-psychology: sensitivity training at its dubious worst — little sensitivity and less training!

As for approaches to poetry,

were there discussions of the principal schools of English poetry? Were there analyses of metre, rhyme, and diction? Were there explorations into the lives and souls of the masters of our language? No, these considerations were apparently passé.

We glanced through a grab-bag of modern verse and indulged in much speculation as to what lay behind the occult ramblings of the self-appointed literary gurus of our time.

And why can't Johnny write a sentence or parse a noun? It may well be because Johnny's teacher never discussed formal grammar, syntax, or the form of the language while he was being trained.

And why doesn't Johnny read? It must be that Johnny's teacher was too busy writing his personal "journal of discovery" to spend the weeks necessary (or maybe the lifetime) to consider what works Johnny will read and will find worthwhile.

I could continue at some length, but the point must be apparent: It is possible for a teacher of English to graduate from McGill with precious little talent other than the ability to emote about one's feelings and to list and categorize textbooks and "resource material."

Entrance to the faculty is based on university marks and personal references. No attempt is made to ascertain the suitability of the candidate for the subject he proposes to teach. No rigorous examination in English Literature and grammar is required of every English major.

No basic standards of excellence are imposed, but only a personal appraisal of one's own particular interests and feelings.

I feel blessed that, in high school, I was taught by teachers who had standards of excellence, who taught the standard classics as well as more modern efforts, and who not only knew the language thoroughly, but loved it dearly.

It is to their standards that I aspire, and to which every English teacher should cleave. The standardless, meaningless, tedious program offered to McGill education students in English is a tragedy, and a terrible indictment of those who hold responsibility for its administration.

John L. Aimers
Westmount.

Ed: The above letter was first published in the MONTREAL STAR. John Aimers will speak on this subject at the Q.F.H.S.A. Convention, Saturday, May 1st 1976, at Hotel Place Bonaventure.

Have new members

Dear Betty,
Congratulations on "News" just received and thanks for the publicity.

Could you send me 15 copies plus affiliation forms for membership? I'll try again to get some support for you.

Lloyd MacKeen,
Secretary, Protestant Committee

The split's wrong!

A review of educational spending is urgently required in Quebec. Canada, the world leader, allocates 9 percent of its gross national product to education; Quebec, a stunning 12½ percent of income. According to a study carried out at the Ontario Institute for Studies in Education, less than half of Quebec's educational expenditures go to teachers' salaries, and at 45 percent this is the lowest percentage in Canada.

The key to a solution of the current impasse in teacher contract negotiations would appear to lie in the disposition of the remaining 55 percent. 43 percent goes on non-teaching personnel at the provincial, board and school levels. The remaining 12 percent goes on buildings, capital charges, and so on, including the cost of applying the present text-book purchasing policy, — a policy which profits booksellers, not schools.

The way these educational funds are distributed is a demonstration of the priorities and policies of the Ministry of Education of Quebec.

The disbursement of public funds is legitimately a subject for public debate. Quebec teachers have succeeded in stimulating discussion of these issues. In so doing, however, they have made children the victims of their struggle to change a highly-bureaucratic system. Taxpayer and parent alike pay handsomely for this educational system: they cannot reasonably be expected to pay more.

The elected representatives of the people of this Province must assert their right to create policy in education by carefully monitoring the application of funds. For, in the final analysis, the quality of education a child receives is highly dependent on the calibre of personnel attracted to the teaching profession, and their dedication.

M.D.

They deserve our gratitude

In 1890 the rights guaranteed French-speaking Manitobans in their provincial constitution were removed. As English-speaking Quebecers can well understand, this caused great outrage in the French Manitoban community.

Unlike our present circumstance, however, the Federal government tried to come to their aid by initiating a remedial bill restoring the separate school system: unfortunately this bill was defeated, largely through the efforts of the Liberal opposition led by Sir Wilfred Laurier.

A festering sore on the body politic erupted, which Bill 22, in its present form, can only serve to aggravate. To allow Quebec to follow this example, in opposition to the present policies being pursued in the other provinces,

notably New Brunswick, is to discourage the other provinces of Canada in further development of existing programs.

The Quebec Association of Protestant School Boards has shown great resolution in exploring every avenue open to it before resorting to court action against the Government of Quebec's Official Language Act.

QAPSB's courage has been sorely tested as determined efforts have been made to undermine the credibility of its position.

Those involved deserve our gratitude. They should receive substantial support from all Canadians who hope for a brighter future for linguistic minorities than Bill 22 promises.

M.D.



Quebec Home & School NEWS

Published by the Quebec Federation of Home & School Associations, 4795 St. Catherine Street West, Montreal H3Z 1S8. Telephone (514) 933-3664.

Editorial Board: Chairman, Dorothy Chant; Members, Maybelle Durkin, Gillian Hayes, Joan Mansfield, Gordon Perry, Lenore Rapkin, Fay Richardson, Beverlee Solby; Advertising, Sandra Keightley.

Legal Deposit Quebec National Library

THE HON. PIERRE ELLIOT TRUDEAU PRIME MINISTER -

WE PROTEST THE CONTINUED BLIND EYE OF THE FEDERAL GOVERNMENT TO THE USE BEING MADE BY QUEBEC OF THE FUNDS GRANTED FOR BILINGUALISM IN EDUCATION. HERE IN QUEBEC THE LAW REQUIRES ENGLISH STUDENTS TO BE BILINGUAL IN ORDER TO RECEIVE THEIR HIGH SCHOOL LEAVING CERTIFICATE, YET FEDERAL FUNDS ARE NOT BEING PASSED ON TO OUR SCHOOLS AND THE OVERALL QUALITY OF OUR EDUCATION IS SUFFERING AS A RESULT.

ELIZABETH O'CONNELL PRESIDENT QUEBEC FEDERATION

One sided viewpoint . . .

Dear Sir,

Your report of the teacher contract information meeting at Dorval High School is as one-sided as the distribution of the panel representation at the meeting itself. . . .

The following quotations are indicative of the balance and tenor of Mr. Perry's report: "Sylvester White, Assistant Deputy Minister of Education, Quebec appeared to make a fair appraisal of the situation. He threw us some good information." "Sheldrick presented many, many details to the parents." "Harvey Weiner did not contradict a single point made by the government spokesman."

Mr. Perry has every right to make his own subjective analysis of the information presented but to state that I did not contradict "a single point made by the government spokesman" is a

blatant untruth, as any fair-minded person attending the meeting would agree. . . .

In reference to Mr. White's statement indicating there would be an increase in the number of teachers to be hired, specific examples applicable to P.S.B.G.M were given to demonstrate that in fact a decrease of teachers would result. Mr. White's percentage analysis of teacher salary increases under the government offer was also disputed and many comparisons and statistics were given in this regard with written copies provided to the public.

I would hope, in the interest of your readers, that more balanced coverage of public information meetings will be given in the future.

H. Weiner,
Executive Assistant
Montreal Teachers Assoc.

Board recommends holding line on fees

The QFHSA Board of Directors welcomed one guest to its March meeting at Westmount High School — Jennifer Leith, President of Meadowbrook H&S.

COMMITTEES

Annual Meeting & Conference to be held at the Bonaventure was reported on schedule with regard to speakers, program and administrative arrangements. QFHSA is to subsidize one of the meals. More advertising is needed for the program booklet to help cover costs which, like everything else, have gone up. Bill 22 legal expenses are to be covered by public donations and QFHSA is to set up a fund-raising committee to work with QAPSB for this purpose.

The Bilingualism Grants, H&S News, Liaison, Resolutions and School Board Reorganization Committees also reported.

AREA REPORTS

Magog, South Shore, Gaspé, Saguenay, Lakeshore I & II, TMR, Westmount, Sept Iles, and Lachine gave accounts of H&S and associated activity in these areas.

MEMBERSHIP & CONFERENCE FEES

The Board received a recommendation against any increase in the QFHSA membership fee for 76-77, and asked that the Standing Rules be amended to include a Conference fee payable by every association each year as determined by the Board of Directors.

CONTRACT NEGOTIATIONS

The Executive reported on a meeting with members of the QAPSB executive at which the QAPSB insisted that the February 25th salary offer was the best possible under the AIB guidelines and in fact, with fringe benefits included, may prove outside them. The school boards reiterated their opposition to any reduction in teacher workload for the reason that fewer teaching periods a week would play havoc with the smaller Protestant schools. It was pointed out that teachers are working under a contract — last year's — until a new one is signed, and that the salaries under the last contract were in fact negotiated, not 'decreed.'

PRESIDENT'S MESSAGE



Elizabeth O'Connell
President

There are some who would dismiss the impact of the teachers contract negotiations on the average child as merely a few days lost in school. But the repercussions go far beyond that.

The constant interruption of studies makes it impossible for the student to follow a coherent study plan. The emotionally charged atmosphere in our schools and CEGEPs can only have an unhealthy effect on our young people, not to mention their exposure to the worst aspects of union activities which lack moral values that embrace the ideals of loyalty, beauty and trust.

Is it any wonder that our students can be heard to express the feeling that they have come to the conclusion that no one is aware of their feelings and what is happening to them.

Parents must dismiss from their minds the emotional aspects of this situation, no matter how difficult it may be to do so. We must use straight thinking and not be influenced by prejudice, narrow

views, pigheadedness and false values.

Our first responsibility is our children. And others, who share a responsibility for the welfare of children should understand and accept that.

On a happier and more positive note - Federation is holding its Annual Convention April 30th and May 1st at the Hotel Bonaventure.

Among the many topics to be discussed under the theme 'Learning for tomorrow's world' are: Is collective bargaining really necessary?... Children and their environment... Basic skills and basic needs... The Educational role in the community. All have a real bearing on current problems. Hope to see you there.

Federation's position

TEACHER CONTRACT NEGOTIATIONS

The actual salary increases represented by the new Government offer are as follows in honest terms i.e. percentage increase over the total salary received by teachers for the 1974-75 school year:-

1. Teacher Categories 12 & 13, 27.2 and 17.6% respectively
2. Teacher Categories 14, 15, 16 & 17, 11.4, 11.0, 10.6 and 10.0% respectively
3. Teacher Categories 18, 19 & 20, 8% in each case.

RELATED INFORMATION

Teacher Categories 12 and 13 have now been combined in a common "Less than 14 year Category." The number of teachers involved represents approximately 15-16 percent of total PAPT membership.

Teacher Categories 14, 15, 16, and 17 represent approximately 75 percent of PAPT membership.

The salary offer in each case embodies an 8 percent in-built cost of living allowance i.e. - no separate cost of living allowance is payable unless the increase in cost of living exceeds 8 percent over 1975-76 and then payable at the end of year.

FEDERATION COMMENTS

In respect of the increases in Categories 12 and 13 Federation welcomes this overdue recognition of the performance of older teachers and associated more equitable pension provision and also, the belated acceptance of the obvious imperative need to offer technical-vocational teachers salaries not too far below those currently prevailing in the industry or trade concerned.

In regard to the salary offers to teacher categories 14,

15, 16 and 17 Federation feels that in these categories the offer is still insufficient, and in particular, that the longer period to attain scale maximum i.e. 15 years in Quebec compared to the 9-12 years National average, results in Quebec teachers receiving lesser salaries than their counterparts elsewhere for a significant number of years.

To lessen this discrepancy Federation recommends that the scale and final increase be so arranged to increase the rate of annual increase up to 10 years service, and then decrease in rate of advance from 10-15 years service.

In the case of Teacher Categories 18, 19 and 20 Federation supports the order of increase in these categories, in view of the significantly higher salary levels already existing, and the questionable need for these high academic levels in standard on-line teaching.

In those special appointments for which a high academic level may be necessary, Federation feels that these cases should be met by appropriate salaries not related to standard on-line scales.

dawson college



CENTRE FOR CONTINUING EDUCATION

OFFERS

EVENING CEGEP CREDIT COURSES

AND

SPECIAL COURSES AND PROGRAMMES

FOR INFORMATION CALL 866-7951

French teaching in elementary school:

Another view of a controversial report from England . . .

Last September the H&S News reported on a British French-teaching project. The conclusion of the evaluator was against recommending any expansion of the teaching of French in elementary schools.

Now the Nuffield Foundation, responsible for many curriculum innovations in past years, is going to look into the French-program evaluator's report that 'here is little evidence by the age of sixteen of any advantage of starting French at age eight rather than at age eleven. The Nuffield Foundation is saying

that the earlier evaluation of elementary French did not ask all the right questions; it did not take into account factors other than linguistic achievement. UNESCO's report on 'Foreign Languages in Primary Education' points out that other factors also have to be considered — social, political, educational and psychological.

It is significant that of the school teachers involved in the evaluation of this project about half considered that children should start learning French at the age of eight, while 42 percent were in favour of introducing French EARLIER than eight, and only 8 percent thought it should be introduced later.

The British "Times Educational Supplement" conjectures that possibly the main factor in concluding that elementary French was not feasible was actually cost, the fact that too many teachers would be required if all elementary children were to learn French. Even if French at age 8 had proved a howling success, it really would not have made much difference — educational funds are short in Britain.

"The report in no way justifies the application of its findings to quite different situations, either in Britain or abroad."

Committee is organizing a conference on the learning of French to raise information levels, share concerns and propose new directions.

A working paper will be prepared as a result of this conference, and it will be distributed to consultative groups.

A public meeting, tentatively planned for May 20, will then be held to reaffirm and/or reformulate recommendations for change of policy with respect to PSBGM French programmes, and to bring pressure on the government for the resources needed to implement French programmes.

... but here:

Kids like it!

