

QUEBEC HOME & SCHOOL NEWS

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Begin hearings on English language rights



Quebec Federation's brief urges bi-lingual approach in interest of children

Bill 85, Premier Bertrand's effort to establish basic language guarantees in education, is currently receiving some rough treatment in hearings of the legislature's Education Committee.

Quebec Federation's submission, which is expected to come before the Committee on January 23, is reproduced in full on page 3. It differs from other early briefs in stressing the interests of the child as the main objective of the new legislation, rather than concentrating exclusively on parental rights.

Federation's brief resulted from speedy ad hoc action by Assistant to the President Doreen Richter in December, when the proposed Bill 85 was sent to the Education Committee. Together with a rump executive group (anyone who didn't have the flu, she explains) this ad hoc committee drafted a text during the Christmas holidays.

After consideration and amendment at the monthly meeting of Federation executive on January 6, the text was submitted to all Board members and Association presidents for comment, and the final draft polished on Sunday, January 12, ready for presentation at the Committee's convenience after it started hearings on January 14.

WHILE MOST OF MONTREAL was home watching the Jets overwhelm the Colts in the Super-Bowl football game on a recent Sunday afternoon, this group was hard at work in Quebec Federation office putting the finishing touches on the

Brief to the Education Committee reproduced on page 3. Left to right: Resolutions Committee Chairman Marnie Abbott, Assistant to the President Doreen Richter, Executive Secretary Pam Reddall, Consultants Mary Buch and Norman Chinn.

Multiple letters suggested to speed teacher talks

Negotiations for a province-wide teachers' collective bargaining agreement have reached a stalemate at press time, early in January.

Surveying this deadlock, the executive of Quebec Federation at its monthly meeting on January 6 urged local associations to continue putting pressure on both sides to reach a compromise agreement. A notably successful effort cited by the executive, and recommended for action by all locals, was that reported by President P. Muller of Sir Arthur Currie H&S Association.

Approached by representatives of the Montreal Teachers Association who suggested a general meeting with the parents to explain their position, the executive of Sir Arthur Currie H. & S. reached the following conclusions, said Mr. Muller.

1) As parents we could not take one-sided viewpoints and such a meeting would only provide half the story.

2) Even if it was possible to obtain a speaker from the Board, the comments would be subject to government approval.

3) The despatch of telegrams did not adequately convey an appreciation of the number of parents who are concerned over the complete lack of progress in the negotiations.

4) A request to parents to write or send individual letters or telegrams would not be suc-

cessful even at times other than the holiday season.

5) The decision was therefore reached to prepare two letters, one to each of the two chief negotiators, have the parents sign them and H&S mail them in separate envelopes.

A total of 678 letters were signed by members and 339 were sent to each side of the bargaining table.

Text of the identical letters sent to the chief negotiators, Joseph Leblanc for the teachers and Jean Courmoyer for the employers, said:

Dear Sir:

As the parent of a school-age child, I am deeply concerned by the impasse in the progress of the provincially conducted Teacher-Board-Government negotiations.

We earnestly request all parties in this dispute to conscientiously strive for a compromise settlement by the earliest possible date.

The principal objective of the continuing negotiations should be the reaching of a just and equitable solution, even though this may require greater flexibility than has so far been displayed.

The future of Quebec education is at stake!

NEW LANGUAGE QUERY COMING

A questionnaire in our last issue invited replies from parents who would like the Protestant school boards to start French-only classes for their children. It was presented on an "if you are interested" basis and presumably would concern only parents with children in a certain age group.

Since then, Bill 85 and the entire language-rights question have become matters of public debate, and a more representative response to a different group of questions is highly desirable. At press time, Edinborough H&S is working on the preparation of a questionnaire designed for all parents, to be circulated in collaboration with local H&S units.

A fundamental question in the new survey is likely to be along the lines, "Do you think all Quebec children should have a working knowledge of conversational French by the time they finish high school?"

WHEN YOU RECEIVE THE NEW QUESTIONNAIRE, BE SURE TO REPLY. A LARGE, REPRESENTATIVE CROSS-SECTION OF PROTESTANT OPINION ON THE LANGUAGE QUESTION IS NEEDED RIGHT NOW.

The last survey, directed to interested parents of young children, drew 262 replies, of which an overwhelming 214—more than 80%—wanted French-only education to some degree.

