QUEBEC HOME & SCHOOL

NEWS

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(and where to find them)
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Task Force on Structure of Federation Issues Preliminary Reports on School Committees

The new Quebec law, Bill 27, which provides for creation of School Committees (in each school) and for Parents Committees (in each school board region) to take effect this Fall, has created much doubt and anxiety on the part of parents throughout the Province. The uneasyness is brought about by fears as to how these new committees will operate in practise, and secondly, how their operation will affect the structure of Home and School associations — both on a local and Provincial level.

Motivated in part by the Resolution submitted by Macdonald Home and School Association at the recent annual conference, Federation executive appointed a Task Force immediately following the conference in order to deal with the whole question. A Committee of 17 members of Federation, headed by Mrs. Mabelle Durkin, as Chairman, has met on 4 seperate occasions during the summer. Although the committee will continue to meet during the course of the year in order to follow up their preliminary study results and examine the developments which will be taking place throughout schools in the Province, it was decided to issue an interin report immediately, based on its initial study, in order to provide direction during the early stages of creation of these new school and parents committees.

The interim report consists of 2 bulletins which were circulated to all Presidents on July 4 and September 5th. Further bulletins will be sent to Presidents periodically throughout the school years as further conclusions are reached and submitted by the Task Force.

The first 2 bulletins sent out to all Presidents are as follows:

URGENT

Bulletin No. 1

1. The Task Force on Federation structure, in so far as it may be affected by the creation of School Committees, has been established by the Executive and Board of Directors and is currently in operation.
2. Definite and final recommendations will have to await promulgation of the Regulations imminently expected from the Department of Education.
3. Further Bulletins and Guidelines will be forwarded to you during the course of the next few months to keep you fully informed of developments.
4. **Initial conclusions reached by the Task Force is that members of local Home & School Associations, in the light of their active interest in school affairs in the past, should stand for election to School Committees and Parents Committees.**
5. The Task Force is interested in hearing from and having the views of the membership and you are urged to communicate your views and opinions to any member of this Task Force. Their names and telephone numbers are listed on page 11.

URGENT

Bulletin No. 2

The Task Force on Federation Structure has held four meetings during the Summer and has concluded as follows.

Although the creation of School Committees will have profound implications for the Q.F.H.S.A., it nevertheless offers us an excellent opportunity for the renewal of our role as an independent and voluntary organization. In this context we **MUST:**

1. **Maintain** our Provincial organization at all costs;
2. **Strengthen** communication within the Provincial organization;
3. **Complement** School Committees by providing them with information in addition to performing our service function.

This position is based on the following fundamental premises:

1. Home & School acts as a spokesman at the Provincial level;
2. Home & School maintains communication throughout the Province and presents a "window" on North American education;
3. Home & School provides a forum wherein all of the elements of the educational process come together — students, parents, teachers, etc. — thus inhibiting the tendency to polarization;
4. Home & School is a resource and information center;
5. Home & School offers attractive and necessary insurance coverage and other benefits.

In order to create a proper climate between your Home & School and the School Committee, particularly during the initial year of operation, it is recommend that you adopt any of the following suggestions, which can be applied to your local conditions, namely:

1. Call a meeting of your Executive and prepare nominations for your School Committee — be prepared!!
2. Stand for election to School Committee.
3. Attend first School Committee meeting — since "the School Committee is entitled to any advisor it judges necessary" request the appointment of a Home & School representative.
4. List the functions that your Association has performed in the past and discuss with the School Committee in what manner they will be able to phase into their mandate (See P. 18 of Document V1A).
5. Express a willingness to continue service function.
6. Encourage a delegation of responsibility for programming.
7. Encourage an exchange of Minutes.
8. Channel information from the School Committee to the Q.F.H.S.A.
9. Study all legislation and new ideas in education in order to inform and animate the School Committee.

The Executive of Q.F.H.S.A. will arrange such meetings as it deems necessary and advisable for the purpose of helping to explain the role of Home & School Associations and how they will relate to School Committees in the future.

Editorial

School Committees & Home & School

The advent of school committees gives us all a unique opportunity to establish and participate in a real, ongoing partnership in the educational community. The potential success or failure of this partnership rests as much with active Home & School members as with any other group, be they school commissioners, administrators or teachers.

Home & School have been campaigning actively for years in order that the voice of parents be heard consistantly in school matters. The legislation instituting School Committees and Parents Committees gives parents a real role to play in school life. We can support the development of these new groups in a number of ways, by direct participation, and through information and communication.

The effort of Home & School is to a great extent responsible for the establishment of these committees and our views are very much reflected in the regulations governing them. We can now turn our efforts to supporting School Committees in an unqualified way, at the same time evaluating their work and suggesting new directions they might take. Positive efforts on the part of individual Home & School members and the organization as a whole will surely bring us closer to the goal of the best possible education for all the children.

At the same time, let us keep in mind that school committees as presently conceived, are no panacea to the many problems which face us today in public education. A step in the right direction, yes, but clearly no substitute for Home & School as we have come to know it.

To those parents who mistakenly feel that the new concept of school committees may signal the eventual demise of Home & School we refer them to Federation's Task Force preliminary report on page 1. The message is loud and clear — in a period of increasing centralization of educational policies we would be naive indeed to permit the weakening or dissolution of the only effective parental voice on a provincial level which we now possess, QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS.

On the contrary, as the report of the Task Force points out quite rightly, this should motivate us to building a bigger and better and more effective Home & School Federation.

From the President:

Our "Task Force" dealt with Resolution 5 during the summer. This resolution was passed at our Annual General Meeting in May. We wanted to have some answers for local associations by September and we have already sent information, with recommendations, to all associations regarding school committees. However, there will be an evaluation going on through the year so that we can continue to give more ideas to more people on how to work with a School Committee. Do keep us posted on your activities so that we can really evaluate and exchange information.

On June 8, six of us went to Quebec City to discuss amendments to regulations for School Committees with the Department of Education, School Boards, School Administrators, Teachers and other parent groups. We felt it was a very good day, indeed, because we also accomplished other things.

We were able to discuss with the Chiefs of the Measurement and Evaluation Service, Messrs. Godbout and McNevin, the examinations for Technical Drawing and Industrial Arts as well as make recommandations to them for next year.

Mr. John Dinsmore, Associate Deputy Minister of Education, talked with us regarding the Ile Perrot, Hudson, Ets., area remaining with the Lakeshore Regional School Board.

Too, we were able to meet Mrs. Bullen and Mrs. Miller from Quebec City Home & School Associations. These ladies were most generous with their time and hospitality — even accompanied us to the meeting regarding School Committees.

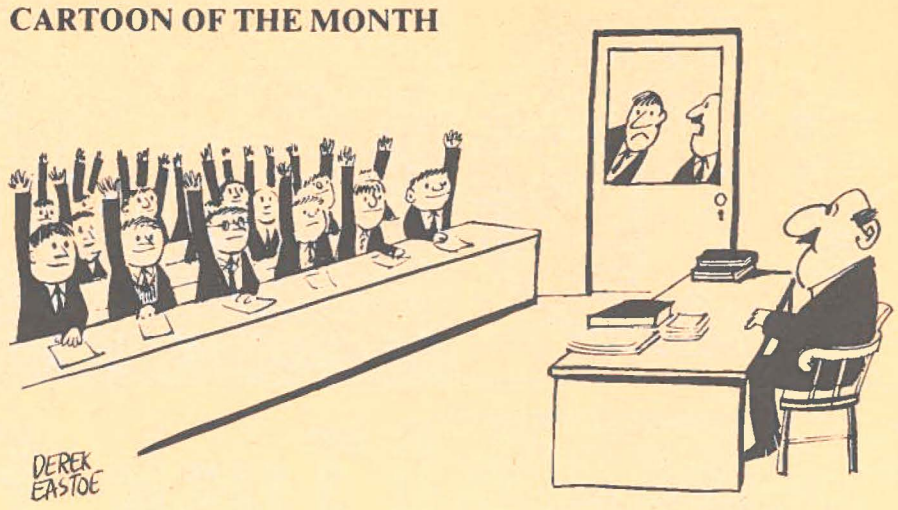
When we started back to Montreal we were all exhausted, but certainly satisfied with our days activities.