Research reports received on results of studies into the effectiveness of the Protestant School Board of Greater Montreal French immersion programmes show some positive benefits.

Findings include:

- 1) Students in both the primary and Grade 7 immersion programmes develop the same English language proficiency as students in the regular school programme.
- 2) They acquire and demonstrate a proficiency in the French language which far exceeds that of students taking the regular French courses.
- 3) Speaking and listening skills in French do not depend on the student's intellectual level.
- 4) They learn mathematics and other content subjects as well in French as they would do in English.
- 5) Students in French Immersion report that they are happy to have taken it, and they would recommend it to others.

PLAN CONFERENCE

At PSBGM's February Board Meeting, it was announced that the Education and Facilities

The following report of the Nominating Committee is respectfully submitted by its chairman, William I. Miller, Q.C.

They stand to serve

The Nominating Committee of Quebec Federation of Home & School Associations appointed by the Board of Directors comprised the following persons: William Asherman, Barbara Kerr, William Clinton, Joan Kepron, Carol Bulow, Mr. D. Hill and William I. Miller, Q.C. (Chairman).

The Committee met March 24th, 1976 to consider nominations for those positions which are open

Hole Truth

People who refuse to get involved in the problems of their Community are like the two ship-wrecked men in a lifeboat. From their end of the boat, the pair watched as those at the other end bailed frantically to keep the boat afloat. One said to the other. "Thank heaven, the hole is not in our end of the boat."



MILLER

to election at the forthcoming Annual Convention.

All seven members of the Nominating Committee attended the meeting.

After considering the nominations received, the following persons have been nominated for the six positions which are open to election.

They are:

Executive Vice-President - Fay Richardson.
Vice Presidents - Charles Barnes, June Ellingsen, Jane Findlay and Sandra Keightley.
Recording Secretary - Joan Mansfield.

The legislative background to teacher contract negotiations

Chronologically, the salient legislative measures and events relating to current teacher contract negotiations are as follows:

February 1967 - Bill 25 was introduced which forced striking CEQ teachers back to work, and also for the first time imposed provincial negotiations on all teachers.

These provincial negotiations, according to Bill 25, were to be carried out by a consortium of the PAPT, PACT and CEQ representing the teachers on the one hand, and by the Government, QAPSB, and FCSCQ representing the employers on the other.

November 1969 - The first provincial agreement was signed.

June 30th, 1971 - The above agreement (and Bill 25) expired and, to extend the provincial base and format for

new negotiations, Bill 46 had been passed in June 1971.

A document entitled 'Politique Salariale' promulgated by the Government in March 1971 made it clear that there was a common monetary and work-condition policy for all public and parapublic employees. This led to the 'common front' co-ordination of the several unions involved.

April 12th, 1972 - Teachers went on strike, concurrently with other workers in the public sector, as they considered the progress of negotiations for a new agreement to be unsatisfactory.

December 15th, 1972 - Working conditions including salary scales were finally decreed by the Government.

Disagreement exists between the QAPSB and PAPT regarding concurrence or otherwise of the PAPT with the salary scale, and related revised teacher classifications.

This contract expired on

June 30th, 1975.

December 24th, 1974 - Bill 95 was introduced, which changed the negotiation format.

The principal change was that all teacher groups no longer had to negotiate, at the provincial level, at the same table. As a consequence, QAPSB wanted to negotiate with the PAPT at a separate table, but PAPT, having formed a 'cartel' with CEQ, refused.

The QAPSB took legal action in support of their view, and the decision was in their favour. The first meeting at the separate table took place in December 1975.

.....

A more detailed account of legislative developments on this subject from 1966 to December 1972 is given in an article "Negotiations and the Law" by Norman Bernstein published in the January 1973 issue of PAPT's "The Sentinel."

ΟΜΟΣΠΟΝΔΙΑ ΣΥΝΔΕΣΜΩΝ ΟΙΚΟΓΕΝΕΙΑΣ ΚΑΙ ΣΧΟΛΕΙΟΥ ΤΟΥ ΚΕΜΠΕΚ

ΤΙ ΕΙΝΑΙ ΟΙΚΟΓΕΝΕΙΑ ΚΑΙ ΣΧΟΛΕΙΟΝ

Ἡ Ὁμοσπονδία Συνδέσμων Οἰκογενείας καὶ Σχολείου τοῦ Κεμπέκ εἶναι ἡ μόνη συνενωμένη φωνὴ τῶν γονέων εἰς τὸ Κεμπέκ, ἡ ὁποία ὁμιλεῖ ἐπὶ ἐκπαιδευτικῶν ζητημάτων.

Διακρινόμενη ἀπὸ τὰς Σχολικὰς Ἐπιτροπὰς (αἱ ὁποῖαι ἄρτισθησαν διὰ Κυβερνητικῶν Διαταγμάτων) δέν ἔχει συνδέσμους μέ οἰανδήποτε Κυβέρνησιν. Λόγῳ αὐτῆς τῆς μοναδικῆς ἀνεξαρτησίας εἶναι ἐλευθέρω νά ἐρωτᾷ, ἐρευνᾷ, κατακρίνῃ καὶ ἐπηρεάζῃ τὴν Κυβέρνησιν διὰ τὴν ὅσον τὸ δυνατόν καλλιτέραν ἐκπαίδευσιν ὄλων τῶν παιδιῶν.

Ἡ Ὁμοσπονδία εἶναι ἓνας Ὁργανισμὸς Ἀγγλικῆς γλώσσης μέ ἀξαναῶμενα μέλη ἀνω τῶν 12,500 οἰκογενειῶν εἰς 110 σχολεῖα τῆς Ἐπαρχίας καὶ σχετίζεται μέ τὴν Καναδικὴν Ὁμοσπονδίαν τῶν Συνδέσμων Οἰκογενείας καὶ Σχολείου, ἡ ὁποία ἐκπροσωπεῖ χιλιάδας γονέων εἰς τὰς 10 Ἐπαρχίας τοῦ Καναδά.

ΤΙ ΚΑΜΝΕΙ Η ΟΙΚΟΓΕΝΕΙΑ ΚΑΙ ΤΟ ΣΧΟΛΕΙΟΝ

Ἐπὶ σειράν ἐτῶν ἡ Ὁμοσπονδία εἰργάσθη διὰ τὰ ἐξῆς: Χορήγησιν Ὁμοσπονδιακῶν καὶ Ἐπαρχιακῶν ἐπιδομάτων, πλέον εἰδικευμένους διδασκάλους, Γαλλικὸν πρόγραμμα, μαθήματα οἰκογενειακῆς ζωῆς, καλλιτέρας ἐθολίας γυμναστικῶν ἀσκήσεων, προγράμματα τηλεοράσεως κατάλληλα διὰ παιδιά, μαθήματα ὁδηγήσεως καὶ ἐπιθεωρήσεως σχολικῶν λεωφορείων, καλλιτέραν ἐκπαίδευσιν εἰς τὰ Κολλέγια, δικαίας ἐξετάσεις καὶ καταμέτρησιν τῶν ἱκανοτήτων τῶν παιδιῶν, τακτοποιήσιν τῆς διαμάχης δὲ τὴν κατάταξιν τῶν διδασκάλων, περισσότερα Καναδικὰ σχολικὰ βιβλία. Ἀντεκρόσαμε τοὺς κανονισμούς, οἱ ὁποῖοι ἀφοροῦν τὴν καταγραφήν τοῦ ἱστορικοῦ τῶν μαθητῶν καὶ ἐπετύχαμε τὴν ἀνάκλησιν του.

ΝΟΜΟΣΧΕΔΙΟΝ 22

Τὸν μῆνα Ἰούνιον ἡ Ὁμοσπονδία ἐγινε δεκτὴ εἰς ἀκρόασιν παρὰ τῆς Κυβερνήσεως καὶ ἐξέφρασε τὰς ἀντιρρήσεις τῆς διὰ τὴν ἀπώλειαν τῆς ἐκλογῆς τῆς γλώσσης εἰς τὸ Νομοσχέδιον 22.

Ἡ Ὁμοσπονδία ἀκόμη ἀντικρούει τὸ Νομοσχέδιον 22 καίτοι ἐψηφίσθη εἰς Νόμον καὶ σχεδιάζει περαιτέρω ἐνεργείας ἵνα καταπολεμήσῃ τὰς ἀνισότητάς τοῦ Νόμου 22.

Προσχωρήσατε εἰς τὸν τοπικὸν σας Σύνδεσμον Οἰκογενείας καὶ Σχολείου. Βοηθήσατε τὸν ἀγῶνα διὰ καλλιτέραν ἐκπαίδευσιν. Οἱ γονεῖς πρέπει νά ἀναλάβουν στάσιν ἐθῶννης ἀπέναντι τῆς ἐκπαιδεύσεως τῶν παιδιῶν των.

Ἡ φωνὴ τῆς Ὁμοσπονδίας εἶναι δυνατὴ καὶ συνενωμένη καὶ ἐτοίμη νά σας ἐξυπηρετήσῃ.

Canadian Educational Policies:

Canada — it's an educational leader

So says a UN Agency report into the state of this country's educational systems.

Last summer, QFHSA, along with many other educational interest groups, had a hearing with a team of External Examiners from the Organization for Economic Cooperation and Development, during the course of their study of Canadian educational policies.

The draft report of this team was released (though marked 'restricted') to the Canadian press by the Canadian Association for Adult Education last month.

What do 'they' think of Canada's effort and achievement in education, and its policies?

QUANTITY

Canada is, quantitatively, an educational leader, with 30 percent of the population enrolled in some formal educational activity. An extraordinarily general allocation of resources to education—8 percent of the GNP (compared to USA's 6 percent and the USSR's 7 percent) or 17.8 percent of total governmental expenditures has made possible a second great Canadian pioneering achievement—in education.

QUALITY

The Examiners identified a number of problems: equal opportunity for under-privileged groups; the need for 'a new humanism encompassing manual work, the fine and liberal arts, technology and science'; handicapped children; the quality of human relations and the school environment to support achievement, expression and creativity; the community school; decision-making; and the problem of defining goals for education.

OPINIONS

1. The kindergarten day should be extended for those parents who desire it.
2. Recognition and treatment of learning handicaps or disabilities are not given early enough or sufficient attention.
3. Specialized teaching and support services may result in the 'industrialization of education,' and lead to bigger schools, less personal, with departments and less parent participation.
4. Vigorous and creative rethinking is needed to achieve the integration, in the comprehensive high school, of practical and technical education with the humanities as the basis for a new culture.
5. Continuous progress can lessen socio-economic disparities, but there is need for evaluation.
6. 'Best Practice' in high schools should be found by evaluation and information disseminated.

CENTRALIZATION

The Examiners state that coordination is needed between school administration and local non-school administration, in order to permit genuine community involvement.

Concern over centralization can be dispelled by more democratic structures, with decision-making as close as possible to the local problems which must be solved and embracing all the interested groups (pupils, teachers, parents, business interests, trade unions); and by modes of consultation and participation that allow for discussion and then confrontation with the results of decisions in a feedback process. Greater autonomy of the present school boards would not necessarily bring this about.

EDUCATION AND POLITICS

The Examiners draw attention to the need for knowledge, capabilities and consensus to bring about change, and say that these cannot be achieved without education being discussed in political terms in order to compete for resources.

Decisions have got to be taken concerning the destination of the Canadian school system within an ordered view of the future of Canada as a nation.

BILINGUALISM

The Review says the presence of 6 million French-speaking Canadians should be a protection against the standardizing effect of a tasteless consumer society. The anglicization of French Canada would be unfortunate not only for French Canadians but for Canada as a whole. To avoid this a segregation strategy may be best not only for French-Canadian, but for Indian and Inuit cultures, in order that they may develop strength and preserve 'symmetry' between the cultural groups.

In the case of French cultural

development, federal funds should be used to set up a national council for French cultural development, and to help one or two francophone universities become competitive with the best anglophone universities in North America.

The OECD Examiners

Professor Michel Crozier, Professor of Sociology; Director of the Institute for the Study of the Sociology of Organizations. Dr. Hildegard Hamm-Brucher, Formerly Deputy Minister of Education, Federal Republic of Germany; Member of the legislature of Bavaria. Dr. Kjell Eide, Director of Planning and Research, Ministry of Education, Norway; Formerly Deputy Minister of Education. Professor Pierre Vanbergen, Director of French Education in the Ministry of Education, Belgium; Professor of French Literature, University of Brussels.

Professor Harold Noah, Rapporteur, Economist Professor of Comparative Education, Teachers College, Columbia University.

Get 'em in print

How often our children make clever and witty comments! At least, we parents think so!

Professor H. G. Franco, Brandon University, Manitoba, seeks the help of Provincial Home and School Federations in compiling examples of "Spon-

taneous wit and humour in children's speech and writing."

Prof. Franco will appreciate hearing from you in this regard. Letters may be addressed to him in care of the Department of Psychology, Brandon University for eventual publication of suitable submissions.

It's only . . . but

"Marijuana, More Dangerous Than You Know" by D. Harvey Powelson, M.D. — a helpful article from Readers' Digest, April, 1975. Useful for parents and teachers. Could be given out at local meetings. May be ordered with payment from Reprint Editor, Reader's Digest, 215 Redfern Ave., Montreal, Quebec, H3Z 2V9

Cost: 10 for \$1.80, 50 for \$7.50.

Communications Reports ready

Reports of the 24th Annual Conference "Communications: A Focus for Partnership in Education" are available at \$3.00 per copy from the OACD office upon request (invoice will be enclosed).

Also available are Reports of the 19th, 20th and 23rd Annual Conferences: "Curriculum for a Canadian Identity" (\$2.00) "Values in the Curriculum" (\$2.00) "Curriculum Development: Priorities, Process, Product and Problems" (\$3.00).