The replies from those who wanted French-only education ranged from 63 who wanted no English-language classes at all until after Grade 7 to another 28 who opted for bilingual classes and similar up-grading of French comprehension. Of the replies, 39 approved French-only instruction only provided it would not add an extra year of schooling. A breakdown of the replies:

French-only, all grades to Grade 7.....	63
French-only, in lower grades only	47
French-only, in higher grades only	37
Qualified—bilingual classes, etc.	28
Qualified—if no extra year involved.....	39

Once again, a new questionnaire of interest to all parents will be circulated soon. When you get yours, **BE SURE TO ANSWER. VOTE AS YOU LIKE, BUT VOTE. A CLEAR EXPRESSION OF OPINION FROM A BROAD SEGMENT OF THE PROTESTANT PUBLIC IS IMPORTANT. Do your part!**

QUEBEC HOME & SCHOOL NEWS

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Keeping our eyes on the ball

Educational developments are in the course of throwing a long, slow curve to parent associations and the public in general, and it is probably going to be a little while before it becomes clear just how it should be handled. We refer to the fragmentation of educational forces into new and powerful groups.

Until now, the picture in public education has been reasonably tidy. On the one hand we have had myriad school boards composed of laymen, educationally speaking, named by the public to create and operate schools, and facing them the educational profession consisting of school principals and teachers. In this milieu, Home & School has found itself on the side of the angels, the teaching profession, in working to up-grade educational services despite the innate conservatism of tax-minded lay school boards.

Although there still are literally hundreds of school boards in Quebec, the writing is clearly on the wall. They are to disappear, succeeded by large regional boards and area groupings of these large boards that are intended to equalize educational facilities for children in all communities. We have some regional boards in the Protestant sector already. Supervising this educational organization for the province is a Department of Education that did not exist until recent years, and now numbers close to 10,000 souls.

Concurrent with this development has been the unionization of school teachers. Until the provincial collective bargaining negotiations are concluded it is not certain just where the line will be drawn, but inevitably it will put classroom teachers on one side and school principals (and possibly other administrators) on the other or "management" side of the line.

Each regional board appoints a director-general who is its top professional educator. He in turn appoints directors for various facets of the educational task, and consultants, and coordinators and others—all drawn from the ranks of the teaching profession. Unless something is wrong with the system, they are the "cream of the crop" among the teachers, risen to top administrative posts because of superior ability. These regional board experts, together with the school principals and comparable educators serving with the Department of Education, quite fairly must be considered the educational elite—the senior educators.

This body of senior educators has the responsibility, then, of creating the best public education Quebec children can get—something that will require a lot of changes in present teaching methods. Instead of the outgoing system of countless layman-boards managing schools operated by the teaching profession, we are coming to have the senior educators as the management, dealing across the table with the classroom teachers who are unionized (against their wishes, to a large extent) to protect their interests.

It is safe to predict that there will be areas of major disagreement, especially as changed teaching methods alter the role of the classroom teacher, and the unions would be false to their trust if they were not to fight hard for the interests of the teachers they represent. Such disagreements, with educators on both sides of the argument, will give Home & School some first-class problems.

The answer must be—as it is now in Quebec Federation work in such fields as language rights in education, and the urgency of getting teacher bargaining settled at least for this school year—to keep our eye on the ball. And that



Children get railroad safety message

Security officers of CP Rail, together with local police, teachers and principals, are continuing their intensified safety education program in elementary schools adjacent to railway property in Beaconsfield, Dorval, Pointe Claire and Baie d'Urfé.

Armed with a movie film and a personal plea for safety, two CP Rail security officers, H. R. Giroux and R. Lafrance, toured Beaconsfield and Dorval schools last fall to bring their message of safety first to 4,000 elementary school pupils.

"Children are naturally safety minded," said Mr. Giroux. "With the help of their teachers and school principals, we want to increase their awareness of the need for safe action at all times."

The film presented by CP Rail's security officers shows the children the dangers of using railway property as a playground. Throwing rocks at trains, playing with switches and breaking signals are just a few of the major hazards covered in the 15-minute color movie.

The film is designed to encourage children to include safety in all aspects of their everyday lives. The theme that the film projects is "Think" — think before acting, before embarking on an unsafe act.

The visit to Lakeshore-area schools is part of a national program undertaken by CP Rail to educate school children to the dangers involved in playing on railway property. The school safety program is aimed at deve-

loping safety awareness at an early age.