What a series — the Canada-Russia Hockey series!!! Reports in the media had us all at fever pitch, but what a let-down after the first game. At the end of the second, the "Team" had redeemed itself. Unfortunately, it didn't last. Let's hope the boys can continue to play as a team and win the rest of the series, in Russia.

We have a team too — the Quebec Federation, a much bigger team. Go — Go — Go —for Quebec Federation and the youngsters.

Mrs. Denise Arrey.

CARTOON OF THE MONTH



"They can't ALL know the answer to a question. They must be voting to go on strike."

In our Mailbox

A POINT OF VIEW

Sir Editor!

It is with regret that I myself would essay to express Englishly better than most other languages except it would be French, isnt it? However the try is to be made and I have said indeed without effort no hill is climbed. It is therefore my duty to ask why my child isn't to come to school in morning starting classroom before the worm is caught by the early bird.

True indeed the main portal is open wide alas in the school the room is locked shut. Is it perhaps the teacher must not sleep too long and little Johnie can then make his work beforehand.

My home is shut, my house is quiet, my wife is went to toil and me I must also frequent my place of work. While cannot Johnie go to the school and sit at his desk to respectfully greet his honored teacher in advance.

Humbly I regret your pardon if I have unnecessary wasting of your time. With respectable greetings, honored sir,

I. Khan.

CRITICAL OF TEACHERS

To the Editor,
Sir,

We hear constantly through the media that the teachers are negotiating a new contract, that they are striking because they have no contract — that they want job security and shorter hours of work.

It seems to me that today's young man who chooses a pedagogic career has not got the love for his profession, may I say dedication, that was so often exhibited by the teachers in my young days.

Today the teacher looks on his profession as just another means for passing an eight-hour day, — not even this with the 22 hour week now being negotiated. Formerly a teacher entered his profession because he loved children and was proud of his pupils. How many hours were spent after classes either aiding a slow pupil or working on some extra curricular project with a group, or taking the class on excursions. Today, our teacher works his alloted time as negotiated by his union, and there it finishes. I ask you, sir, when are we going to start time cards in our staffrooms?

Respectfully yours,

John Burney.

NOTE OF APPRECIATION

This letter isn't really to the Editor but rather to all those people at this year's conference who gave me their confidence and the opportunity to participate, even if only in a minor degree, as a member of our executive committee.

May I thank you all for this experience. Believe me it is no sinecure. Our meetings continue quite some time, but the discussions are so live and interesting that one never notices the time. There is a feeling of urgency and achievement — I really feel that we are moving, even in only this short time, and have covered quite a lot of ground through these summer months.

That is why I do not feel that I am wasting either my time or yours in this work and why I wished to avail myself of this ready Forum to thank you for giving me this chance of active involvement. To the members from Outremont, my home district, I would say, please each of you bring along one new member and we will grow stronger and more active. We need you, and this year there will be plenty to do!

Sincerely yours,

Ruth Sembera.
Home & School Association.
Outremont & Strathcona

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Editorials are the viewpoint of the Editorial Board.

Editorial Board:
William I. Miller, Chairman.
John Hill, Barbara Guard, Gaby Ostro, Ron Sheinnan, Ruth Sembera.

1972-73 Quebec Home & School Association Executive

President

Mrs. Denise Arrey
11700 Elie Blanchard,
Mtl 390.
334-0180

Vice-President

Mrs. Betty O'Connell
55 Somerville,
Westmount.
486-9315

Vice-President

Mr. William I. Miller
2235 Sunset Road
Town of Mount Royal
731-4727

Vice-President

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557-69th Ave
Chomedy, Laval,
681-9010

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Mrs. Ruth Sembera
6272 de Vimy
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731-2162

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DeWitt Clinton
332 Bruce Blvd.
Cowansville
263-0741

Vice-President

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Madeleine
Dollard des
Ormeaux, 980
684-0342

Vice-President

Mr. Ronald A.
Sheinnan
8389 St. Gérard,
Montreal 352
384-4510

Vice-President

Mrs. Mabelle Durkin
44 Pacific
Senneville
453-6267

Treasurer

No Photo
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at press time

Mr. A. Lloyd
649 Roslyn Ave
Westmount 217
487-7083

AREA REPRESENTATIVES

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Q.F.H.S.A. COMMITTEE CHAIRMEN

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381-2241

Annual Conference
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55 Somerville, Mtl. 251
486-9315

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487-7083

The News
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2235 Sunset Rd. Mtl. 305
731-4727

By-Laws Constitution
Mr. W. Asherman
3090 Linton Ave. #12, Mtl.
737-4618

Membership
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9140 Waverley, Mtl. 354
381-2241.

Special Committees: (& Sub-Committees)

Education
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370 Caledonia, Dorval 780
631-0294

— Moral & Religious Education
Mrs. R. Guard
120 Easton Ave, Mtl. 263
488-3417

— Curriculum Council
Mrs. J. Riches
278 Evans Rd. Kirkland 950
697-3282

French
Mrs. V. Neale
610 Sanford Ave, St. Lambert
671-5122

Health & Drug Education

— Family Life
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115 Montrose, St. Lambert
672-2668

— Drug Education
Mr. A. Cornford
88 Hillsdale Dr. Chateauguay
691-2135

— Insurance
Mr. J.W. Chivers
20 Russell Ave, Mtl.
878-4573

Federation Structure & School Committees
Mrs. M. Durkin
44 Pacific, Senneville.
453-6267

Traditional School Health Services to be discontinued under new plan

You will find that the Health Services in your school have changed for the school year 1972-73, and that they are now under the Ministry of Social Affairs.

During the summer, Vice-President Rev. W. de Witt Clinton studied the changes and his report was received by your Federation Executive at their last meeting on August 28th.

Please do the following:-

1. **Look into how the changes will affect the health services the school children have received up to now.**
2. **If you can get a copy, study the dossier mentioned in para "Paternalistic scheme" sub-para "f".**
3. **Consider the enclosed report, and let us know as quickly as possible your associations views regarding the recommendations in the last paragraph under (1) (II) and (III).**

An in-depth Report & Critique

Prepared by

Rev. W. de Witt Clinton

Q.F.H.S.A. Vice-President

The particular issue at stake which is of immediate concern to parents of children attending Protestant schools is the removal of Health Services from the local schools.

Many Protestant school boards in the past have engaged the services of a full-time or part-time nurse - to handle safety or health emergencies, to make competent referrals and to be responsible for the routine health check-up required of each student. Other health services have been arranged by Boards with other agencies to take care of some specialized but routine matters and to receive referrals from the "school nurse" or the school administration.

Paid by local taxes

Many of these past services have been paid for by the Boards out of local tax monies, and such expenditures have been considered by the Ministry of Education as admissible for budget balancing grants.

A Directive from the Ministry of Education now stipulates that payment for such services is inadmissible for the year 1972-73 - this means that Boards contemplating the continuation of such services must raise funds locally through taxation.

According to one Board member a Directive received earlier this year from the Ministry of Education stated that health services retained under the customary arrangement not only would be inadmissible for budget balancing grants - but also would be illegal - that is: Boards would be legally prohibited from including health services in their budgets, and their members held jointly and severally responsible for paying for such services.

Directive withdrawn

While this earlier Directive has been withdrawn, it has had the effect of forcing many Boards to adopt a "hands-off" stance towards retaining health services: no one knows when the Government will throw in the biting clauses of the earlier Directive!

In summary so far: Health services previously retained by local Protestant school boards are now disallowed and withdrawn; - though some boards may be able to continue them for a short term only.