Practical suggestions for use:

- suitable for use in curriculum design at all levels of education
- material for study and discussion groups
- teachers' reference for practical and philosophical approaches
- students' background for participation in curriculum decision-making
- research in evolution of curriculum thinking.

For your copies write Ontario Association for Curriculum Development, 1260 Bay Street, Toronto, Ontario M5R 2B1, or phone (416) 922-4231.

Prefects:

Some like 'em Some don't!

Report by Wendy Beck, President, LaSalle High Student Council.

The prefects of Lasalle High School are not extraordinary but they are quite good.

In many schools the role of a prefect has not worked out properly. In Lasalle High, right now, they are working fairly well.

At the beginning of the year, the prefects who gave in their signature sheets (fifteen signatures are needed to apply) seemed quite loyal to their job. By December the Executive of the Student Council decided that some of them were not as honest and loyal as they should have been.

The Executive cracked down by watching the prefects closely to make sure that they did not break the rules themselves. This was how the "bad" ones were eliminated.

The Prefect Council has now been reconstructed with new members. The aim was to make sure that these new members were neither smokers nor troublemakers.

The reason for having non-smokers is that the major problem a prefect faces is



BECK

making smokers leave the stairways close by the smoking areas. If the prefect smokes he is liable to want to have a cigarette with a friend, thus breaking the rules and setting a poor example.

With the new prefects, things seem to be going well with a few exceptions. The Cycle 1's (Grades 7 and 8) have been a big concern. They are finally getting used to the prefects and are beginning to listen to them.

It is felt that the reason prefects at Lasalle are working out quite well is not only because they are conscientious, but that the students are beginning to realize the prefects have a job to do. With more understanding from the students the prefects will become even more effective in helping to keep the school a safe place for everyone.

A unique Christian camping experience

Frontier Lodge

on Lake Wallace

in the Eastern Townships

(member of Quebec Camping Association)

Childrens Camp: **Ages 8-11**
From July 4th to 17th

Girls Camp: **Ages 11-16**
From August 1st to 14th

Boys Camp: **Ages 11-16**
From August 15th to 28th

Registration: **\$20. plus \$75. fee**
for two weeks

For information write:

117 Brock Crescent
Pointe Claire, P.Q.
(514) 695-5511

The Registrar
496 Quebec St. Apt. 1,
Sherbrooke, P.Q.
(819) 562-0026

Phys. Ed. catches on:

It's a credit to be fit

The role of physical fitness in the development and maintenance of the total human organism has been paid lip service for many years. Recently, the Quebec Government has moved towards emphasizing this role.

Through the creation of an outline for the implementation of two 2 credit programs in Physical Education, students in secondary four and five may now participate daily in a program for which they will receive High School Leaving Credits.

In 1974-75, four schools in the Protestant School Board of Greater Montreal initiated such a program. The schools were Dunton, Rosemount, Baron Byng and Verdun. For the school year 1975-76, fifteen high schools in the PSBGM have submitted proposals. Most of these proposals are for the establishment of a program at the secondary five level.

While the government has given permission for schools to offer a credit program in Physical Education, it has furnished very little in the way of course content or procedural outlines. At present, each school wishing to begin such a course is required to formulate and submit a proposal to contain a detailed description of course aims, objectives, content, methodology and evaluation procedures. The proposals are studied by government officials and returned for amendments and/or revisions as deemed necessary.

The responsibility for the formation of each program lies almost entirely with the Physical Education Department within each school. Thus the actual activities taught may be entirely different from one school to the next.

This is beneficial in that each program can be organized to take advantage of individual teachers' strengths. One problem is a lack of standardized evaluation procedures. Another problem could arise when students are forced to change schools in mid-year. There are no guidelines yet established to cover this occurrence.

The government outline briefly states some governing principles

in the establishment of such a course or courses. There should be in-depth coverage of about six activities.

There should be a choice of activities if possible. At least one activity should be offered from each of the following groups.

Self-Self Tumbling Fitness Etc.	Self-Object Golf Gymnastics Etc.
---	--

Self-Nature Orienteering Cross-Country Skiing Etc.
--

Self-Another Tennis Squash Etc.	Self-Group Basketball Hockey Etc.
---	---

The effectiveness and the value of a daily Physical Education Program makes it a welcome addition to the high school program in the eyes of most teachers and parents. Most

students could plan his-her courses to include at least one year of the credit Physical Education Program.

While there are no objections, of course, to students raising matriculation averages through good performances in this course, there are serious objections to weak students enrolling for the "easy" two credits. One school has had difficulties with their program because of this attitude prevailing in a majority of the students in one class. Therefore, some screening will probably occur in most schools giving the program to ensure that the student has an interest in the program.

For this type of student, these courses should be very rewarding. Many may never make use of the detailed knowledge of sports they will acquire. The contribution of a daily activity period to the health and mental alertness of each student will be, hopefully, a lesson most will retain all their lives.

by David Chodat,
Head, Phys. Ed. Dept.,
Westhill High,
Publicity Director, C.A.H.P.E.R.
(Quebec)



Phys. Ed teacher Steve Jackson led eleven students on this hiking trip in Vermont. Hiking is only one of many Outdoor Ed. activities.



At the High School:

OUTDOOR EDUCATION

A cooperative venture with real rewards . . .

Many high schools have found that during the last weeks of the school year, when the upper grades are preoccupied with exams, there are rewards to be found in an Outdoor Education Program for the lower grades.

The benefits of outdoor education are many, the organizers insist. Better personal relationships develop between students and between student and staff. There are opportunities for leadership and responsibility, and for a helping relationship between groups and individuals with varying skills. Students can learn to respect nature and find in it creative leisure activities. A common element in all the activities in the program is a "pushing-back" of the boundaries of the students' experience. Best of all, outdoor education is enjoyable.

The Outdoor Education Program at Macdonald High School on the west end of Montreal Island last June aimed at these benefits in varied ways. There were 3-day canoe-trips or hiking, camping, cycling, riding, sailing, tennis, golf, or one-day outings to Montreal, Upper Canada Village and Parc Safari — or for the service-minded time spent with special education children or the retarded in class or at play.

Everyone gets Totally involved

From this 'menu,' 322 students and 28 teachers selected their 'preferences.' Volunteer experts and parents assisted. The activities spread over 5 days (Grade 9) or 10 days (Grade 8). Peter Clark of Macdonald's staff planned and coordinated the operation. When it was over, he was convinced that the program is valuable to both students and teachers in the ways that had been hoped. Of the 85.5 percent of the students who took part only 12 students caused disciplinary problems.

From: **éducation québec**

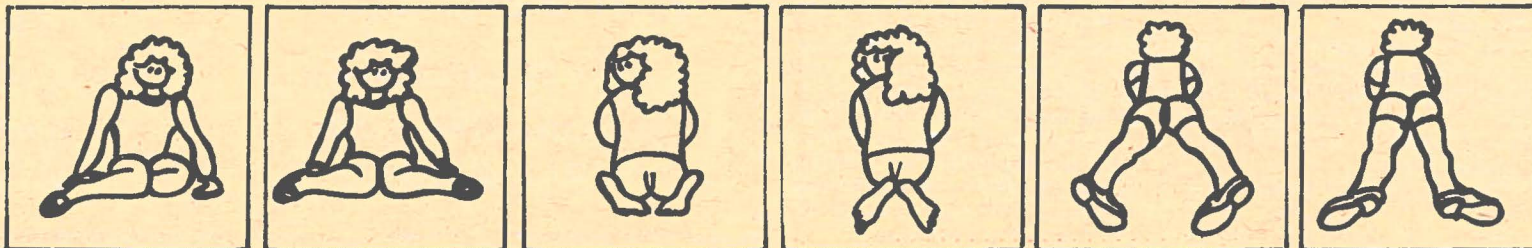
Posture is important for health

GOOD POSTURE

Orthopedic surgeon Dr. Louis Roy helped prepare a poster of good and bad posture for the young child. He says that 80% of walking problems in children are due to bad posture habits during childhood.

BAD POSTURE

To prevent bad posture, parents are encouraged to persuade their children to sleep on their back or on their side from the age of six months and to teach them to sit correctly.



National Child Safety Week May 1-7

Accidents don't just happen — they need help!

"With winter behind us, children are looking forward to many more hours out-of-doors where they can once more indulge in their favourite summertime recreational activities. Bicycles, swing sets, scuba equipment, baseball bats, backyard pools will shortly be brought out of winter storage and children will be outside enjoying them.

"Recreation means to re-create; to rebuild physical and mental strength by exercise and relaxation. Unfortunately, in the fun and excitement of these recreational activities, there are often unguarded moments which can result in accidents. What starts out to be a creative activity can become destructive to the limbs and lives of our children. "The Product Safety Branch of my department has recently made a special study of summertime accidents to



POISON



FLAMMABLE



EXPLOSIVE



CORROSIVE

These symbols always appear inside a frame



DANGER



WARNING



CAUTION

children. Results suggest that most recreational accidents are caused by children rather than faulty equipment. In other words, accidents are more frequently caused by improper use than by product failure. I want to emphasize the importance of our role as

parents and guardians in supervising the recreational activities of the very young. We must train them, at a very early age, to be safety conscious at all times."

Message from the Department of Consumer & Corporate Affairs.

Loaded guns, matches and cars could all be part of a deadly game if they were misused, but the possible dangers are known.

Some dangers are less easy to see. They are hidden in the household products you use every day. Products like bleaches, cleansers and floor polishes can do their job because they contain chemicals that could cause injury if the products are misused. All household products should be treated with care, but some require special attention.

Be concerned! There are over 49,000 cases of poisonings in Canada in a year. Over a third of these accidents are caused by household products. Children under four years old are the main victims. Children you know could be among them.

You must help protect them.

HOW? Just STOP long enough to read the labels on household products.

Because of a special law on hazardous products, labels must have symbols and words to warn you of the dangers.

Look for:

1. the kinds of dangers in symbols and words
2. the name of the main chemical in the product that could cause harm.
3. the first aid treatment.

What to learn?

The 25th Annual Conference of the Ontario Association for Curriculum Development will be held at the King Edward Hotel, Toronto, Ontario November 11, 12 and 13, 1976.

The Theme: "Current Curriculum Concerns." Registration Fee: \$60.00. For further information and registration forms please contact: The Ontario Association for Curriculum Development 1260 Bay Street, Toronto, Ontario M5R 2B1 922-4231.

TAX REBATE

This ad is being used by the Q.A.P.S.B. to raise funds to contest Bill 22.

Send your donation to Quebec Federation of Home & School Assoc's. and you will receive a tax rebate receipt. Q.F.H.S.A. is classed as a charitable organization.

Your donation will be forwarded to Q.A.P.S.B.

QAPSB defends minority rights

It now is certain that the decision made by Chief Justice Deschenes in the recently concluded court case over Bill 22 will be challenged in the Quebec Court of Appeals.

Round One of this expensive, lengthy battle is over. At stake is the future of English-language education in Quebec and the future direction of language policy throughout Canada.

The government of New Brunswick sent observers to the courtroom in the Palais de Justice throughout the proceedings. Their presence indicated concern on the part of Premier Hatfield about current Quebec policy. New Brunswick concluded a cultural pact in 1969 with the Province of Quebec which was based on the premise that each province had two of-

ficial languages, French and English.

The costly process of litigation could have been avoided. The Official Languages Act could have been amended after first reading in recognition of the very serious reservations expressed by representatives of the English-speaking population, who were at great pains to express their support for the spirit of the law. Later, a reference case to the Supreme Court of Canada could have been made by the Federal Government in response to requests made by the government of New Brunswick and the QAPSB.

A further request by the QAPSB, for funds to present their case, was refused last October by the Secretary of State.

To date, the court action has cost the QAPSB more than \$100,000.

OFFICIAL LANGUAGE ACT OF QUEBEC

BILL 22

The Quebec Association of Protestant School Boards has been informed that the legal cases brought by several Protestant School Boards before the Superior Court of Quebec to determine the constitutionality of those aspects of the Official Language Act of Quebec (Bill 22) affecting Elementary and Secondary Education and the autonomy of School Boards would be heard by the Chief Justice commencing on 3 March 1976.

This is a matter of first importance to every Canadian citizen regardless of language, race or religion involving as it does basic human rights.

On 16 October 1975 the Secretary of State of Canada officially refused the legitimate request of the Quebec Association of Protestant School Boards for financial assistance in meeting the expense of legal justice to interpret the rights of Canadian citizens in the field of education.

Consequently, to defray the legal expenses involved, voluntary and substantial private contributions to:

The Special Action Fund
Quebec Association of Protestant School Boards
 P.O. Box 39
 Cote St. Luc Station
 Montreal, Quebec H4V 1H7

are now urgently required.

All individuals, associations, organizations, industries and businesses which still believe that the management of education including the language of instruction is an inalienable right of the people and properly vested in their school boards are asked to contribute generously now.

The Quebec Association of Protestant School Boards deeply appreciates the assistance of those bodies and individuals which have provided support and the funds which have financed the various preliminary phases leading up to the Court hearings now projected.

QUEBEC ASSOCIATION OF PROTESTANT SCHOOL BOARDS



CAMP MARO MAC

Co-ed 6-15. Lac Quenouille, Que.

A Complete Sports & Arts Program

- WATERSKIING
- SAILING
- TENNIS
- PHYSICAL EDUCATION
- DRAMA
- ARTS & CRAFTS
- PROFESSIONAL AND MATURE STAFF

Limited Openings Still Available

Call: Esther Marovitch, Dip. Ed., P.E. 487-5177
 Syd Marovitch, Dip. Ed., P.E., B.A., M.Ed.