On a national scale, the film was seen by some 1,100,000 Canadians of all ages last year through television, school and social club showings.

Generally, the students are divided into two groups — younger pupils in grade one to four and older students in grades five to seven. In some schools, the safety officers go into classrooms after the film is presented to drive home the safety aspects to smaller groups.

In Beaconsfield, Police Captain William Byrd of the Beaconsfield Police Department accompanied the safety officers on most of their school visits and took an active part in answering the students' questions.

Letters...

Feels that News editorial was unfair

Dear Sir:

In your Editorial of the November issue of the "Quebec Home and School News" you refer to a question asked by a student respecting consultation of students by teachers. You also report "For the Protestant teachers, Dr. Smith evaded the issue several times with reference to existing student councils and ultimately rejected the idea until 'the students know as much as we do' 'Shades of Marie Antoinette'." May I make the following points.

(1) The question which was asked was not "What about consultation with students at the high school level? — but rather, 'Would teachers accept parity committees with students which would have the same type of authority as teachers are requesting from the School Boards?'"

(2) My reference to the Students' Council was not evading the issue, but rather pointing to the fact that the machinery for consultation with students al-

ready existed and that this could and should be used to a much better advantage than it is now.

(3) You have totally misquoted my reply: — What I did say was, "When students know as much about education as teachers do, we will gladly accept their participation on a parity basis".

(4) The question, in the first place, was I think completely out of order, as the discussion was supposed to be between the teachers and the parti patronale on the subject of provincial negotiations. It should therefore have been ruled out of order by the moderator.

(5) I am not sure what your reference to Marie Antoinette implies. As a History specialist, I would point out that she was an extremely capable, intelligent and charming woman. I have no objection to being compared in these respects with her. However, from the tone of your editorial, I somehow doubt if the reference is intended to be a complimentary one.

Apart from these specific points, I would like to mention my surprise at the hostile tone of your editorial. The Quebec Federation of Home and School Associations had always been a most understanding and loyal ally of the Provincial Association of Protestant Teachers. One would never have gathered this from the tone of your Editorial. Could it be that the Editor of the "Quebec Home and School News" does not represent the policy of the Association?

Yours sincerely,
Allana Reid-Smith,
President,
Provincial Assn. of
Protestant Teachers

The term "consultation" is a euphemism used by the teachers in their collective negotiations to mean, in plain English, voting-power in decision-making bodies. It is used by students, too, with the same meaning. Like the teachers, they have always had consultation in the dictionary meaning — through student councils, for example — and now they want a voice and a vote where the decisions are made.

In this context, praise for student councils ignores the problem by changing the subject, while a facetious postulation about "when students know as much about education as teachers" attempts to laugh it off.

For more on this subject, see page 7. — Ed.

ball is educational opportunity and excellence for all Quebec children.

The back page of H&S News for September summed it up pretty well. As it noted, H&S has a basic "cause"—children. Our children are influenced for life by their education. Home & School is maintained by people who want to improve education, and keep on improving it for children today and tomorrow.

That's the main thing to consider in evaluating any matter affecting our schools.

Quebec Federation brief to legislature's Education Committee

The Quebec Federation of Protestant Home & School Associations is comprised of 154 active associations representing over 17,000 paid-up family memberships. Membership in these associations is made up of parents and teachers of children attending schools under the Protestant School Boards of the Province, and therefore represents non-Catholic citizens from many different ethnic backgrounds.

The positions taken by Federation on issues represent the results of studies and questionnaires involving large numbers of individual members and associations from whom a constant flow of grass-root opinion on educational issues is received.

The Quebec Federation of Protestant Home & School Associations would therefore like to call to the attention of the Committee studying Bill 85, certain basic principles that are felt by our membership to be essential to any legislation pertaining to education in this province.

RIGHTS OF PARENTS

1. The right of parents to choose education for their children in the language and religious instruction which they desire must be the basic premise of all such legislation. Recognizing that certain limitations must be set due to economic feasibility, the Federation accepts that in the case of language such choice should be limited to French or English. This linguistic choice should be made available under all school boards where there are sufficient numbers of children applying for instruction in the language to operate such schools or classes.

RIGHTS TO INSTRUCTION

2. As residents of the Province of Quebec, members of the Federation appreciate and desire the maintenance of the French language and the promotion and development of the French culture, not only in the Province of Quebec but throughout Canada. At the same time, any form of coercion or labelling of persons of the province that tends to divide them into categories would be deplored.