Community Clinics

A reason for government rulings on the subject of school health services is that it is the intention of the Ministry of Social Affairs to provide all essential services - health and social services at local community clinics. The services included will be all those provided and paid for heretofore by local school boards.

It is intended that agreements will be reached between regional boards and the regional and local authorities responsible for health services for the services required.

Temporarily, since the comprehensive community clinics have not been fully developed, Boards are authorized to enter agreements with certain (but not all) local hospitals, - for example North Island Region will deal with the Montreal General Hospital.

Several Problems can be foreseen:

1. Certain assigned hospitals have refused to consider entertaining agreements because
   a) they cannot provide the services expected; or
   b) they have not received the Directives to serve the School Board requiring the services.
2. Though Directives suggest - and perhaps require (?) that staff previously retained by the local Boards will be retained by the hospitals or clinics, there is no certainty that such personnel will be made available to the Boards to render services needed.
3. While Regional Boards themselves are further removed from the local school situation than the dissolved local boards, the regional community services bureaus and centres for providing services are even more distantly removed from the scene; even a local hospital emergency clinic cannot be as near to a school emergency as the school nurse with her "one bed infirmary" for headaches, and her first aid box for cuts and bruises.
4. Related to #3 above, in the past health services retained by local Boards have been adapted to local needs and local possibilities; the specifics of job descriptions of the school nurses have evolved out of her work at that school - in the community - according to local need and her own available time and talents; further a lot of the administrative detail was handled by the school administration and clerical detail by the school secretary.

To summarize again: The intention of the directives is NOT to deprive people and schools of services but

a) to provide all necessary services to all areas;
b) to integrate all such services into the Provincial Social Affairs Ministry and thus out of the Education Ministry.

Paternalistic scheme

To comment on the above:

a) the scheme may be regarded as laudable because it aims at providing community services to all people in all areas according to their need - if such services are regarded as being good and the right of all, - BUT
b) the scheme is paternalistic: "the state must help the individual exercise this right, and in some cases must impose measures designed to guarantee this right for the community."
c) the scheme is bureaucratic: a beautifully developed organization from the Ministry through regional levels to the local community clinic; in order to acquire services one must go through channels; e.g. regional school boards will deal with the regional social affairs level.
d) the scheme is imperialistic - the authority of the state, specifically that of the Ministry of Social Affairs, is made more comprehensive and more thorough.
e) the scheme leaves very little to local imagination, initiative and adoptation.
f) the scheme requires the production of a further six-page dossier on each individual child which goes into intricate details into every aspect of his life; this dossier is even more an intrusion into privacy than any the Ministry of Education has created; further, one of the primary tasks of the Health Services agent on the spot is to keep this dossier on each child complete and up to date. The conscientious civil servant-nurse will spend all her time on records - none on being available for the local need or emergency which may arise.
g) reduced to "civil servant" status, without being directly a party to her own contract and job description as worked out by her with the local Board, though probably paid an equal or better salary, but subject to Ministry regulations and union rules, the school nurse will become "de-professionalized" in attitude and in performance of duties; we have had enough of this in respect of teachers!

Regional Directorate

One administrator's suggestion is that schools be given authority to retain health services under their Regional Directorate of Student Services, and that there be regionally effected contracts between the Boards and the personnel involved.

The above would seem to me to be both appropriate, but unlikely - though if effected, might tend towards the empire-building propensities of "Student Services". (vide, the document Digees Student Services 72-72A)

Recommendations

I would recommend that the Quebec Federation of Home & School Association:-

1. Inform local associations that -
   (i) health services in schools as they have been constituted in the past are terminated;
   (ii) some such services may become available under an entirely new format - direction coming from the Ministry of Social Affairs.
2. Suggest that locals associations find out from their local schools and Regional Boards what health services have been available in the past and how such services will become available in the future.
3. Take the stand before the Provincial government that:-
   (i) there be no reduction or termination of any health services to any school as a consequence of any change-over of jurisdiction.
   (ii) Regional school boards be allowed to effect contracts with health service personnel, and to pay for such services, such payments being admissible under Students Services for budget balancing purposes; such contracts, and the personnel and their functions should be subject to the surveillance of the Ministry of Social Affairs; such services shall be regarded as an integral part of the services made available in the region; such integration being effected by agreement between the regional board and the local or regional community services agency.
   (iii) Instead of a comprehensive dossier on each student, there should be one for each functional unit of community services, on each case as it may arise, each dossier calling for the absolute minimum of pertinent information; if necessary, some cross reference system may enable appropriate authorities to secure information from several files, only if the prior knowledge and assent of the subject or legal guardians is secured; further, the files are open to the subjects or legal guardians; finally, that each dossier shall be destroyed as each "case" is closed or completed; any transferral of files shall require the prior assent of the subject or legal guardian.

Q.F.H.S.A. Executive Supports School Boards Position on Issues of Teachers Workload and Security of Employment

Risk of Government Decree threatens system of education in 2 areas (at least)

Following a meeting which took place recently between representatives of our Federation and the Quebec Association of Protestant School Board, to discuss the current status of contract negotiations between the teachers and the government, in the light of an anticipated Government decree due to the present impasse, the Federation Executive voted to support the position of the School Boards as outlined in the following report issued by the QAPSB. The issue will be further debated at the next Federation Board of Directors meeting being held on September 23rd.

Q.A.P.S.B. POSITION

The existing provincial law (Bill 53) provides for the Government to decree those areas in which no agreement has been made between the parties at the provincial level of negotiations.

So far as the education sector is concerned, very little progress has been made on any of the major items of a collective agreement. In fact, there are indications that the teacher corporations, headed by the C.E.Q., would welcome a settlement by decree for political reasons only. Since August 3rd last, the Government can now decree at any time any section of the collective agreement it feels is necessary.

There are two areas of utmost importance to the operation of our system of education which are completely deadlocked and it is necessary that you be made aware of them since there is a strong possibility that a decree which will reflect the thinking of the common table in the two areas will be forthcoming. They are:

(1) Security of Employment
(2) Workload of Teachers.

WORKLOAD OF TEACHERS:

Generally speaking across the Province, the number of instructional periods per week worked by Protestant teachers has been 28 periods.

Generally speaking across the Province, the number of instructional periods per week worked by Catholic teachers has been 22 periods and in many rural areas a lesser number.

Because of the wide differences in the number of periods worked, it is obvious that settlement of this clause creates a major stumbling block. The matter of the number of periods worked on the Protestant side has been under constant review by your Officers through consultation with our Directors General and other pedagogical personnel. As a result of these discussions, our Chief Negotiator was mandated to reduce the number of instructional periods to be taught by Protestant teachers to 26, but not lower. Any number of teaching periods less than 26 can only be accomplished by a sharp reduction in the quality of education being offered in the Protestant system in such areas as enrichment courses, arts, music, physical education, options, etc. Since 80% of the Province is apparently on the 22 period per week system, we have been under constant pressure to reduce our system with little thought being given to education and to date, we have constantly refused. In fact, it is quite possible that the Protestant system will be accused of blocking negotiations in the area of workload.

SETTLEMENT BY DECREE

As stated, there is no doubt that a settlement by decree in this area will favour the lowering of the number of periods taught in our Protestant system and it is important that you fully realize the effect of such action on our system of education since no doubt the public will not understand what is happening until it is too late.

It is important to point out that the expected reduction in teaching periods will not be offset by a lowering of the teacher/pupil ratios or any other aspect which might permit the employment of extra teachers.

STATUS QUO FOR 2 YEARS

In an effort to resolve this impasse, on Friday, Aug. 11th our Chief Negotiation was mandated to agree with an offer to be made by the Parti Patronal to the teacher corporations. Briefly, the offer would maintain the status quo on workload for a period of two years during which time a special commission would be formed to make an evaluation of existing workloads in Canada and elsewhere. The Government of Quebec in consultation with the interested parties shall name the members of the commission and jointly with these persons retain the services of a firm specialized in the evaluations and differentiation of workloads. The report of the commission shall not bind the parties, but will serve as a basis for the establishment of a workload compatible to Quebec and comparable to education practices elsewhere. It is our understanding that this has been turned down by the teacher corporations who insist on arbitration for the resolving of any disagreements in the establishment of the workload of teachers.