ACCREDITED BY:

Canadian Camping Association
 Quebec Camping Association

Red Cross Water Safety Program
 American Water Ski Association

Learning for tomorrow's world . . .

by Mabelle Durkin
Program Committee Chairman

EDUCATION, in the more definite sense in which the term is employed, is the systematic training of the moral and intellectual faculties.

That definition implies that we have certain expectations of the future. These in turn demand the formulation of objectives for our system of education which reflect our values as a society.

"Learning for Tomorrow's World" will examine the values that are playing a role in education at a time of great social and technological change. The range of possible values is almost limitless. The challenge to our community is to achieve a consensus on values in order that our public schools may function in a climate of certainty. That consensus can be achieved when we understand that new approaches in education are based on the underlying interrelationship of all things.

QUALITY EDUCATION may be defined in the following terms:

1. Clearly delineated objectives for the respective levels of education.
2. Curricula which embody these objectives.
3. Teachers trained specifically and generally for their task
4. Open, sensitive administration structures to maximise opportunities for decision-making.

Each workshop and plenary session is related to one or another of the constituent elements of quality education, as defined above. The inclusion in the programme of a session on teacher negotiations for instance, will provide a look at provincial administrative structures with the objective

of examining possible improvements or alternatives.

Since we recognize that the community must also support the objectives of the school or alternatively, that the school cannot achieve its objectives lacking the support of the community, we have included workshops which will explore

the environment required to increase learning and the community's role in education.

The conference has been planned in such a way that one session leads into the next. Please plan to come both days if you possibly can!

1975-76 CONVENTION COMMITTEE	
General Chairman	Fay Richardson
Program Chairmen	Maybelle Durkin Joan Mansfield Ruth Pidduck
Registration & Protocol	Sylvia Adams
Souvenir Program Booklet & Publicity	Gordon Perry
Kits	Jean Aguayo
Displays	Barbara Milne-Smith
Hospitality	Jane Ellingsen
Audio Visual	Gordon Perry
Resolutions	John Goodchild
Constitution & By-Laws	William Asherman
Finances	Nigel Thompson
Information	Betty O'Connell
Nominations	William I. Miller, Q.C.

Conference Program — Hotel Bonaventure

FRIDAY, APRIL 30, 1976		Leader	Ray Snow, Dept. Head, Maths & Sciences, Hudson High School
9:00 am	Registration		
9:30 am	Plenary Session	Co-ordinator	Ruth Pidduck, Vice President, Q.F.H.S.A.
		10:00 pm	Wine & Cheese
12:15 pm	Youtheatre	SATURDAY, MAY 1st, 1976	
1:00 pm	Lunch		
	Guest Speaker	9:00 am	Registration
	Professor Francis Slingerland, Laval University; Chairman, Protestant Committee, Superior Council of Education.	9:30 am	Plenary Session
	Subject		"LEARNING FOR TOMORROW'S WORLD - THE ESSENTIAL CURRICULUM"
	"LEARNING FOR TOMORROW'S WORLD - TOWARDS A CONSENSUS OF VALUES"		Social and technological change has inspired responses in education which a growing number of parents believe are at least partially responsible for a deterioration in standards. To highlight the curriculum essential for tomorrow's world and the skills essential in such a programme.
3:00 pm	Plenary Session	Guest Speakers	Dr. Richard F. Hamilton, Professor of Sociology, McGill University —Advocacy of Literacy Dr. Martin O'Hara, Professor of Education, McGill University —Some Perspectives in Education
	"THE EDUCATIONAL SYSTEM IN QUEBEC: IS COLLECTIVE BARGAINING REALLY NECESSARY?"	Chairman	Marion Kiff, Commissioner, P.S.B.G.M.
	To review the system of province-wide contract negotiations, the role played by the Department of Education and the school boards in funding education and setting policy, and to attempt to find ways to improve government-board-teacher relationships and allow maximum participation in decision-making by the local school community.	Co-ordinator	Maybelle Durkin, AGM Program Committee
	Panel	11:00 am	Concurrent Workshops
	Peter Ross, Financial Administrator, Chateauguay Valley Regional School Board Jack Johnson, President, P.A.P.T. Leo Roback, Industrial Relations, University of Montreal Dr. Ron Tali, Chairman, Graduate Studies, Educational Administration, McGill University		1) DECISIONS IN EDUCATION
	Chairman & Co-ordinator		To examine how educational decisions are made at present and the mechanisms necessary to ensure maximum participation by those concerned with education - community, teacher, school administrator, and student.
	T.S. Dutton, Chairman of QFHSA Negotiations Committee		Panel
6:00 pm	Dinner		Joan Dougherty, Vice Chairman P.S.G.B.M. Robert Kouri, Principal, Baron Byng High School, member of Superior Council of Education Eileen Bedoukian, member of Central Parents Committee Michelle Clabrough, Head Teacher, M.I.N.D., P.S.B.G.M. Alternative High School Ernest Spiller, Deputy Director General, School Council of the Island of Montreal
	Guest Speaker		Chairman & Co-ordinator
	Professor Fred Knelman, Interdisciplinary Centre, Concordia University		Gillian Hayes, Mt. Royal High School. QFHSA, News Committee
	Subject		2) IS TEACHER TRAINING UP-TO-DATE?
	"LEARNING FOR TOMORROW'S WORLD - EDUCATIONAL OBJECTIVES"		Since 'quality education' has changed from that of yesterday, what changes have been made and are anticipated in teacher training and re-training programs?
8:00 pm	Plenary Session		
	"EDUCATIONAL OBJECTIVES"		
	To arrive at objectives for elementary and secondary education which will meet future needs of students, taking into consideration the fact of finite resources available for schooling.		
	To develop consensus between individual and communities on the needs of children and on the values and knowledge necessary for the adults of tomorrow.		

AGM Conference:

SATURDAY LUNCH SPEAKER

**JEAN BIENVENUE,
MINISTER OF EDUCATION**



In January 1976, Jean Bienvenue was sworn in as Minister of Education for Quebec, an appointment which was greeted dubiously by political commentators and others. He came to the post from the Ministry of Immigration which he took over in February 1972 after having been Minister of State for Finance.

Mr. Bienvenue was first elected to the National Assembly in 1966, as member for Matane. He was re-elected there in 1970, but since 1973 has represented the riding of Cremazie (Montreal) in the Assembly. In 1971 he had become deputy leader of the government.

Educated at boarding school and at classical college, the present Minister of Education graduated in law from Laval University in 1952 and was admitted to the Quebec Bar the same year. He was a leading member of the Bar for many years and acted as a crown prosecutor. He became a Q.C. in 1971.

Mr. Bienvenue is married and has six children.

BUSINESS PROCEDURE for the ANNUAL MEETING

1. All Federation Meetings are conducted in accordance with the Constitution, the Standing Rules (revised) and with **ROBERTS RULES OF ORDER AND PROCEDURE** (revised).
2. The quorum for the Annual Meeting is based on 25 percent of registered member associations, in good standing, represented by their Official voting delegates or accredited alternates.
3. Amendments to the Constitution require a two-thirds vote of the delegates present and voting.
4. A delegate wishing to speak from the floor shall:
 - 1) Use the microphone;
 - 2) Address the chair;
 - 3) Give name in full and name of the Association represented.
5. The Mover of a Resolution should be as brief as possible, and may speak up to 5 minutes. A delegate may not speak for more than 2 minutes on any question under discussion, nor more than twice on the same question.
6. Resolutions to be presented to the Annual Meeting were received by the deadline announced and the Report of the Resolutions Committee was distributed to all Associations within the required time. Any amendments will be circulated to Associations by the end of April. Delegates presenting Resolutions are reminded that **THEY MUST BE PRESENT** at the time designated on the agenda for the presentation of their Resolutions.
7. Any motions from the floor must be presented in writing to the Chairman.
8. Amendments to the Constitution and By-Laws as presented by the Committee Report can be accepted, rejected or modified, but in the latter case, only if such modification is in writing, presented in duplicate and received by the Chairman prior to the opening of the Convention.
9. Membership Cards shall be shown to the Credentials Committee upon request.
10. All Voting Delegates are expected to attend all Sessions of the Annual Meeting. This is where they speak for their Associations. You are requested to be prompt for all sessions.

April 30th - May 1st

11:00 am	Panel	<p>Jim Whitton, Director of Student-Teacher Training McGill University, Specialist Elementary Education Nancy Carlman, Assistant Director of Student-Teacher Training, McGill University, Specialist Secondary Education John Aimers, English Teacher, Selwyn House School Rod Elkin, Executive Assistant, P.A.P.T.</p> <p>Chairman Sally Hooff, Westmount Park H & S</p> <p>Co-ordinator Pat Lewis, Vice President, Q.F.H.S.A.</p> <p>3) THE SCHOOL AND CHILDREN WITH PROBLEMS</p> <p>Children are people and they have problems of a social nature: poor behaviour, abuse, disturbed emotions, destructiveness. What is the role of the teacher and principal in dealing with such problems? What services are used or needed from the community's other agencies to help these children?</p> <p>Panel</p> <p>Ian Trasler, President, Q.A.S.A., Principal of La-Salle High School Eleanor Cohen, Inter-city Social Worker Marion Lassard, Social Worker, Child Abuse Centre, Montreal Children's Hospital Brian Copp, Sociologist, University of Chicago</p> <p>Chairman & Co-ordinator</p> <p>Aldis Lee, Lachine Rapids H & S, Chairman, QFHSA Busing Committee</p> <p>4) CHILDREN AND THEIR ENVIRONMENT</p> <p>A child's environment is its home, its school, and its community. How can schools and communities provide opportunities for children to be in contact with nature? What kind of playground? What is the role of outdoor education? What can the child learn from its environment?</p> <p>Guest Speaker</p> <p>A. MacDonald, Principal, Heroes Memorial Elementary School, Cowansville</p> <p>Chairman & Co-ordinator</p> <p>Diane Vilagos, Sunnyside Park H & S, Program & Services Committee, QFHSA</p> <p>5) BASIC SKILLS AND BASIC NEEDS</p> <p>S.A.T. test scores nationwide have been dropping, showing a lowering of reading, writing and math skills. Why is this? Does it matter? What should be done?</p>	11:00 am	Panel	<p>Dr. Ian L. Campbell, Dean of Arts, Sir George Williams Campus, Concordia University Elizabeth Speyer, Dept. Head, History, Mount Royal High School Gary Boyd, Acting Director Educational Technology Program, Sir George Williams Campus, Concordia University</p> <p>Chairman Barbara Moore, QFHSA Bilingualism Grants Committee</p> <p>Co-ordinator June Ellingsen, QFHSA</p> <p>6) THE EDUCATIONAL ROLE OF THE COMMUNITY</p> <p>The child also learns from its community - values, skills and behavior. What opportunities or organizations exist to help with education?</p> <p>Panel</p> <p>Bill Piggott, West Island Y.M.C.A. Mrs. R. Kershaw, Valois C.G.I.T. Mrs. J. Wainwright, Girl Guides of Canada Mrs. D. Hill, Principal, Macdonald High School</p> <p>Chairman & Co-ordinator Alex Morris, V.P., QFHSA</p> <p>7) FRENCH IMMERSION - NEW DIRECTIONS</p> <p>Assessment of present programs and new directions in French Immersion.</p> <p>Panel</p> <p>Vance Patterson, Principal Lennoxville Elementary School Dr. Fred Genesee, Research Office, PSBGM Florence Stevens, Teacher, Lakeshore School Board Lise Billy, French Consultant, Mille Iles School School Board</p> <p>Chairman Charles Barnes, V.P., QFHSA & Pres. Seven Islands H & S</p> <p>Co-ordinator Jean Aguayo, QFHSA Area Director, Westmount, Roslyn H & S Pres.</p>
			1:00 pm	Lunch	
				Guest Speaker	The Honourable Jean Bienvenue , Minister of Education
					Presentation of Awards Installation of Officers
			3:00 pm	Plenary Session	ANNUAL MEETING (PART II) Resolutions (continuation from Part I Friday am if necessary)

Resolutions for 1976:

The Concerns of Parents

Resolution 76/1:

Change Negotiation System

The parents of Lachine Rapids base their request for changes to the whole process of contract negotiations on the experience of the past few months.

One of the points they make is that it's unacceptable that on the expiry of a contract the teachers should automatically lose their cost of living adjustment until a new contract is negotiated.

The resolution states:

—That a more acceptable

manner of negotiating teachers' contracts be developed and implemented so that teachers, parents and children do not face actions contradicting their conscience, and moral commitments in the education of the children, and —That as a start in this development no contract should be considered to have expired until a new contract has been negotiated and ratified.

Resolutions of the Annual Meeting are one of the most effective ways of speaking publicly as an Association. The Resolutions deserve your careful attention.

It will be my suggestion that our resolutions as well as being forwarded for action be given wide circulation for information and support.

John Goodchild
Acting Resolutions Chairman



Resolution 76/3:

Social Service mixed-up

In the past all Student Services were administered within School Boards in collaboration with Municipal Public Health Services.

Reorganization of Social Services in Quebec has brought about difficulties in designation of responsibilities and communications between responsible organizations. Social Workers come under one Administration, School Nurses another, Police another, Guidance and remedial teachers yet another.

Administrators have now been placed in the situation where they have to accept the social responsibilities of parents who are unwilling or unable to do so.