Federation members feel that the opening up of French-language education to all students (both children and adults) would greatly increase the numbers of stu-

dents who would choose French-language instruction for all or part of their education. This one move on the part of the Department of Education would probably do more to establish a greater participation in the French milieu by non-French Quebecers than any other move the Department could make. As an example, we would call attention to the ever-increasing participation of the English-speaking community in French-language classes given as adult evening courses as one evidence of the desire of English-speaking persons of this province to become involved in the French milieu.

3. Since the interest of the Quebec Federation of Protestant Home & School Associations is primarily in the welfare of the children, the effect on the child's education and future is the first consideration that must be given to any educational legislation. With this in mind it seems apparent that the teaching of a second language (French or English) should provide enrichment for the child, opening the benefits of two of the world's major cultures to him. That our education in Quebec has not accomplished this to date is a reflection on all of us. It seems that it should be of prime concern to the Department of Education and the Provincial Government to develop the teaching of the second language in our schools so that all graduates from Quebec High Schools should be reasonably fluent in French and English and have open to them all the facilities that French and English speaking countries throughout the world have to offer. A special research into language teaching and development could be set up by the Department to improve this situation.

RIGHT OF APPEAL

4. The Linguistic Committee as proposed in Bill 85 should operate in a similar manner to the Protestant and Catholic Committees to "ensure a working knowledge of the French language to every person who attends schools under the Department of Education". Final decisions regarding curricula and examinations must, of course, come under the jurisdiction of the Department's Curricula Committees. The "ombudsman" powers of this Committee to right any linguistic injustices should be clarified. Indeed, this section of the Bill is weak, and we would suggest a right of appeal of decisions made by ministerial discretion, with a specific appeal procedure

set out that could be followed within a reasonable period of time.

RIGHT OF CHILDREN TO EQUAL OPPORTUNITY

5. Because the future of this Province is inevitably tied to the future of the North American continent, and since its citizens will obviously be involved in commercial and political association with this large English-speaking community, it is essential to the development of the children of the province that they receive a high standard of education in both French and English which will enable them to work with other children on this continent. The unique contribution which the French culture has to make should be promoted and established throughout Canada. To further this language and culture, positive action on the part of the Quebec Government to spread the French language both among non-French speaking Quebecers and in the rest of Canada would be most constructive. Much could be done by the Cultural Affairs Department and the Department of Education in the way of cultural exchanges, educational exchanges, and the encouragement and assistance in the teaching of French across Canada.

CONCLUSIONS

This Federation encourages and favours all action taken to promote the involvement of all Canadians in the growth and development of the French language and culture in this country. As witness to our sincerity regarding this last statement, we would point to the fact that it was through the work of the Quebec Federation of Protestant Home & School Associations at the National level of Home and School that the French Parent groups of this Province were invited to become associate members of the Canadian Home & School & Parent Teacher Federation, which they did in 1968.

Quebec Federation has also participated in the work of the Pagé Committee and for the greater part agrees with the recommendations of this Committee, which it is felt will open the way to a better understanding between the English and French communities of our province and provide the opportunity for a meaningful co-operation based on respect for each other's differences, so that every child in our Province may have available to him the best opportunities for education.

A perspective view of committee's early hearings

The first two days of public hearings in connection with amendment of Bill 85 showed that the Education Committee has an impossible task if it seeks a compromise position.

Although Bill 85 was introduced to provide protection for English-language education, as a result of the St. Leonard fiasco, the public hearings of the committee provide an excellent forum for those who believe the bill is a bad thing—that there should be no such rights for English education.

For perspective on this conflict of views, we reproduce some excerpts from reports of Peter Cowan, of the Montreal Star and David Dent of the Gazette, who attended the hearings.

French and English-speaking Quebecers who are concerned over the language issue are not talking about the same thing.

For the French Canadian, whether he seeks a moderate or extreme solution to the problem, the question is simple: How to reinforce the status and use of French in every walk of life from the gas station to the board room and make Quebec an essentially "French" society.

English Quebec's reply to this growing concern over the future of French culture has been to tout "bilingualism" for everyone in Quebec, be they French or English-speaking, as the panacea for all ills. The committee was really as much a sounding board for the whole language issue as it was a forum for discussion of school rights.