22% LOSS FORESEEN

At the present time, our teachers are required to be in the schools at all times when the pupils are present and in addition, for 15 minutes before the opening of school and for 15 minutes after the closing of the pupils day. In general, this means that our teachers are required in school for some 28 hours per week. At the secondary level, the periods of instruction amount to some 21 hours per week and at the elementary level, some 25 hours per week. To meet the demands of the teachers corporations, it is estimated that at the elementary level we would lose some 22 % of the effectiveness of the subjects being taught and to a lesser degree at the secondary level. It is, therefore, regretable that we are forced to consider workload in the context of periods of instruction rather than in the context of an hourly work week for teachers, the break down of which into instructional periods could be resolved at the local level to meet the desired curriculum and requirements of the pupils.

SECURITY OF EMPLOYMENT

Our position in the matter of security of employment has not changed. We maintain that the hiring and dismissal of teachers must remain in the hands of the school board. In the 1968-71 Entente, we agreed with the formation of the Quebec Placement Bureau and we are prepared to maintain this position in the new Entente, because its operation still leaves the decision in the hands of the elected or appointed school boards.

We are opposed to the common table concept of intersectorial security of employment. We acknowledge that there are certain areas in which this is possible but not in education. If the concept of intersectorial security of employment is imposed by decree, control of our educational system will be permanently damaged and irrevocably lost.

SUMMARY

The position of the Quebec Association of Protestant School Boards in the matter of job security can be summed up as follows:

a) There is a need for job security in the educational sector.
b) That it is entirely possible to form a pool of teachers who have been declared surplus from which school boards can draw for replacements provided the necessary qualifications obtain.
c) That the right to engage and dismiss teachers remain solely vested in the school boards.
d) We will not accept any concept of intersectorial priority of employment.

The positions given above are based upon the minimum requirements necessary to maintain the value of the educational system.

Q.F.H.S.A. ANNUAL CONFEREN

425 Delegates face

Conference in Review

425 delegates, members of the Board of Directors, observers and invited guests representing 85 affiliated associations of Quebec Federation attended the two day Annual Conference Meeting of Quebec Federation of Home and School Associations which was held at Sir George Williams University on May 12th and May 13th. The Conference was a joint one with the Federation of English-Catholic Parents-Teacher Associations of Quebec.

'Education at the Grassroots'

Theme of this year's conference was "Education at the Grassroots." Mrs. P. Hindle was Program Chairman. Mrs. Betty Lang and Mrs. M. Wilding were in charge of registration while Mrs. Betty O'Connell was chairman of general arrangements and displays.

The delegates were welcomed by Mrs. Arrey, President, on Friday afternoon. This was followed by adoption of last year's annual meeting minutes and a report by Mr. Daniel Morris, chairman of the Resolutions Committee for 1971, as to the disposition of Resolutions adopted at last years annual meeting. Mr. Morris' report dealt with the following subject matters: Pollution; Canadian History Texts; Personality Development: The Use of French in the Community; A two-part resolution which dealt with Regulation 6 concerning the teaching of subjects other than French in the French language; Pupil-teacher ratios in the teaching of French as a second language; Teaching assistants for French instruction; and, Free use of schools for Home and School Associations.

Committee Reports

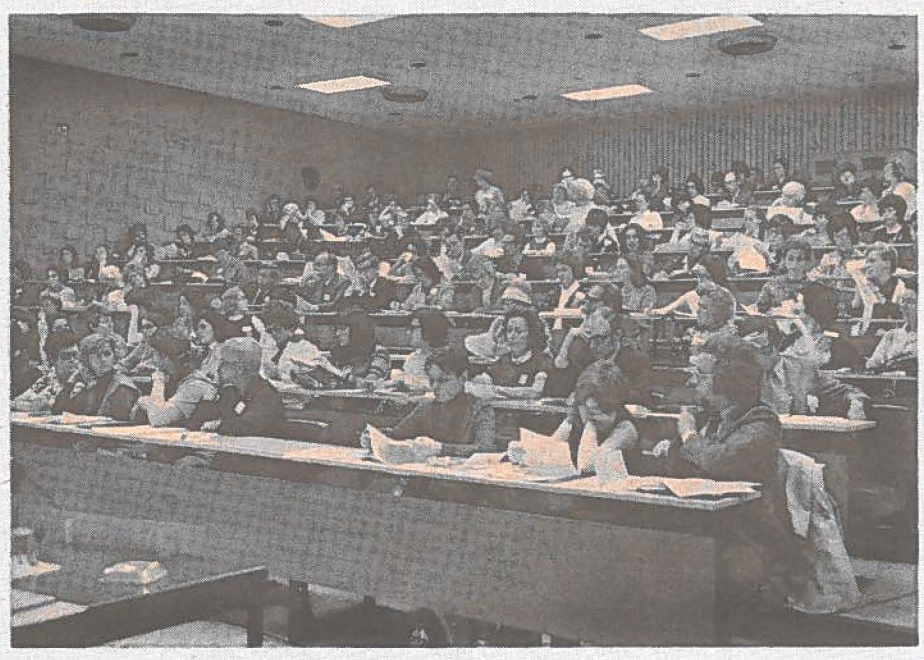
Mrs. Denise Arrey then issued her President's Report, a copy of which was circulated to all delegates.

Reports of the various Committee chairmen, then followed. The PAPT-PACT Curriculum Council report by Mrs. Riches. Drug & Health Committee report by Mr. Cornford; Membership report by Mrs. White; Insurance report by Mr. Chivers.

In the absence of Mr. Gilmour, Treasurer, the Annual Financial Report was given by Mr. Morris. The audited report for the year 1970-71 ending August 31, 1971 showed that Federation ended up with a substantial excess of income over expenditure of $4,580.00, and also remained with a bank balance of $11,375. This healthy position resulted from last year's increase in fees and a careful control over expenses by the executive. Despite the decrease in membership, it is anticipated that our income for this year will be approximately the same as expenditures. In view of the foregoing, it was moved by Mr. Morris and seconded by Mr. Hauser that the supporting maintaining membership fee for 1972-73 remain the same, namely, $2.00 per family membership. Motion was carried.

A recommendation from the floor that associate individual membership (non-voting) be placed higher than the supporting maintaining membership fee will be considered by the Board of Directors if recommended by the Executive or a committee.

Delegates in Plenary session



Some of the 425 delegates, observers and guests tackle the workload.

"Big Brother watching!"

Department of Education made its presence

and with every application form you get...

Insurance committee chairman Jack Chivers gives his report

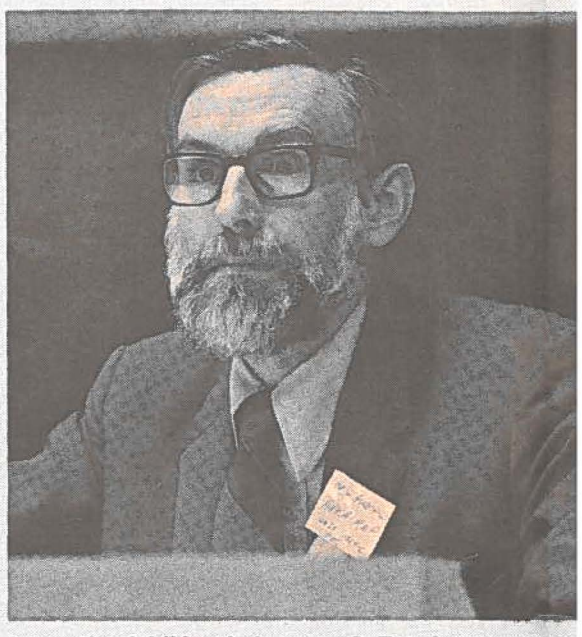
"Democracy in act

A crucial vote is taken

Roslyn School Book sale display

One of the many booths in evidence during the conference which drew delegates' interest.