The Lachine Rapids resolution states:

—That this Federation hereby supports the Association of School Administrators in their endeavours to persuade the Provincial Departments of Education, Social Affairs and Transport who are involved with children in school to work together to improve these conditions, and

—That this Federation will support a pilot project with Q.A.S.A., the three Government Departments, Q.A.P.S.B. and any interested school boards to determine to what extent schools must accept social responsibilities of the children and the student services required to permit all children to achieve their maximum potential.

Resolution 76/2:

High costs of remote areas

Living away from it all may be beneficial to the health but it doesn't help attract teachers who are often worse paid than unskilled and non-professional people in industry and commerce.

The salary disparities and higher costs are a real deterrent to hiring and retaining first class teachers in remote areas.

The Sept Isles H & S resolution asks that a study be made:

—That the problems and dif-

ficulties of providing education in these remote areas by carrying out an investigation into the problems covering accommodations for teachers, building heating and maintenance, the transient populations and the extra cost of living in these areas, and

—That consideration be given to the provision of a non-negotiable regional salary and benefit allowances for teachers appointed to these remote areas.

Resolution 76/6:

Norms don't meet needs

In schools in remote areas like those served by the Sept Isles H&S it is not possible under regular budgets and norms for children with disabilities to be detected. In addition there is no way that provision can be made for specialists and remedial programs which are available in urban and suburban schools.

Also cited is the problem involved with a large portion of scholars being Indian with no

special assessment or rating of their disabilities.

Sept Isles is asking:

—That a study be made of the needs of schools in such areas and that special funds be made available to provide facilities to meet the needs of children with learning disabilities to cover the costs of trained teaching specialists in the schools and the provision of the special educational materials needed for these programmes.

Resolution 76/7:

Vandalism

In the schools covered by PSBGM the budgeted figure for vandalism and theft is \$100,000 per year.

The parents of LaSalle High figure that if this loss could be reduced then the funds would be freed for educating the children.

Studies appear to indicate that evening activities such as adult education, athletics and similar activities combined with the lack of security staff are part of the problem.

LaSalle H&S asks:

—That our Federation takes a serious view of the damages and-or thefts which appear to occur regularly at certain schools and that all school boards be urged to pay greater attention to security and where possible arrange for regular security patrols to be mounted so that these incidents may be reduced and the perpetrators be charged before the appropriate courts, and—That in these schools where these incidents are excessive then the costs of these security measures should be covered, (at least in part-if not wholly) by a levy on those activities which are not directly connected with the education and development of the children in that school.

Resolution 76/4:

Nurses not available

The reorganization of Administration of Nursing personnel has resulted in less in-school service for the children. They must attend information and organizational meetings of the Hospital to which they are attached, and take statutory and annual vacation at a time designated by that Hospital, not in the schools they serve. This places an impossible burden on the school nurse.

In November of 1975, there were 20 schools in the P.S.B.G.M. without school nurses, due to reorganization, and administrative changes. Many nursing positions could not be filled due to the requirement that nurses must have a working knowledge of French.

Lachine Rapids H & S considers the requirement of French should be waived for school nurses assigned to English

Language Schools when there does not appear sufficient nurses to fill the vacancies and it is most important that the nurses understand clearly the responses of the elementary school children. The resolution asks:

—That the work programme of service personnel to Schools be organized to meet the needs

and work program of the schools, and that service personnel such as nurses be required to be available at schools during the times set for school attendance in accordance with the timetables set by the school boards, and —That the first language of the school nurse be the language of instruction of the school.

Resolution 76/5:

Need regular medical checks

In 1972 our Federation approved a resolution calling for annual medical examinations for all school students. Unfortunately the Dept. of Social Affairs and the Dept. of Education have not seen fit to introduce such a service.

An increasing number of children are found to have learning difficulties that can be corrected by physical diagnosis at an early age. These problems were less frequent when municipal public health physicians were available in elementary schools, and every

grade 1 student received a complete physical examination by the Municipal Health Doctor. Lachine Rapids asks:

—That complete physical examinations become mandatory for all children prior to their entering school, and that the Department of Education issue such a regulation and that the Dept. of Social Affairs cooperate in this area so that physicians may perform this service and that the regulations of the Quebec Health Plan be amended to include such examinations, and certificates.

BED WETTING INFORMATION

Many procedures, such as restricting liquids and taking children on a schedule to the bathroom do not usually end bed-wetting. We are a total Canadian organization and will provide, free of charge, a booklet that will answer many questions on this problem.

NAME CHILD'S AGE

ADDRESS CITY

PROV. PHONE

CANADIAN ENURESIS

80 Spring Garden Road
Suite 217
Dollard des Ormeaux, Quebec
683-4535

E-5

BUY SOME SPACE

Home & School News has space available for your advertising. The News reaches over 14,000 families throughout Quebec.

For Rate Card write:

Quebec Federation of Home & School Associations
4795 St. Catherine St. West, Montreal H3Z 1S8

Reach For The Top:

Practice makes perfect!

Report by Dorothy White
Malcolm Campbell H & S.

Four bright Malcolm Campbell students recently underwent a new learning experience by participating in the C.B.C. production "Reach For The Top."

The team members, George Osmolski, Steven Soussanidis, Robert Bolgar, Dimitrios Papadopoulos, trained twice a week for many months.

They quizzed each other using a buzzer system especially designed to quicken their reflexes.

They won four games including a record scoring game. All this helped them make their way to

Winners of the "Reach for the Top" competition were Malcolm Campbell students George Osmolski, Steve Soussanidis, Robert Bolgar and Dimitrios Papadopoulos. Runners up: Florin Craclun, Rachel Alkallay, Lawrence Joseph and Diana Simionescu of Northmount.

the city finals. (We wonder if their smart suits had anything to do with it!!!!). Everyone at M.C.H.S., staff and students are proud of the efforts of the team.

M.C.H.S. H. & S. is especially proud of them too. To give financial help to our outstanding students we are planning a Square Dance Fun Night & Bake Sale May 7, 1976. The money will provide a Students Scholarship Fund. The evening will be a co-operative venture with parents and students working together with teachers. Last year M.C.H.&S. scholarships were awarded to Marcie Sirota, Jan Michaelson, & Linda Seton.

This year it is hoped to double the amount of scholarships with the proceeds from the square dance and cake sale.

Resolution 76/9:

Competition Participation

In remote areas the distances students have to travel from home to school and also to regional centres is often excessive.

The costs of training programs in the school districts are considerably higher than in urban areas; also the costs of travelling to participate in official scholastic, cultural and athletic competitions are high, to say nothing of the costs of food and overnight lodging which are invariably incurred on such trips from remote areas.

Some special consideration is needed for the students in these areas to enable them to participate fully in the extra-mural school activities.

The Sept Isles H&S says:

—That special programs and assistance be established to enable students and teams from these remote areas to participate in these extra-mural scholastic, cultural and athletic competitions.

Resolution 76/11:

Services dropping

\$22 million dollars has been received by Quebec from the Federal Government during the period 1970-75, this amount being given under a formula of 1.5 percent, intended to cover supplementary costs of services, by the Department of Education, to minority language schools.

During the period of the grants, claims the Federation's Committee on Bilingualism Grants, English language service from the Dept. to English language schools, has been decreasing.

The Committee asks:

—That Q.F.H.S.A. incorporate in a brief to the Department of Education of Quebec, a demand that English language services be restored to English language schools immediately.

Resolution 76-8 calls for reaffirmation of Iona Avenue H & S call for the removal of specialists - French, Phys. Ed., Art, Music from the pupil-teacher norms.

Resolution 76/13:

Spread the responsibility

For some time the Dept. of Education has indicated that one of its aims is to decentralize and divest itself of some of its powers to the local level.

School Boards in remote areas have problems different to urban areas as does the Gaspé, the Eastern Townships and the Outaouais area. These diversities occur in all school board areas be they Catholic or Protestant. Elected representatives have to take local conditions into account and set their priorities accordingly. Conditions vary so widely that it is not possible for a highly centralized organization to cope with this variety in their planning.

The Department can assist the boards in identifying their priorities and provide guidance as to the different ways in which the boards might meet their objectives.

In the past Federation has asked that school boards should be allowed to carry out their own examinations but accreditation is not enough—the diversity of the province (perhaps one of its greatest attractions) is enough to require a much larger amount of local autonomy. A brief could be developed outlining the types of problems encountered and also indicating the limits or objectives to be placed on the boards.

The Resolutions Committee requests:

—That the Dept. of Education give more local autonomy to the regional school boards by decentralizing and transferring to the boards certain of their powers so that the boards may meet their priorities and obligations within very broad outlines and objectives previously agreed with the Department.



Resolution 76/10/12: Federal Money for minorities

As reported in the last issue of Home & School NEWS, the Federal Government has given Quebec \$112.8 million for minority language education.

This fact, plus resolutions passed at previous Annual General Meetings prompts the Federation's Bilingualism Grants Committee to maintain its concern for action.

Among other reasons for the demand for action are:

— English speaking students are obliged to have a working knowledge of French to graduate from High School.

— The Quebec Government does not accept that minority language teaching costs more.

— There is little evidence that any of the grant money is being applied where the Federal

Government intended it to be (to cover supplementary costs).

The Committee says:

—That a brief be submitted to the Dept. of Education of Quebec to: -1) Demonstrate the need for these funds now being received by Quebec under the 9 percent formula, and 2) Demand that these funds be passed on in form of supplementary grants to minority language schools.

Because the Federal funds are apparently not being used as intended the Committee has tabled another resolution calling for the Federal Government to exercise more control over the giving of the funds. This to provide a result more in keeping with the aims—to promote a

national objective of bilingualism.

The agreement is due for renewal in 1979.

The committee asks:

—That Federation prepare a submission to the Federal Government (The Secretary of State or other appropriate Dept.) to demand that any new agreement (or renewal) will include the following, 1) Clear guidelines for the provinces as to the application of these funds 2) Require proof or demonstration (by audit) that the application conformed to these guidelines 3) Acceptance of the above principles shall be a prerequisite for the granting of funds.

PARKSIDE RANCH

Summer Camp for Boys and Girls

Ages 10-16

250 Acres bordering
ORFORD PROVINCIAL PARK

Dates: **June 26th - July 10th**
August 1st - August 28th

Activities: **Riding, Sports, Rifling,
Handicrafts, Archery, Swimming**

For Information: **Mr. Fred Warnholtz**
Director
Box 386, Magog, P.Q.

(514) 676-5923 or (819) 843-6748

Creative Playgrounds

A Neglected Learning Resource

"Nothing in our knowledge of child development indicates that we should continue to reproduce static swings, slides and teeter-totters in asphalt deserts."

So says Polly Hill of the Children's Environments Advisory Service of the Central Mortgage and Housing Corporation.

"They are maintenance-free, good insurance risks, but also vandalism-inspiring and utterly boring, alien to the developmental needs of the whole child."

Other experts in the design of children's playgrounds believe that where variety of activity and challenge are limited, there is more danger, rather than less.

Moreover, Al MacDonald, a reading teacher who has studied the role and design of playgrounds, insists that gross motor coordination has everything to do with reading and language arts and a good playground can provide just the activity to develop the coordination that the child needs.

WHAT KIND OF PLAYGROUND?

Either of two types of playground are recommended by the CMHC Advisory Service. One is the 'adventure playground,' a natural piece of land where children use scrap material to build huts, forts, caves, and climbing 'things.' It is torn down and built at will. The concept requires supervision, some kind of hut for year-round indoor activities and tool storage—and a fence, both to hide it and to keep children out when it is unsupervised.

THE CREATIVE PLAYGROUND

The creative playground has many components which can be combined and designed in an infinite variety of ways. The general design should incorporate plants, trees, mounds, for interest; somewhere for supervising adults to sit in shade and comfort; and low fencing to keep preschoolers safe or separate rough from passive play, and provide cozy areas in an enormous space.

For play, there should be sand, water, loose materials (like boxes or cable spools) for building and creative play, playhouses or treehouses, caves or nooks to invite doing things together or just talking. It should also have physical development equipment, to bring into play all parts of the child's body.

Physical development apparatus should be placed together, away from social, quiet or constructive play, and so that children do not collide with each other or the apparatus. Huge structures are not worth the cost. Children test and stretch themselves or blow off steam for a short time, spending longer periods in constructive, creative or social activities if they have a choice.

Other components recommended by the CMHC Advisory Service are gardens for growing things, animals to tend and watch, areas for ball play, skating rinks and just running-

around space.

The size and design of a playground will be decided by the age-group which is to use it and how many children. Little people suit a smaller area with facilities scaled to size. Plan also to make the playground usable for as much of the year as possible and this means an adjacent indoor playroom with bathrooms and storage space.

THE COST

Not even counting the cost of a playground site, a creative playground is expensive to set up. Volunteer labour and scrounged materials can help, but costs there still are.

In the long-term, though, the children's opportunity for regular enjoyment and for development as whole people will save a lot of money. It is this idea which should be put forward to persuade communities and school boards to look to the play needs of young children.