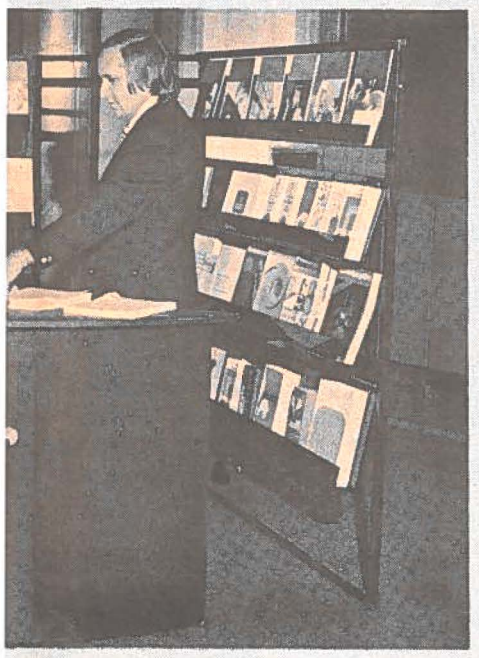
"I say the motion carries!"



John Goodchild, chairman of Resolutions Com during one of the serious moments of debate.

NCE IN PHOTOS AND REPORT

e the issues squarely



sence felt with a display booth...

Some of our guests in attendance

Mr. Leopold Garant, President of the Superior Council of Education and Mr. John Dinsmore, Associate Deputy Minister of Education, in a lighter moment.

n action"

taken following debate.

"It must be the coffee..."

Frank Markowitz, former Vice-President, with PSBGM Chairman Dr. Patterson.

The keynote address

Marcel R. Fox, Vice-President of the Superior Council of education addressed delegates on "The Concept of educational activity".

A delegate makes a point...

Tony Cornford, area rep. from Chateauguay, and Drug education committee chairman.

Committee

Conference in Review

Conference Guest

Mr. John Macdonald, president of the Federation of Catholic-Parent-Teacher Associations brought greeting from his Federation to QFHSA and declared that they looked forward to close cooperation with us during the coming season.

Mr. John Goodchild, chairman of the Resolutions Committee then took the chair to conduct the consideration of the resolutions presented to the annual meeting. (Text of resolutions will appear in the next issue of the "News". In addition to the regular resolutions submitted, an emergency resolution which dealt with Teachers' contract negotiations was presented to the conference by John Rennie and Seigniory Home and School Associations and unanimously adopted.

Board Nominations

Mr. D. Dunbar, acting chairman of the nominating committee then took the chair to read the report of the nominating committee which had been chaired by Mary Buch. Declared elected were the following: President: Mrs. Denise Arrey; Vice-Presidents: Mrs. B. O'Connell, Rev. de Witt Clinton, Mrs. M. Durkin, Mr. W. Evans, Mr. W. Miller, Mr. R. Sheinnan, Mr. C. Smethurst; Treasurer: Mr. A. Lloyd.

An election took place between Mrs. Fran Markowitz and Mr. Robert Laker for the position of Executive Vice President, as well as between Mrs. Ruth Sembera and Mrs. Winnifred Potter for the position of Recording Secretary. Mrs. Markowtiz and Mrs. Sembera were victors for their respective positions.

Convention Seminars

Friday evening six concurrent discussion seminars took place on the following subjects: Highlights of Regulation 7; Stumbling blocks to Learning; The Directions of Parent involvement — co-existence or conflict: CEGEPS — Degree, diploma or dead end?; Bill 27 — What is happening in off-island schools; and Expanding Home and School and PTA work — You can if you know how — leadership training is one of the keys.

Mr. Marcel Fox, Vice-Chairman of the Superior Council of Education addressed the meeting with a keynote address on Saturday morning on the subject, "The concept of educational activity". His address was stimulating and provocative and well received.

Mrs. Dorothy Frankel, Past President of Federation installed the newly elected officers for the 1972-73 term. This was followed by a panel discussion on School committees.

Mrs. Phyllis Hindle, our conference chairman delivered her report of the annual meeting following the luncheon and extended thanks to the various members of her committee.

Panel Discussion

A final panel discussion on the topic, "A Time for Choosing — do we really need both Protestant and Neutral schools" concluded the business portion of the conference which ended with the President's reception in the faculty lounge of the University.

All in all, a most successful annual conference and we're looking forward to seeing many more of our members at next year's conference as delegates or observers.

Is our drug education a hoax?

by Tony Cornford

(Editor's Note:)

Tony Cornford is Chairman of the Drug and Health Education Committee for Quebec Federation of Home and School Associations. He has been active in this field for fourteen years in his capacity as a juvenile police officer and in Y.M.C.A. programming; he was the founder Chairman for the Chateauguay Y.M.C.A. His D.&H. Ed. Committee has obtained the cooperation of both the Provincial and Federal Governments for an Adult Education Program, which will be launched shortly. In this article Tony throws out a challenge to parents, for he sees a serious gap in services provided for young people. In a further article, to appear later this year, he will be giving us details of the work of his committee and suggestions as to how we can become actively involved in helping the young people in our own communities.

It is now obvious, to even the staunchest Law and Order advocates, that our law enforcement agencies cannot control the use of illegal drugs. Neither harsh penalties, vigorous police surveillance, nor determined efforts to diminish the flow of drugs into the country have prevented thousands of young people from experimenting with pharmaceutical agents alleged to be dangerous. In the light of this inability to control drug usage through legal sanctions, it has become fashionable to turn to "Education" as the best method of persuading youth to abstain.

Canadians have great faith in education. They have set out to educate our young people about drug abuse with a vengeance. Lectures on drugs have become almost a fixture of the High School and College Curriculum. Even sparsely populated communities have appointed committees charged with promoting drug education. Such committees usually set up lectures or forums at which young people and their parents can hear experts discuss the effects and relative dangers of a wide variety of drugs and agents.

Strangely enough, in repeating discussions on drugs and the drug scene does not seem to bore most people. Adults turn out for public meetings in amazing numbers. Even the students become avid listeners and participants. Community leaders responsible for drug education point proudly to the number of lectures and meetings they have sponsored; many seem to feel that as long as they keep talking about the drug problem, it will be solved.

One of the prevalent, and the least effective, themes in drug education has been the "Scare the hell out of them" program. This has, in most cases, been done away with the law officer talking about the legal aspects, the doc talking about the medical aspects, the priest, the minister or rabbi, etc., talking about the moral issues, and perhaps a former addict will endlessly catalogue the horrible outcome of drug usage. As I have said, in most cases this is no longer practiced.

As Educators become more sophisticated they tend to add participants to their programs who provide more factual knowledge about drugs, the pharmacologist or psychiatrist, social workers who have the knowledge and work for reputable companies or agencies.

Yet, the teachers are potentially our prime resource for an effective attack on the causes of drug abuse. It is the teacher who has the most continuing contact with our children and teenagers. It is the teacher who constitutes a potential adult model for youngsters in their critical years. The teachers' attitudes about life and drugs are inevitably, although unconsciously, communicated to the youngsters in school. It is the teacher who can continue to communicate reasonably with youth when some channels of communication break down, at home or when the adolescent is trying — very normally — to break loose from the ties of home. It is the guidance counsellor who can encourage the youngsters to feel competent and responsible and help them to understand some of the problems that they are having to face, for the first time, and in some cases understand their parents. But this person **is not the total answer** to this complex problem. If the program of "Drug abuse and drug use" are discussed in the class rooms it is my opinion that this should be done within the present curriculum. As a program by itself, it only tends to sensationalize the subject.

This, of course, is only half of the problem. Sex, alcohol, V.D. are also on the rise. Many communities report that they have a far greater problem with alcohol than drugs. Others report that personal and social development courses are needed, or moral and social development, whatever label you wish to put it under. But, the V.D. and sex related problems affect the young and old alike. Many of our parents say "What are we doing? or "What are we going to do?" and we try to provide some answers. School boards, nurses, guidance personel, teachers, social workers are trying to provide some of these answers during the school day. But, what are we doing about it after school is out? I read every day where groups are having to close because of lack of funds. But, who takes up the slack? Are we only concerned when it touches us personally???

Hauser resigns, joins C.E.S.O.

Home & Schoolers throughout the Province, and particularly in the Eastern Townships, will be sad to learn that Mr. Maurice Hauser has resigned from the Board of Directors. Mr. Hauser has worked very hard for Home & School in the Eastern Townships for many years, and has made a notable contribution to Federation's work at all levels.

Mr. Hauser has been recruited as a Volunteer for the Canadian Executive Service Overseas, and his first assignment is in Para de Menas, Brazil, and from there will go on to Mexico, and possibly to Iran in 1973. CESO is a non profit organization operated by a group of Canadian business leaders with the support of the Canadian Government through its Canadian International Development Agency.

All Home & Schoolers wish Mr. and Mrs. Hauser well in this new venture.

A new area representative will be named for the Eastern Townships shortly, but in the meantime, Federation Vice-President, Rev. W. de Witt Clinton of 330 Bruce Blvd. Cowansville, will assist in the area, together with Mr. Ross Ladd, 138 Hillcrest, Cowansville, who is Vice-President of the Heroes Memorial Home & School Association in Cowansville.

"Regulation 7 to be studied in depth"

A study of the effect of Regulation 7 at the school level will be the first major project of the newly-organized Education Committee of Federation. It is expected that recommendations resulting from this study will be made to the Department of Education prior to the implementation of the regulation in 1973.

Under the leadership of Joan Riches a sub-committee of four will do an in-depth study at four high schools presently providing significantly different organization of time-tabling and administration. At the same time a questionnaire will go out to all schools for a broader picture of the effects regulation 7 is expected to have on the schools under the Protestant administration.

Barbara Guard will head a second sub-committee which will, under the title "social values" examine Moral and Religious instruction in the schools, outdoor education items such as ecological studies, pollution, special education, etc... This sub-committee will also establish the role of Home & School in relation to such organizations as "Stop", special education groups and legislation concerning quality of life.

Joan Riches sub-committee, besides the special project, will concern itself with curriculum, with government regulations concerning teaching methods and extra-curricular activities and with examinations. This committee will liaison with the French-committee, in matters concerning second language education.

As interim co-ordinating chairman, Doreen Richter is presently approaching members to serve on these committees, and anyone interested in working on any of the above projects or educational concerns should contact her at 631-0294 or 845-9163 (business). Doreen will also be responsible for regular reporting from this committee to the News.

UBS purchase power means a good deal

When UBS created its first collective buying plan, it covered only automobiles. By combining the enormous purchasing power of unions, government employees and associations (more than 300,000 members in Quebec and Ottawa alone) UBS was able to offer members a simple, easy and PROVEN way of obtaining most makes of automobiles at a saving of hundreds of dollars a car.

The acceptance of UBS collective buying was so immediate that it enabled UBS not only to provide new cars at substantial savings, but the same kind of savings on household appliances, carpetting, furniture, and many other major items for the home.

And now, union groups are holidaying abroad in Jamaica, the Bahamas, and Spain, living in luxurious accommodation . . . all at prices specially negotiated for them by UBS.

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FOCUS . . . . On the locals

Logan Home & School

The Hon. Dr. Victor Goldbloom with Mrs. M. Goldman, past-president, Logan School, Assoc.

On March 18th, 1972, our Annual Friendship Dance was held under the chairmanship of Mrs. M. Goldman and Mr. I. Gore. Theme of the dance was "Environment & Pollution", and all decorations for the gymnasium were done by the students.

Mr. Stanley Lewis, well-known sculpturer and artist, was judge of the Poster Contest.

On March 20th, 1972, we were honoured by having the liberal M.P. from Darcy McGee Riding, the Honourable Dr. Victor Goldbloom, who spoke on what was being done on pollution, ways and means that we could help to fight it. A question and answer period followed, students most enthusiastic in their questions to our Minister, left with a feeling we must overcome pollution and protect our environment in every way possible. Dr. Goldbloom also presented the trophies to the Poster Winners.

Herbert Purcell Home and School

The 1972/73 season of the Herbert Purcell Home and School Association was opened with a general meeting of the Executive last Thursday, 31 August, at the home of Delphine Pancura, President of the Association. We were honored to have Mr. Ellis, Principal of the Herbert Purcell School, present at the meeting.

SCHOOL COMMITTEES

Mr. Ellis stated that he will call a general meeting of all parents between 15 September and 15 October for a discussion and election of members for the 1972/73 School Committee.

PROGRAM FOR 1972/73 SEASON (Tentative)

September: A Skate Sale will again be organized on 22 Sept. A Book Sale and Membership Drive will be held concurrently.

November: Parents meet the Teachers night.

January: Discussion Groups on School Discipline, Home Work, etc.

March: Open House.

April: Annual Meeting. Spelling Bee, Parents vs Children.

In addition to the above activities, the Association will also assume responsibility to organize a Square Dance for Grade 6 children and to provide refreshments for the Annual Field Day next spring.

ARTS AND CRAFTS LESSONS

Classes are being organized for Woodworking, Pottery and Creative Stitchery. Six lessons will be given in each course on Saturday mornings from 10 to 11 o'clock. Cost for six one-hour lessons will be $3. to $4., depending on enrolment. Instructors have already been lined up, however additional volunteers are required to help out. For further information, please contact Alexis Dunstan at 626-7227.

BALLET LESSONS

As advertized in the North Shore News, the Herbert Purcell Home and School Association will sponsor Ballet Lessons for girls aged four and older. Full details are repeated on the next page.

MEMBERSHIP

The Herbert Purcell Home and School Association invites all parents to join their membership. To ensure continuing success in our activities, your cooperation and support will be welcome. A Membership Drive will be held concurrently with the Skate and Book Sale on 22 September. If you are unable to come at that date, please send your name and address together with $2.50 for annual dues to Anthonia Verwijs, 13220 Elizabeth St., Pierrefonds.

Prince Charles/T.H. Bowes Home & School

On June 21st/72 over 400 people gathered in Thomas H. Bowes Elementary School at Chomedey Laval for the official naming of he school library "The Margaret H. Smith Library Media Centre" named in honour of Mrs. Smith now retired after a dedicated career in the educational world.

Among the guests paying tribute to her fourteen years of achievement with the Protestant School Board of Greater St. Martin were Mrs. Smith's immediate family - children and grandchildren, former and present students, commissioners of the school board, the executive of the affiliated home and school association, parents and teachers.

The programme included an introductory speech by Mr. Rossaert the Principal of Prince Charles/Thomas H. Bowes School Board and a short concert by the Prince Charles School Choir directed by Mrs. Paris.

Guest speaker for the evening was Mr. R.G. Smith director of education.

Mr. D. Brodie past-president of the H&S association presented Mrs. Smith with a gift on behalf of the home and school.

Mr. Gillstz chairman of the school board then presented a plaque naming the library in Mrs. Smith's honour.

Outremont & Strathcone Home & School

During the year, at the request of Federation of Home & Schools Association a Parents Meeting was called to vote on the two briefs with regard to Bill 28. This was held at Outremont High School and was well attended. Arrangements were made for this meeting to take place with Greek interpreters so that the Greek parents could participate fully in the discussion.

A delegation from our Association also attended a similar meeting at West Hill High School.

A super meeting was attended by three of our Executive at Sir George Williams University which was very informative with regard to this bill. Madame Francoeur-Hendricks from Quebec Ministry of Education was the speaker and most interesting. We had hoped to organize a large bake-sale and although all arrangements had been completed, unfortunately, this had to be postponed with regard to the Montreal General Strike. This took place in a much reduced form the following week. However, we combined this with a meeting between the Teachers Union and the parents and since members of the School Board were able to participate also the evening was very useful and felt by all to have brought about a degree of understanding of the problems involved on both sides. It is hoped that the teachers will participate in more actions together with our organization in future.