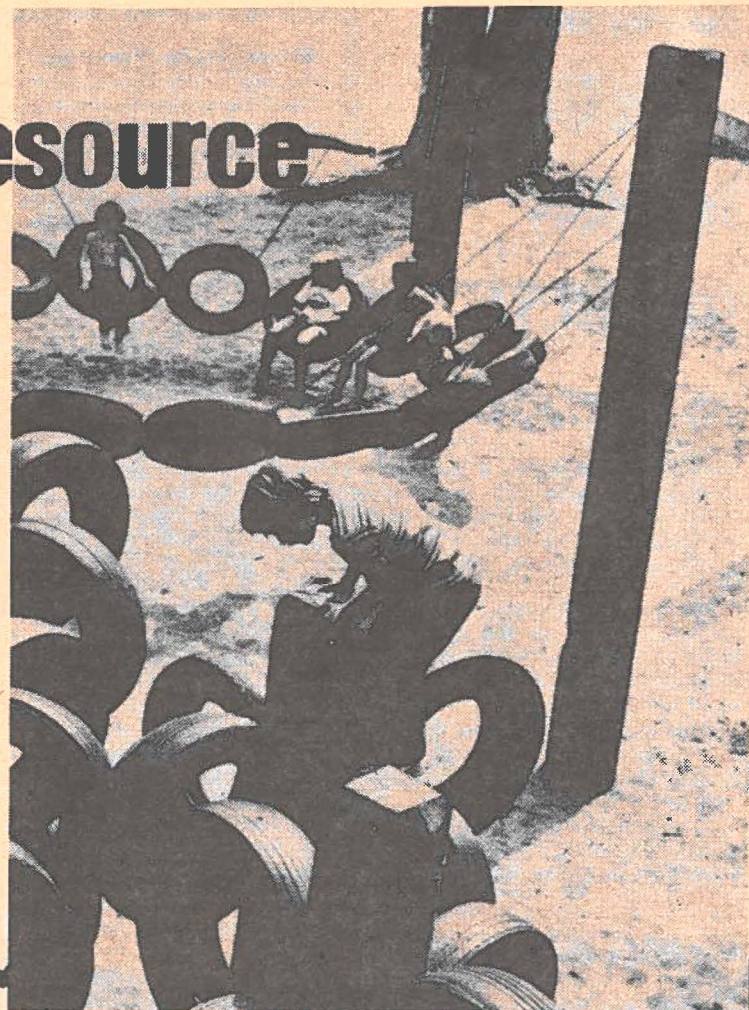
WHERE TO FIND OUT MORE:

Children's Environments Advisory Service, Central Mortgage and Housing Corporation, Ottawa K1A 0P7: Creative playground information kit, slides, books and films.

American Alliance for Health, Physical Education and Recreation, 1201 16th Street N.W., Washington, D.C. 20036: "Grounds for Learning: The School Site as an Educational Resource," carousel slide package at \$39.50.

National Association for the Education of Young Children, 1834 Connecticut Avenue N.W., Washington, D.C. 20009: "Play and Playgrounds" a book by Jeannette-Stone, \$3.25.

Growing Big Toys, 18697-96th Avenue, Surrey, B.C.: Manufacturers of playground installations made of cedar logs and metal pipe from \$200 to \$5,000—ask for catalogues.



TIRE SWING

Materials Needed

Number	Description
6	15' telephone poles.
1 gallon	Creosote
14 tons	Sand
18	4-ply #14 automobile tires. Source, any tire dealer
175'	3/8" galvanized chain
48	2" long full thread 3/8" diameter bolts with nuts (36 for bolting the tires together and 12 for bolting the tire ring to the chains suspending the tires).
96	3" diameter washers with 3/8" diameter hole (72 for bolting tires together and 24 for suspending tires from chains).
96	1" diameter washers with 3/8" diameter holes (72 for bolting tires together and 24 for suspending tires from chains).
6	Eye bolts and nuts or substitute (our plan did not use eye bolts, you should try the telephone company that supplies the poles).

PROCEDURES

Excavation and Placing of Poles

1. Excavate circular area 30' in diameter to a depth of 8" - 12".
2. Locate site for 6 poles. The center of each pole is 14' from the next pole (see diagram).
3. Drill or hand-dig holes 5' deep with a diameter sufficient for the butt end of each of the 6 poles.
4. Cut six 15' poles selecting the best portion of each of the poles. The better the pole, the easier the wrapping.
5. Chamfer the top end of each pole and drill 3/8" or 1/2" hole 1' from the top of the pole, and apply creosote to the cut ends.
6. Use skiploader to lift poles into each of the six holes while lining up the poles and making certain that they are the right height by using a transit and elevation pole.
7. Carefully tamp poles as dirt is filled into holes (using water if possible) to assure a proper compaction.
8. Wrap poles as described in the chapter entitled "Wrapping".

RUBBER TIRE JUNGLE

Materials Needed

Number	Description
14 tons	Sand
42	4-ply #14 or # 15 automobile tires
6	12' telephone poles
Enough "all thread" 3/8" bolting material to make 48 16"-18" long bolts. (This is dependent on thickness of poles).	
96	3" diameter washers with 3/8" diameter holes.
96	1" washers with 3/8" holes.
96	3/8" nuts.
1 gallon	Creosote
Pole wrapping materials and equipment	

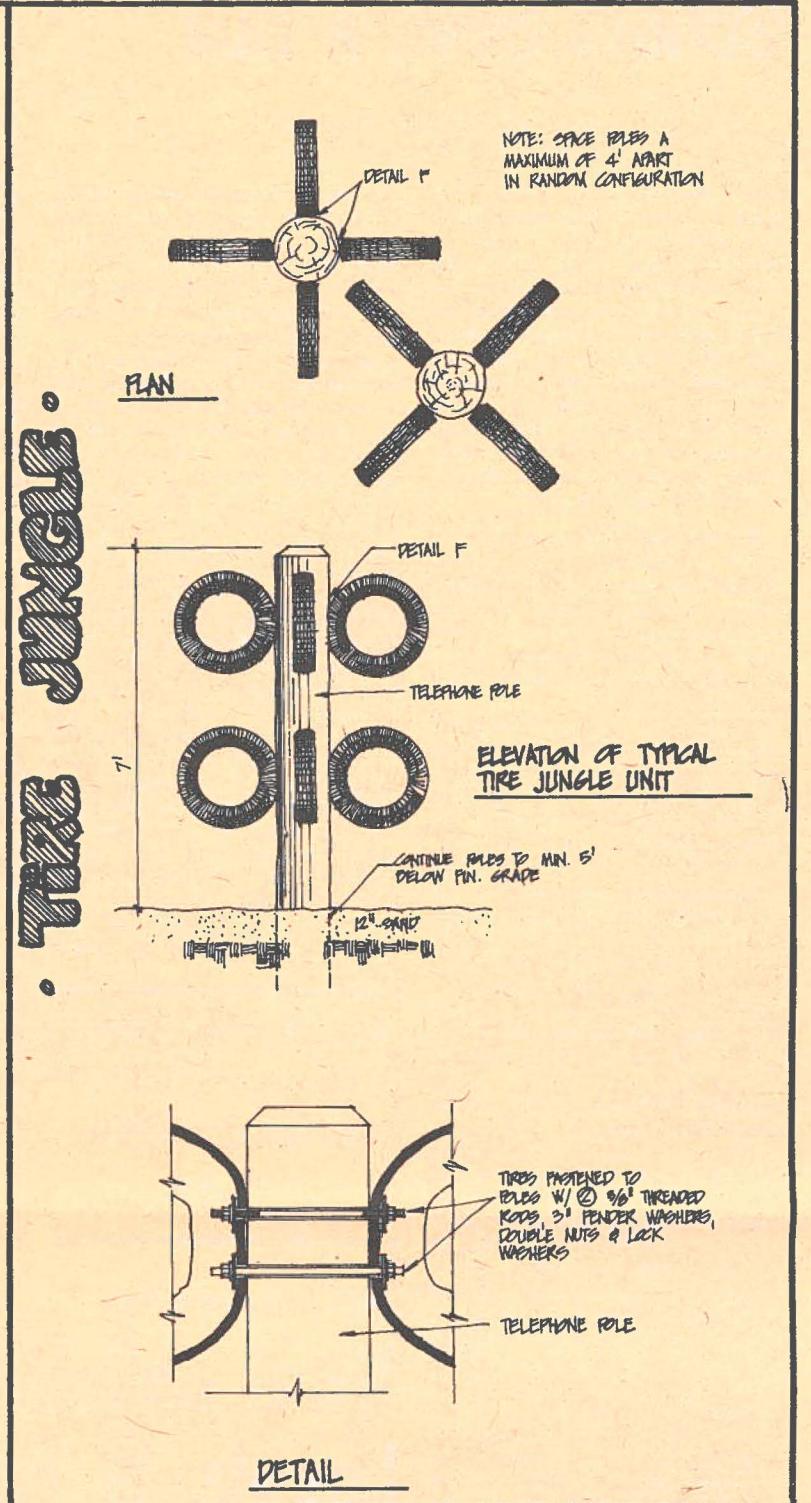
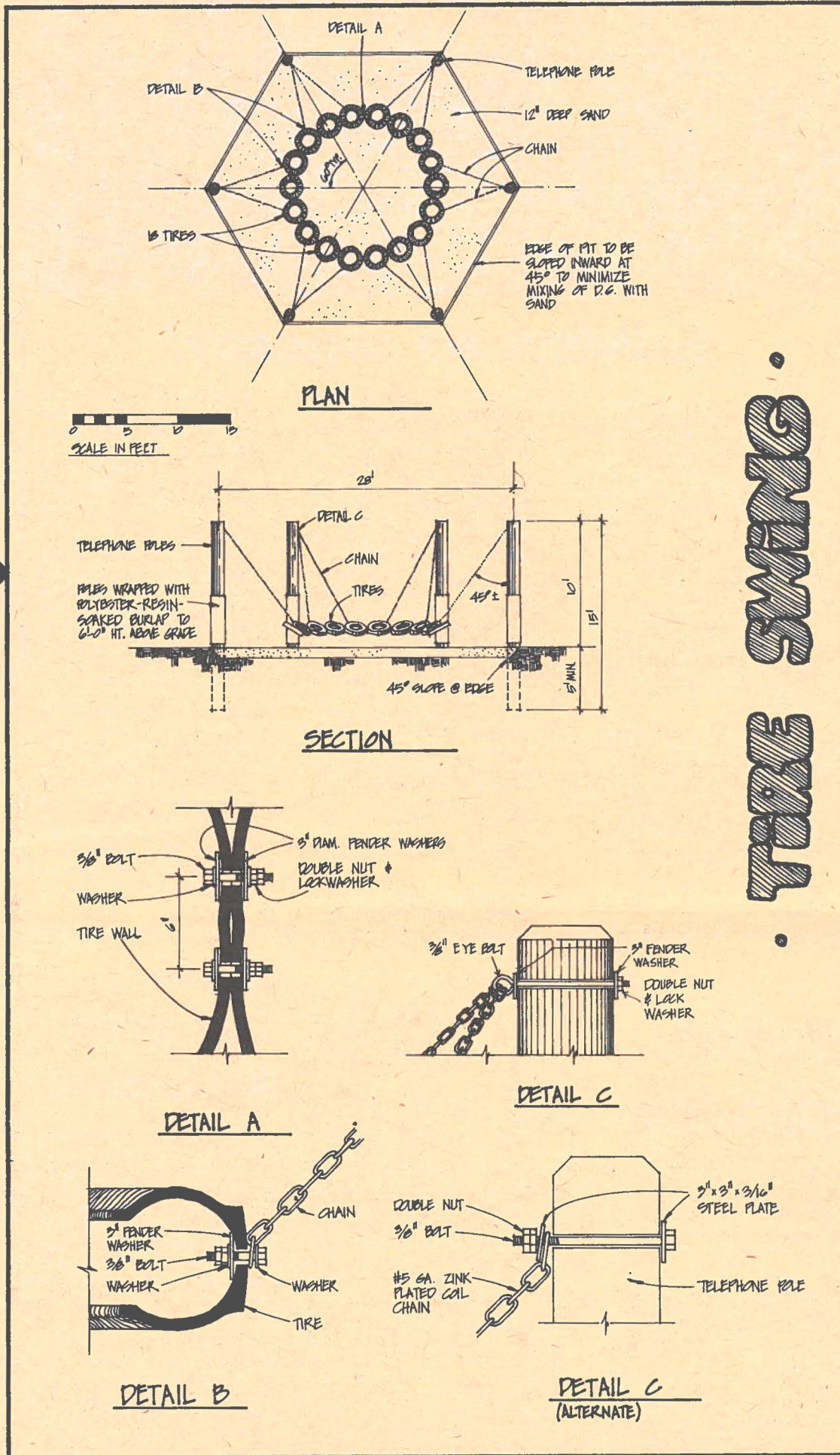
Procedure Excavation and Setting of Poles

1. Excavate the area required for the Rubber Tire Jungle.
2. Dig holes for poles to a three foot depth and a diameter equal to the butt end of the poles.
3. Cut poles to 12' lengths, chamfer the top of each pole and creosote cut ends.
4. Place poles in holes and use water to tamp in so that the poles are solid.
5. Wrap poles per specifications under the heading "Wrapping".
6. Mark the holes to be drilled on the poles and drill the holes.
7. Attach tires as described
8. Smooth off edges of bolts to eliminate sharp edges.

Wrapping the Telephone Poles

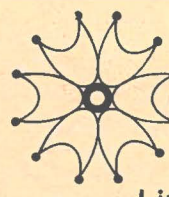
As indicated in the plans, we wrapped the poles with burlap and boat resin to protect against splinters (we soaked the pole with boat resin, then wound the burlap in 1 1/2 foot strips onto the poles, soaking the burlap with the boat resin as we wrapped; we also tacked the edges and ends of burlap strips onto the poles with U-nails). The cost of the burlap and resin process was \$6.00 to \$7.00 per pole and we feel it is adequate so long as all the voids in the poles are first filled and so long as the resin is generously used.

Here are two tire projects you can build



TIRE SWINGS

TIRE JUNGLES



Linda Vista Playground Project

Linda Vista School in cooperation with the Pasadena Dept. of Public Information has developed a poster (full of projects and hints) and an information package. If you are interested write them at 714 W. California Blvd., Pasadena, California, 91105. Or phone (213) 795-9161.