A panel discussion was held on the CEGEP system involving Dawson College, Vanier College and McGill University and chaired by our Mr. Forman. Although both students and parents attended and it was agreed that it was most interesting we regret that there was not a larger attendance and will repeat again in the Fall. A delegation attended the Annual General Conference of the Quebec Federation of Home & Schools Associations, Mrs. Sembera, Mrs. Kurtis, and Mrs. Harvey on Friday and Mrs. Schneider, Mrs. Harvey and Mrs. Sembera on Saturday. Mrs. Sembera was elected to the Executive Committee of the Quebec Federation.

Courtland Park Home & School

FRENCH BOOK FAIR

Parents, staff and students are planning, organizing and operating a French Book, Toy and Record Fair for Thursday, November 2, 1972 from 2-8 p.m. at the school in Dorval.

French books, records and toys will be selected and on sale for children of the elementary grades.

The public is cordially invited to attend.

For information please call:
Mrs. Margaret Stead - 631-6190
Mrs. Blanche Olejnik - 631-8163

Sarah Maxwell Home & School

Dates of upcoming events during the months of September and October for our Home and School Association are as follows:

September 29 — at 7:00 p.m. we will be having a Sports Sale & Mini Sale

October 2 — at 8:00 p.m. we will be having our Military Whist Card Party

October 27 — at 7:30 p.m. Children's Hallowe'en Masquerade Party. We had this for the first time last year and the children had a great time. This year we will try to make it even better. This event is limited to Sarah Maxwell Home & School members only.

Any readers of the news letter who would like to come and join us for an evening of fun at our events would be most welcome.

Farewell to Fran Markowitz

Fran Markowitz has moved to the U.S.A. Best of luck to the Markowitz family in their new home.

Mrs. Markowitz was involved at local associations for many years as program chairman, and President at Logan, - as well as a teacher aide at Iona school in Montreal. She was President of the Montreal District Council at the time of her resignation.

Since becoming involved at the executive level of Quebec Federation of Home & School Associations, Mrs. Markowitz participated in the work of several special committees. Her wide experience brought many ideas to the discussions and her leadership was an inspiration to all who worked with her.

The Federation executive intends to fill the vacancy of executive Vice-President left by Fran's departure in the near future.

Book Reviews

by Barbara Guard.

'Discipline Without Tears', Dr. Rudolph Dreikuss and Pearl Cassel **(The Alfred Adler Institute of Ontario)** 94 pages.

"You are a very good boy, Johnny, to get no mistakes in your workbook, today. Class, look at Johnny's perfect work." What is likely to happen to Johnny and the rest of the class when the teacher makes a remark like this? Suppose, on the other hand, the teacher says.

"You have worked hard today, Johnny. Did you notice that you used the wrong spelling of the word 'there'. Class, does anyone have any ideas about how to distinguish between the different spellings of 'there' to help Johnny?" In what ways does such a remark call for different behaviour patterns from Johnny, the class and the teacher?

"Praise," say Dr. Rudolph Dreikuss and Pearl Cassell in 'Discipline Without Tears', "is not the same as encouragement." "Praise... often discourages and causes anxiety and fear." "Encouragement... is directed toward increasing the child's belief in himself." "Work for improvement, not perfection." "Mistakes should not be viewed as failures." "Help the child develop the courage to be imperfect." "Separate the deed from the doer." "Solicit the help of other members of the class..."

This little book, intended for elementary school teachers, is also valuable to parents who want to understand their children's behavior in the classroom, and at home for that matter. In clear concise language, with many concrete examples, the authors demonstrate how to be neither authoritarian nor 'permissive' but encouraging and trusting in the handling of young children in a classroom situation. Discipline problems are treated as problems of mistaken logic in the child's own mind. The book is based on the philosophy that all children want to be accepted and want to find their place in the group. The authors also assume that we live in a truly democratic society. In reality, we all, and our children even more so, have to deal with tyranies both petty and profound. If these teaching methods will help our children identify and deal with tyrany, whether internalized or from without, here is one parent who would welcome them wholeheartedly.

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IN THE STUDENTS CORNER

The West Hill High School Band Overseas Trip

by Stephen Freedman,
Grade 11, West Hill High

West Hill High School Band is under the direction and leadership of Mr. Archie Etienne. It is composed of students from Grades 9,10, and 11. Serious planning and practising for 10 months finally reached culmination — the day of departure for a 3 week tour of Scotland and England.

In order to help finance this trip several money raising projects had been held during the 1971-1972 school year. We held a gasorama, sold christmas gifts, held a chocolate bar sale, and sold program book advertising. We raised $7,500 dollars, which was matched by an anonymous donor, and we were on our way!

Arriving in Preswick at 7:00 a.m. was quite an experience. It was like sleepwalking. The day was spent resting, and adjusting to the time change. The next day we played a concert to a packed house at the Town Hall. We were fantastic! (our audience said so.)

Soon after, we left for Glasgow, which is a large industrial city. We played a concert, and we took a tour of the gorgeous Scottish highland region. In the distance were large mountains rounded at their peaks. Large loohs or lakes were in the valleys. There were sheep and mountain goats grazing all around. Quite a sight!

Our next stop was Edinburgh where we saw history come alive at Holyvood — the castle of Mary, Queen of Scots.

After a day's picturesque drive we arrived in York, where many of us enjoyed the English hospitality, while billeted in private homes. We were warmly received and enjoyed the opportunity of seeing the life of typical English families.

While staying in York, we took a sidetrip to the seaside resort of Scarborough. There we played a concert in the Spa. Then it was back to York for a farewell dinner with our hosts.

The next we headed for Coventry Cathedral. The melodies bounced off the large arched ceiling. The sound was rich, and deeply moving to the audience. Incidentally our repertoire was thirty-six musical numbers.

The next day we headed for Cofor London, to many the highlight of our trip. In London groups of students enjoyed sightseeing tours. Many went to such historical sights as Buckingham Palace, Westminster Abbey, the Tower of London, home of the Crown Jewels. While in London we played one of our many outdoor concerts at Victoria Street Gardens.

Two side trips from London were daily excursions to the seaside resorts of Brighton and Bexhill. At the latter we shared a highly emotional experience — our final concert. Our feelings were mixed having to say farwell to our fellow students, and excited with the experience we had shared.

On our return to London we were feted with a banquet sponsored by the band. On this occasion we recognized and honoured our chaperones, Mr. and Mrs. Archie Etienne, Mr. and Mrs. Stuart Lawrence, Mr. Norman Pycock, Miss Jeanie Krupp, our Nurse Miss Grandin, and from London, Mr. and Mrs. Bram Wiggans. The next morning it was all aboard for the return trip home, except for the few who extended their stay.

What an exciting and fitting climax the overseas trip was for the group from West Hill High School students who had shared 3 years together as a band.

New Insurance Plan Available to H & S

From remarks at the Annual Meeting during the discussion of the Student Accident Insurance Report, Mr. Jack Chivers, Federation's Insurance Chairman, has looked into the possibility of coverage for **members of Home & School Associations** while supervising approved Home & School activities.

This is a policy issued to the Quebec Federation of Home & School Associations as a group - that is why the fee for coverage is only $1.00 per Home & School member.

Information regarding this insurance has been forwarded to Presidents of all locals. Should members want this coverage, please let Federation office know how many forms you need, have them complete one each, and ask them to return it to Federation office with $1.00.

Mr. Chivers has also obtained group coverage for an extension of the Public Liability to cover parents transporting children in their automobiles. The present public liability costs each local association $17.50 for $100,000, and it would cost an additional $7.50 to have this $100,000 coverage extended to cover all automobiles used in connection with transporting children for Home & School activities. If you wish this extended public liability coverage, please confirm to us in writing together with your association's cheque for $7.50.