ENROLL NOW

accredited driver education courses CONDUCTED BY

MONTREAL CITY MOTOR LEAGUE

1123 St. Catherine St. W.
YMCA, Pointe Claire

Also at your High School

844-7303

CALL FOR FREE BROCHURE

For TEENAGERS and ADULTS (All Ages) (16 years & over)

CHOCOLAT
Jean & Charles
CHOCOLATE

DO YOU NEED MONEY for a worthwhile project?

National FUND RAISING

We have the answer to your problem

Our "Connoisseur's" Chocolate can raise all the funds you need.

This chocolate is made of the finest ingredients available anywhere. Its taste is exquisite and this is your guarantee of success.

We have available to you all the technical know-how needed by your organization for a simple and successful fund-raising campaign.

Please phone or write to address below for further information:

National Fund Raising,
Division of Jean & Charles Chocolate Inc.,
3187 W. St. Jacques, Montreal H4C 1G7.
c/o Mr. John J. Laliberté, Tel.: (514) 935-9671

LaSalle High Home & School buys a bus

by Lorraine Batten, Chairman,
LaSalle High Bus Committee

September 19, 1975, was an important date for our Association as, after only two years of existence, on that date we became the registered owners of a bus to be used by our school for sports activities, cultural events and field trips. At that time we assumed considerable financial commitments, in addition to legal responsibilities and time consuming organizational work which would take much of our efforts for the next months.

In this article I am not going to dwell on the size, type, age, or price of our bus as I feel any H&S Exec. contemplating such an undertaking would have to assess their own needs, assets and type of school before making their decision.

We felt our first responsibility was to form a Bus Committee which was made up as follows: two representatives from the LaSalle High H&S Exec., one representative from the Administration and one Teacher Representative. Minutes of all Bus Committee Meetings would be kept and distributed to the members of the Bus Committee, the President of our Association and the principal of our school. The Bus Committee would be formed in June of each year in order that it could begin operation at the beginning of the next school year.

Our legal liabilities weighed heavily upon the Executive and an immediate survey of the Insurance market began in order that we would be adequately covered. This proved to be a larger undertaking than we had anticipated. We contacted many insurance brokers and quickly learned those which were interested in quoting on our bus, the variables in premium and scope of coverage from one Company to another, and the amount of insurance required, under Quebec law, on buses used to transport students. We deemed it prudent to buy coverage in excess of the amounts required by law. The insurance, including coverage, broker and cost will be reviewed in September of each year by the Bus Committee.

Policy was made up of simple statements regarding the rules for the use and operation of the bus and subject to the governing Guidelines.

Guidelines were an extension and elaboration of the established Policy and covered the items highlighted in the box.

It should be noted that our Executive took the responsibility for the acquisition of the bus

because it is not the policy of the Protestant School Board of Greater Montreal to become directly or indirectly involved in the ownership of vehicles used for the transportation of students under their jurisdiction.

When the decision was made by our Executive to acquire the bus, we set a target date for its use of six months after the date of purchase. We and the Bus Committee were of the firm opinion that this date was too liberal and well it would have been if the necessity for the withdrawal of ECA by teachers had not taken place in the fall. As it now stands, we will not be far off from our original target date. Our teachers' interest in this project has been continuous and enthusiastic. Five teachers have passed their examinations for the AI certification and others are waiting to take the exams.

We feel extremely positive that the purchase of the bus will prove, in the long run, to be economical, efficient and satisfactory for our students, our teachers, our school and the LaSalle High Home & School Executive.

**Make your views
known - Join
Home & School
- TODAY !**

Area Representative:

Vital link between Locals & Federation

by Barbara Milne-Smith,
Area Rep.
Lakeshore-John Rennie

Your Area Representative is your direct voice in the decision making and policy setting process of the Quebec Federation.

Without an Area Rep, your local, and others in the district, has no vote on the Board of Directors. And it is this Board, according to the Federation's charter, that sets policy and establishes the future direction that the Federation takes.

But that's not the only reason



Guidelines are necessary!

1. Qualified drivers must have a photocopy of their registration on file with the Bus Committee; if drivers are accepted their names and addresses will be forwarded to the Insurance Company.
2. The Bus Committee can, should they deem it necessary, bar any qualified driver.
3. The organizing Teacher or Adult will make up Student Trip Lists which will be filed with the Bus Committee on completion of each trip.
4. The use of the Portable Log Book will be maintained for each trip. In the Portable Log Book will be affixed the following: Registration, Certificate, Liability Insurance Card, Safety Check List, Standards of Use for the driver as required by the relevant Quebec Law and

Emergency Instructions for passengers.

5. A Maintenance Book must be kept showing that the necessary maintenance and repair work is performed regularly and as required by Quebec Law.
6. Rules for Conduct were written and authority was given to approved adults to see that they were enforced. The Bus Committee can, for good cause, bar any student or adult from use of the bus.
7. The people authorized to use the Bus were as follows: qualified students, teachers, parents or adults having their driver qualifications, supervising teachers, other adults with the authorization of the LaSalle High H&S Executive and the members of the Executive itself.
8. The schedule for the use of the bus was to be organized

within the school under the supervision of the Administration Representative on the Bus Committee. Any other request for the use of the Bus must be forwarded to the LaSalle High H&S Executive.

9. The Bus Committee made the decision to keep the original of the Insurance Policies, a copy of the Registration Certificate and extra copies of the Liability Insurance Cards in the School Vault.
10. Consent Forms would be signed by parent-guardian and filed with the Bus Committee before any student could use the Bus. Our Executive will make periodic checks against the Consent Forms and the Student Trip Lists; non-qualified students can be barred from further use of the bus.

have to line-up at each school to get membership... they can sign-up at either and the associations straighten up the paper work and money allocation.

When there are topics of general interest we try to hold joint meetings, and of course, as Area Rep, I help with their organization and planning. In the past we have held such meetings to discuss subjects like Bill 28 and 71 and yes, teacher negotiations. We also get representatives from each local together, once or twice a year, to discuss what we should be doing as a district.

One interesting program being run by the high school resulted from an idea I picked up at the Federation's Fall Leadership conference. Each June the parents of the coming 'Grade Sevens' are invited to tour the high school where they see the facilities and meet the administration and Home & School on an informal basis. It reassures them that while the school is big, it's not impersonal.

Variety is just one reason the Area Rep job is interesting. Occasionally jobs come up that do not seem to be part of the 'Job Description.' It's up to the Area Rep to talk with the locals in the district to see what is needed. Any district with new locals might need help organizing their programs... in settled areas more work might be required to get them working together for effective intercommunication with parents, teachers and others.

Finally there is the benefit of sharing ideas with other Area Reps so that experiences from one part of the Province can become realities in another.

Canada wide:

Twin school plan launched

The Minister of Education of Ontario, in co-operation with the Departments of Education in the other Canadian provinces and the Northern Territories, has initiated "Project Canada," a school twinning program, which will provide young people with an opportunity to learn about Canada and Canadians in a very personal way.

This project is an open invitation to schools across Canada to twin with schools in Ontario and is approved also by the Quebec Department of Education. The aim of the project is to develop a sound friendship and a greater understanding between groups of students having a more or less different cultural heritage.

Students participating in the project will be able to exchange correspondence, photographs, audio-visual documents (videotapes, films) or any other group work reflecting local history, geography, economy or culture.

Teachers, who wish to enrol their classrooms, can do so by writing Marc Champeau, Services aux Etudiants, D.G.E.E.S. (Direction Generale de L'Enseignement Elementaire et Secondaire), 1035, de la Chevrotiere, Quebec G1R 5A5. DGEES will supply the prospectus (16-5709), issued by the Ministry of Education in Ontario, printed in English and French. It contains a pre-addressed application form.

Vanier Institute:

SUPPORTS NATIONAL DIALOGUE LEADING TO A MORE HUMAN & COMPREHENSIVE PUBLIC POLICY

Following Prime Minister Trudeau's statements on the Canadian economy and society, the Vanier Institute of the Family has sent a letter urging a more detailed clarification of the values and attitudes characteristic of the 'New Society.'

To solve the problems of poverty, income disparity, unemployment, inadequate housing, urbanism, pollution and inflation the nation's course must

be changed, it says. For social cooperation and the well-being of families and individual persons, there is a need to go beyond the framework of self-interest and individualism.

One of the ideas behind this year's H&S Conference program is the necessity to become more aware of the interdependence of people and of enterprises, and of the values which must be the basis of our children's lives.

for having an Area Rep or being one!

Probably even more important, especially at the local scene, is the co-ordination activity and interface that takes place between the Area Rep and the locals served by that Area Rep. It is often for this reason that a former President of a local or a member of a local with a few years of service finds the job of Area Rep as both challenging and rewarding.

I have found it very different, and interesting, being an Area Rep. When I was part of a local association I naturally was very involved in the happenings at my own school. As an Area Rep I became more aware of what is going on in the district and in the Province.

In addition to attending Board Meetings (usually there are four each year) and acting as a liaison between locals in my area and Quebec Federation, I act as liaison between the different levels themselves.

I am very fortunate because in the Lakeshore-John Rennie district we have a close rapport between associations. We even have a district membership for those with children in two schools. This way, parents do not

FOCUS on the LOCALS

Negotiation benefit:

More communication

Report by Pamela Taylor,
Courtland Park H & S.

A "Meet the Teacher Night" with a difference was held at Courtland Park School, Dorval, on March 11th. All parents of the school were contacted by members of the Home & School-School Committee and urged to come out to a meeting to meet all teachers of the school to discuss some of the problems facing parents and teachers at the present time.

After an introduction by Mrs. Marion Waddell, School Committee Chairman, and Miss Macnab, Principal, there were assigned four areas for group discussions. Teachers and committee members were assigned to each group to discuss:

1. Teacher Responsibilities - teaching and what else?
2. Professional Days - are they necessary?
3. Class sizes and specialists.
4. Extracurricular Activities - students and teachers.

Three time periods were held

ALLANCROFT:

Clark says 'Work together'

Speaking at 'Education Night' at Allancroft School in Beaconsfield, Director-General Leslie Clark touched on the current dispute regarding a contract for teachers.

He pointed out that the Lakeshore School Board has placed great importance on the development of a 'sound camaraderie' between school commissioners, parents, teachers, and administrators.

"We have tried to work as a team," he said. "Unfortunately we are now at the point of losing much of the goodwill which has been developed."

Mr. Clark urged all concerned to continue to work together harmoniously, to ensure a speedy conclusion to the teachers' contract negotiations.

"Thus we may hope to maintain the support of the excellent and dedicated teaching staffs we

allowing parents to attend the groups which held the most interest for them. Both teachers and parents had an opportunity to discuss educational problems as they affect Courtland Park School.

After a coffee break, Teacher Contract Negotiations were discussed. Information was given regarding the reasons for the current impasse and the various ways in which other School Committees have attempted to bring about an early negotiated settlement. Parents made suggestions of ways in which Courtland Park parents could constructively demonstrate their dissatisfaction with the present situation and show support for their teachers.

Because negotiations had ground to a halt, the M.T.A. had called its members to a meeting just hours before the scheduled meeting with the parents. This increased the anxiety of the entire group, but the information which emerged from the discussion groups produced some understanding of the sense of

utter frustration felt by the teachers in their efforts to improve the lot of both teacher and student in the classroom. The meeting was of great value also in establishing another framework for parent-teacher communication. Teachers were elated by the degree of parent interest in their problems, while parents were encouraged by the willingness of their teachers to discuss educational matters with them.

JOHN RENNIE: Grade 11's tour CEGEP

Support was invited for a Lakeshore 'Concerned Parents' group which has advertised in local papers and contacted the Minister of Education.

A tour of the local CEGEP for parents of Grade 11 students is offered under the auspices of H&S. Students' work in both art and music will be open for inspection later this month.

SOUTH HULL

School in motion

Not a new idea but one often overlooked is a "school visit" by members of a H&S or School Committee. Parent Paul Anderson made one and reported good feelings and admiration for the job South Hull's teachers are doing, in a letter to parents.

French immersion information was to be presented to parents at a March meeting.

have had in our schools throughout the years and to the present."

KEITH:

Parents hold pre-H.S. warm-up

Program Chairman Lloyd Varner reports a variety of events have taken place during this school year. Keith School hit the national headlines with its 'Parents Teach-In' in February - planned to show parent sympathy with teachers and to give parents a taste of what the teacher's job is like.

Earlier in the year, the H&S stage-managed a Fashion Show, Meet the Teacher Night, Xmas Bazaar and Chocolate Bar Sale, picking up some funds along the way.

January saw a novel program format centering on two subjects - French as a Second Language, and Preparation for High School. Small groups had to come up with a question within three minutes after each topic presentation and the written questions were put to speakers during a question-and-answer period at the end.

A gong figured prominently in the proceedings - keeping everyone up to the mark and on their toes, no doubt!

MACDONALD HIGH:

"GO-MAC-GO"

Football star Johnny Rodgers was guest speaker at Macdonald's annual open house this month. This and other attractions drew some 1,000 people to the event, and as a result H&S raised over \$900.

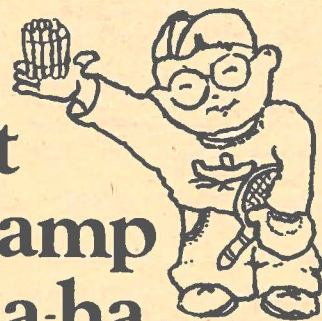
The school band, debating

team, gymnastics, ballet, square dancing and drama were on show, as well as many class exhibits.