PLEASE

Your Dominion Store sales slips are required to purchase special equipment for multi-handicapped children.

Kindly send to:
Mrs. D. Arrey,
11700 Elie Blanchard,
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The children already have one piece of equipment from Dominion Store sales slips supplied by Home & Schoolers.

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Quebec Federation of Home & School Associations is prepared to organize some charter flights for its members provided there is sufficient demand for it.

If you're interested in participating in this type of travel, please return the following coupon... without obligation, of course... and we'll see if we can get something organized.

To: Quebec Federation of Home & School Associations
4795 St. Catherine St. West, Montreal 215, Que.,
Yes, I am interested in having further information about QFHSA Charter Flights.
Name .....

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I am a member of ..... Home & School Association.

ANOTHER Q.F.H.S.A. BENEFIT

International Dining at cut-rate cost.

Once again Quebec Federation of Home & School Associations offers its members Première Entertainment Passbooks. The new Passbook will be available October 1st, and effective from Nov. 1, 1972 for one year. There will be one-third more coupons and feature many new locations and establishments plus the majority and best of past editions. In fact a whole new section has been added under the heading of International Dining.

New, this year, are La Réserve of the Windsor, New Granada, Confederation Dining Room at Dorval Airport, Auberge du Palais, Chalet Normand, Ty-Coq, Réveillon Restaurant, Sambo, Reni-Hana Japanese Steak House, Kenny Wong's Chianti, Peking, House of Wong Iberville, Chez Vito, Ronaldo Pizza, McDonald's (2) Quality Hotel Downtown Montreal and Sheraton El Mirador in Ottawa.

The majority of coupons (over 80% are valid seven days a week. **The price $8.50 each.** Apart from personal use, Première Passbooks make excellent gifts and are a really money-saver in these days of rising prices. Complete the form below and send it with your cheque for **$8.50** to Quebec Federation of Home & School Associations, 4795 St. Catherine W., Montreal 215. — delivery order in Oct.

Please send ..... première passbooks at $8.50 each
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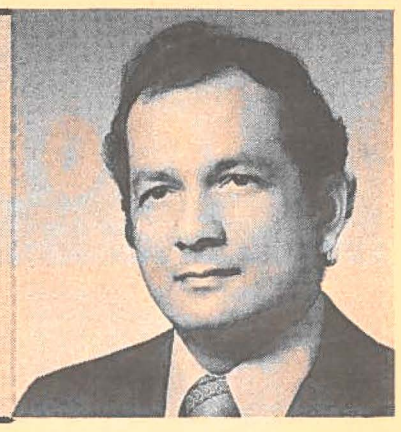
Education is a Continuous Life-Long Process

by Joseph E. Nancoo



(Editor's note: Each month the News' will feature an article of interest to people concerned with education and related fields. In this issue Mr. Joseph E. Nancoo contributes an article on the merits of "Extended Education". Mr. Nancoo, an educator in his own rights, is a Vice-President, Professional Development of P.A.P.T. and a former Editor of "The Sentinel" the official P.A.P.T. publication. Mr. Nancoo is the Director of Extended Services at Vanier College.)

Education is a continuous, life-long process. It has to do with the development of the individual human being — not with the acquisition of a hoard of knowledge at a particular time of life (youth). The practice of ending one's educational involvement with the completion of the High School Leaving Certificate or even a University degree is swiftly disappearing.

Projections based on the findings of a recent study indicate that by 1976 an estimated 150 million adults in Canada and the United States will be involved in some kind of educational program — of this number 82 million are expected to be outside the traditional educational system as compared with 67 million within it.

The growth of Community Colleges, in a large sense, has been in response to these new educational demands. In Quebec, our CEGEP's must inevitably move in this direction. Bob Little, Director-General of Vanier College, in a recent interview stated:

> "I think that we're already beginning to see that the pre-university courses in the CEGEP's should not necessarily be thought of simply as paths into the university. They should also be available to students who would just like two more years of general education.
>
> "The idea of community colleges is really going to influence the future of the CEGEP's".

Dr. Leland Medsker of the Center for the Study of Higher Education at Berkeley, California, says one of the greatest contributions of the community college is the motives it gives students to take advanced educational training.

"The motivating force of the community college must be in three directions", he states:

> "It must encourage more people with the ability to profit from full-time formal education beyond high school to pursue some type of college program and to do so in a way that results in their optimum development.
>
> "It must encourage the many not going to college full-time to at least enroll on a part-time basis.
>
> "It has an important role in assisting in the general cultural improvement of individuals of all ages and in providing opportunities for vocational retraining during the era ahead when technological change will surely cause occupational disruptions and displacements".

The Parent Commission of Inquiry on Education in Quebec recognized this "need and taste for self-improvement and culture... which offers the adult population the necessary variety of courses and opportunities for self-improvement and culture... This is a new reality corresponding to new times, to an age characterized by the explosion of knowledge, by occupational mobility, by the importance of leisure, by change in the democratic and economic conditions of life".

Thus far, however, little more than lip-service has been paid to the idea. At the CEGEP, level, for example, Continuing Education is expected to be self-financing. One of the unfortunate results is that the people most in need of educational services are the ones who are neglected because of their inability to pay.

Task Force

(From page 1)

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Mrs. D. Arrey	11700 Elie Blanchard, Mtl 390 (ex-officio)	334-0180

October is Membership Month

Once again our children are back in school and Home & School Associations are beginning another year's work. Membership drives will be swinging into action with the accompanying questions: What is Home & School all about? Why should I join? Etc... Etc.

WHAT IS THE BASIC PURPOSE OF HOME & SCHOOL?

Our children are influenced for life by their education. Home & School is maintained by people who want to improve our educational system - and keep on improving it - for children of today and tomorrow.

Some basic objectives are:

1. To seek the best education for each child according to his or her physical, mental and social needs.
2. To promote and secure legislation for the betterment of education by becoming part of a large and effective group that can influence public opinion and government.
3. To help parents and teachers in the common enterprise of education in preparing children for tomorrow's world.
4. To inform parents of the changing school methods and why they are necessary.
5. To allow parents to get together to study important current educational problems and to present their views to the Quebec Federation of Home and School Associations as a basis for policy formation.

WHAT IS QUEBEC FEDERATION?

Quebec Federation is the voice of both public and independent parent-teacher groups and is recognized by Government, Teachers, Principals and School Boards.

HERE ARE A FEW REASONS WHY YOU, THE PARENT, SHOULD JOIN YOUR SCHOOL'S H&S ASSOCIATION

1. Association
You will be a member of the only public body in Quebec which actively represents YOU in education at **all** levels.

2. Representation
You will have a voice in representation to government and education bodies.

3. Participation
You will have the opportunity to meet the teachers and other parents in your school and to exchange ideas and participate in groups studying education and child development.

4. Information
You will receive a subscription to Quebec Home and School NEWS that will keep you informed on major events and changes in Quebec education affecting your children.

No Home & School Association in Your School? Do You Wish to Start One?

ASK Quebec Federation of Home & School Association
H O W.
Please contact us:
4795 St. Catherine St. West
Montreal 215,
Tel: 933-8244

Deadline For Next Issue: OCTOBER 6

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What you always wanted to know about Quebec Federation but were afraid to ask

OFHSA Publications Price List

History of Quebec Federation of Home & School Assns	60 cents
HANDBOOK - 1970 - "It's About Us"	$1.25 cents
Membership Manual	25 cents
Membership & Programming Manual	25 cents
Course of Study for Executive Members	25 cents
MEMBERSHIP CARDS (in quantities of 100)	1.50 per hundred
Leaflets - "The Home, the School & You	1.50 per hundred
(The following are new this year) -	
*Why YOU should belong to H. & S. (in quantities of 100)	1.00 per hundred
*So they want you on the Executive (each)	.01 each
*This I was glad to learn (in quantities of 100)	1.00 per hundred
	Handling charge

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