During the evening there was a bake sale, a used paperback book sale and a raffle.

The debating team has been rated top in Quebec and will go to the National finals, even though this sport at Macdonald is only a year old!

When he just won't hear of Camp Winnie-ha-ha...



and you just won't have her hitching through Europe (and that's that!)

The Compromise.

Club Jeunesse. Peace of mind for you, and for your son or daughter the fun of travelling to new and exciting places.

We at Club Jeunesse have over 12 years experience supervising youth travel across Canada, the U.S. and Europe. Your child can choose from 14 different trips, lasting from 2 weeks to 40 days. Every part of every trip is carefully planned. Children travel with their own age group - 11 to 13 year olds in one group, 14 to 17 year olds in another group. And for every seven children there is always one supervisor.

In short, Club Jeunesse makes sure that while your child may be having the time of his or her life, you won't be at home worrying about what they're up to.

Give us a call or come and see us at 5450 Côte des Neiges, suite 304, Montreal H3T 1Y6. Telephone 341-4420.

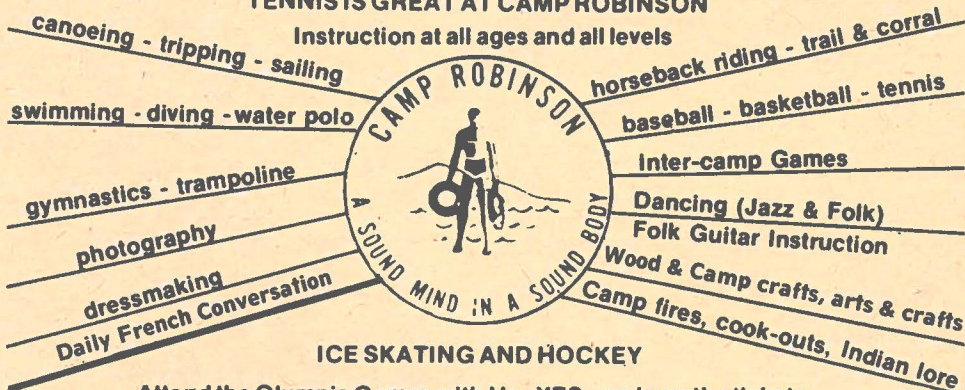
CLUB JEUNESSE

CAMP ROBINSON ST. DONAT

Our 19th year of good camping for boys and girls: 6 to 15 and CIT's

TENNIS IS GREAT AT CAMP ROBINSON

Instruction at all ages and all levels



ICE SKATING AND HOCKEY

Attend the Olympic Games with Us - YES - we have the tickets
Also view the Games on TV at the camp

Resident Doctor • Mature Staff • Pollution Free Area • Safe Private Lake

Accredited by: Canadian Camping Association & Red Cross Water Safety Program

For further information: Mrs. A. Robert 731-2478 or 731-8346

6280 NORTHCREST PLACE, MONTREAL

MEMBERSHIP HONOUR ROLL

by Sylvia Adams,
Membership Chairman

These maintaining member associations, in good standing, have a place on the 1975-76 Membership Honour Roll. Congratulations!

An asterisk indicates that the association so designated has not only increased its membership over the previous year, but has increased its membership over that of the two immediately preceding years.

High commendation to Macdonald High and Westminster Home & School Associations for achieving a consistently high

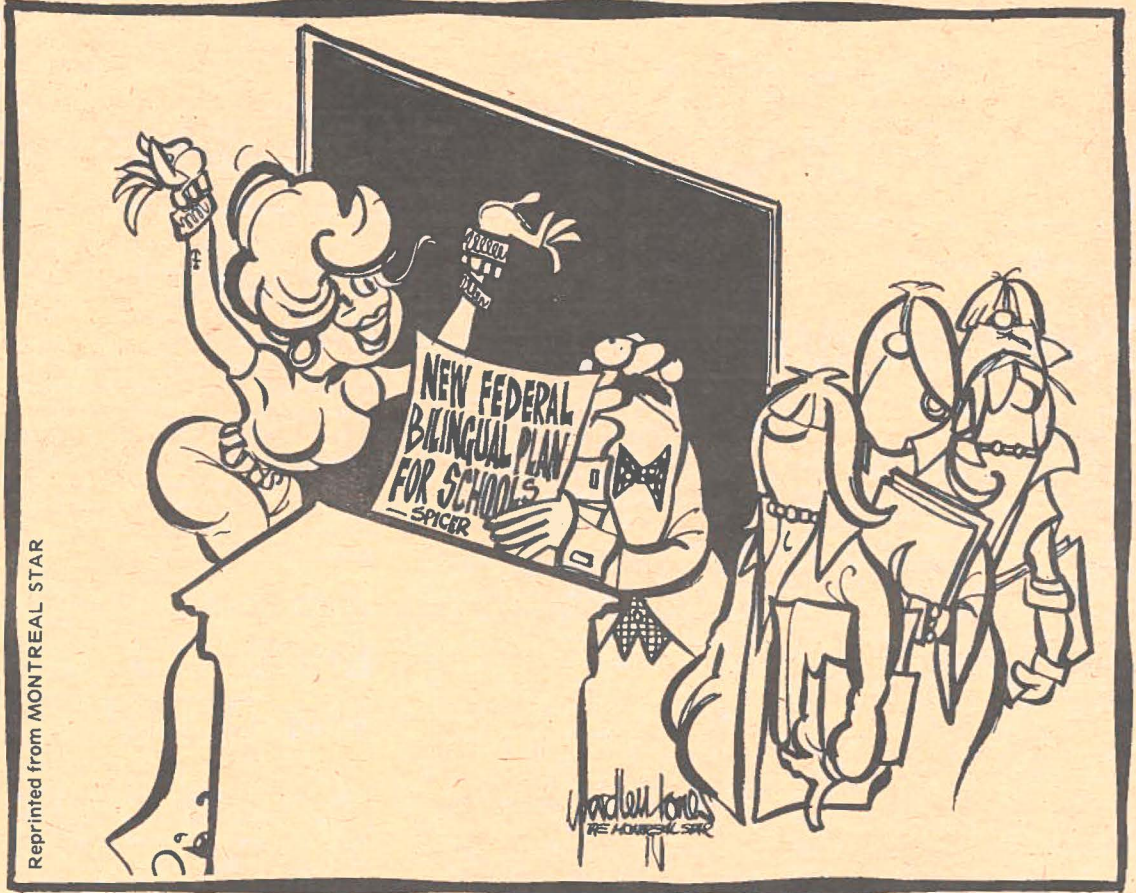
membership over the last 4 years: 439 and 434. They have had a slightly lower membership this year.

We welcome a newly affiliated association: Ayer's Cliff.

Please remember Article V of the QFHSA Constitution:

"Each maintaining Home & School Association shall appoint three representatives to the Annual Meeting of the Federation based on a membership of 75 or less, as at April 1 of each year. An additional representative may be appointed for each additional 75 members.

SCHOOL	PRESIDENT	MEMBERSHIP	74-75	75-76
Ayer's Cliff	Mr. E. Wintle			21
Aylmer Earldley	Mrs. T. Lohoar	Mrs. M. Buchinski Mrs. Casselman	67	123
Allancroft	Mrs. H. Wilson	Mrs. R. Taylor	215	308
Beechwood	Mr. R. O'Donoughe	Mrs. C. Dalbec	41	87
Carlyle	Mr. Irwin		100	208
Chelsea	Mrs. M. Candler		21	52
Dorset	Mr. B. Warkinton	Mrs. R. Laliberté	97	134
Dorval High	Mr. L. Tishaw	Mrs. G. Lindstrom	69	110
Dunrae Gardens	Mrs. J. Fredenberg	Mrs. Barna	225	238
*Edinburgh	Mr. R. Pellat	Mrs. J. Litwack	171	226
*Glencoe	Mrs. U. Zigayer	Mrs. U. Zigayer	175	181
*Greendale	Mrs. F. Kumm	Mrs. E. Hughes	140	171
*Herbert Purcell	Mr. I. Valdal	Mrs. M. Valdal	76	91
*Hudson	Mrs. H. Foody	Mr. K. Wake	137	156
*John Rennie	Dr. T. Salman	Mrs. R. Levell	210	223
*Julius Richardson	Mrs. H. McCunn	Mrs. A. Bauer	64	67
*Keith	Mrs. J. Hill	Mrs. C. Ramsay	91	125
LaSalle High	Mrs. J. Healy		84	104
*Malcolm Campbell	Mrs. D. White		129	151
Mary Gardner	Mr. Duggin		58	105
Montreal West	Mrs. C.M. Allan	Mr. F. Legrove	65	117
New Carlisle	Mr. H. Hocquard	Mrs. E. Beck	62	62
Northview	Mr. A. Locke	Mrs. Hackwell	105	186
*Oakridge	Mrs. H. Hart	Mrs. B. MacDonald	99	101
*Rosedale	Mrs. K. Fitzpatrick	Mrs. M. Jones	124	147
Seven Islands	Mr. C. Barnes	Mrs. J. Lane	27	30
Stonecroft	Mrs. M. Skene	Mrs. E. Moore Mrs. M. LaForest	124	136
*Sunnydale Park	Mrs. D. Meek	Mrs. G. Lowe	336	338
Valleyfield	Mrs. P. Paterson	Mrs. G. Doucet	36	76
*Willowdale	Mrs. M. Rathke	Mrs. S. Base	225	249
Beaconhill	Mrs. M. Butler	Mrs. A. Smith	234	235
Mt. Royal High	Mr. D. Climo	Mrs. W. Potter	149	209
*Valois Park	Mr. B. Marsh	Mrs. M. Vallee	150	154



Reprinted from MONTREAL STAR

"Of course I'm all for two languages — right now they can't handle any"

Effect of Current Negotiations on Moral Training of Children

—A report by The Protestant Committee, Superior Council of Education.

The Protestant Committee is responsible by law for the approval and advancement of programmes of moral training in Protestant schools and for the ensuring of their confessional character.

It is the opinion of the Protestant Committee that both the essential nature of the present negotiation process, and the manner in which it is being conducted by all parties, are morally harmful to students and constitute an unjust deprivation of their fundamental rights.

The Protestant Committee hereby endorses the analysis of the current situation made by its parent body, the Superior Council of Education in its two recent advices to the Minister. It considers the suggestions made therein to be a positive contribution to the resolution of the current crisis, and, in particular, that of mediation. Furthermore, the Committee urges the Minister to permit an offer to be made by the Quebec Association of Protestant School Boards so that negotiations may begin in the Protestant sector.

However, the Protestant Committee sees these suggestions as short-term solutions, and wishes to suggest ways in which the negotiation process itself should be changed in the long term in order to render more adequately justice to all parties concerned.

DEFICIENCIES OF PRESENT PROCESS

The collective bargaining process was originally designed to resolve employment disputes in the industrial sector. It envisages two antagonists - the group of employees working for the company, and the management of that company. It

provides forceful means of persuasion - lock-outs and strike, to which the two sides may resort in attempting to obtain acceptance of their position. It is, in fact, a lightly regimented conflict of forces. "Brinkmanship" is essential to the process, in that neither side dare make any significant concession until just before the date on which a strike or lock-out becomes legal. A frequent additional feature of the process is the prior use of lesser forms of force - work slow-downs, sick-outs and their corresponding punitive reactions.

The collective bargaining process is inappropriate to the field of education and inconsistent with Protestant morality for the following reasons:

- The Pupil is the innocent hostage of the conflict. Instead of hurting one another, the antagonist's legal resources to "force" deprive the pupil of his education.
- The "brinkmanship" inherent in the process creates an atmosphere of tension and mutual recrimination. This permeates the school and classroom to the detriment of the climate of mutual confidence and cooperation essential to a well-run school.
- The preliminary tactics of "study sessions" and "sick-outs" are frequently dishonest, and many teachers find themselves forced into moral compromise.
- Neither the employer nor the union can make proper allowance for conscientious objection by the individual teacher whose moral principles forbid dishonesty or the injury of a third innocent party.
- The pupils see their teachers, and, more remotely, the school boards and government acting out the false moral principle that the end justifies the means. They are thus encouraged to use falsehood and force to gain their own ends.
- There is no guarantee of a just settlement in any process which is based on a conflict of

forces. Might does not make right.

ALTERNATIVE PROCESS

The Protestant Committee proposes a system of binding arbitration by a third party as more appropriate to education, as to other essential public services. This system is largely free of the deficiencies listed above and has worked successfully in the public services in Britain for over two decades. It has been proposed by the Provincial Association of Protestant Teachers as well as by the Federation of Catholic School Boards of Quebec. It was recently imposed by the Ontario Government. In view of its widespread use elsewhere the reluctance of the Quebec Government to "allow a third party to set tax levels" should be reconsidered. External influence on taxes already exists in the present negotiation process. Taxes are already subject to third-party inputs in areas of safety and health. Surely, education is of equal importance.

An interesting type of arbitration is that of forced choice, whereby the arbitrator must accept, without modification, the final offer of one or other party to the dispute. This tends to promote responsible bargaining. It might be useful to allow three different choices in the three areas, of salary, workload, and fringe benefits to ensure responsibility across the whole spectrum of working conditions.

CONCLUSION

The past seven years of education under governmental decree, and the prospect of continuing decrees are clear evidence of the need of a change in the negotiating process. Arbitration has already proved itself more just and professional than the present process characterized by conflict. The Protestant Committee would be happy to support any move in this direction.



MONTESSORI SCHOOL INC.

Registration 1975-76
French or bilingual classes
7 locations — Transportation
Applications Accepted Now
for Sept. 1976-77

For information call registrar 272-7040