English-speaking groups went there mainly to insist that their school rights be protected and to insure that the immigrant's right to English or French education for his child be maintained.

But they, as much as the few French Canadian groups heard to date, could not avoid the language issue and their presence underlined the gulf which exists between both groups.

Such figures as Allana Reid-Smith of the Provincial Association of Protestant Teachers, Monty Berger of the Canadian Jewish Congress, Anthony Guinta of the Ste. Anne's Community Council and E. Lorne Tracy of the Montreal Board of Trade, supported the idea contained in the bill that English-speaking graduates should come out of school with a "working knowledge" of French.

But, they usually added that the same kind of situation should apply to French Canadian students and that they should learn English for reasons ranging from North American culture to economic opportunity.

This line of thought seemed to represent at times, less a solution to the language issue than a total lack of understand-

ing by spokesmen for the various English-speaking groups that a serious problem exists in the minds of many French Canadians.

For the extremist French-speaking groups, who, for the most part, have not addressed the committee, anything short of a unilingual Quebec with a unilingual school system will mean the death of French culture.

And it is for this reason that the bill is an integral part of the language issue generally.

The biggest fear of persons in this category, and this includes Raymond Lemieux and the Mouvement pour l'Intégration Scolaire, is that if immigrants keep joining the English community in Montreal the English fact will be reinforced, the French population will drop in numbers and eventually be wiped out.

This view was echoed by two groups during the two-day hearings. The president of the Laval University normal school, Jean Labrecque, took this line and said he was speaking for most of the faculty, which is charged with training teachers.

Yesterday, Emile Bessette, head of the Quebec Association of French Professors, took the same line and warned that widespread bilingualism, coupled with freedom of choice, would spell French Canada's doom.

Mr. Bessette was willing to protect English-language education rights for established families or those of British origin, with the proviso that English-speaking graduates speak and write French and that immigrants

be integrated to the French group. Mr. Labrecque, however, wanted unilingualism with no exceptions for anyone.

To claim that a more French state is the dream of extremists only would be wrong.

Premier Bertrand, Opposition Leader Lesage, Cultural Affairs Minister Tremblay, Education Minister Cardinal, Provincial Secretary Yves Gabias, Pierre Laporte (L—Chambly) and other members of the committee — all agree on the need to reinforce the French fact.

None of them are against anyone being bilingual, but if there is any effort at the level of education to try and achieve this aim, they think it should be in the English education system.

Their past statements will demonstrate that their concept of Quebec is one where a French-speaking majority can "live" in French and an English-speaking minority would, while having every necessary safeguard for its culture and official recognition of its language, be able to function in this French-speaking society.

News in brief

Future meetings of local H&S Associations usually are beyond the scope of H&S News because of the advance notice required, but this time there are a couple. The famous inter-racial fund-raising "Friendship Dance" of Logan H&S will be held on Saturday, February 1 in the Logan school gymnasium...Crestview H&S will meet at the school, 750 Devonshire in Chomedey, on Tuesday, February 4, with the accent on sex. Pastor Robert H. Johnson will discuss sex education in schools, after which the short films "The Game" and "Phoebe" will be shown.

Quebec Federation's nominee, Mrs. Mary Buch of Baie D'Urfe, has been re-appointed to the Protestant Committee of the Superior Council of Education for a three-year term. Long associated with provincial H&S affairs and currently a Consultant on Federation's executive, Mrs. Buch is also President of Macdonald H&S. Other re-nominated Protestant Committee members are Rev. F.A. Doxsee, Rev. John Gilmour, Dean Wayne Hall of McGill's Faculty of Education and Kiel Oxley of the Montreal Board.

Brief of the Dual Language Education Committee

Cross-section of English-Language groups represented in blue-ribbon committee

The currently-stalled effort to define English-language education rights in the form of legislation at Quebec can be expected to become active again during the next session of the legislature.

Background for whatever decisions may result has been provided by a number of in-depth studies including those of the Royal Commission on Bilingualism and Biculturalism, the Council for School Reorganization (H&S News for November, 1968), and representations by many interested groups such as Quebec Federation in the past.

Most recent and most ambitious of the privately-sponsored briefs, entitled "A Dual Language Education System for Elementary and Secondary Schools in Quebec", was presented to Premier J.J. Bertrand shortly before he became ill late in 1968. It was prepared by a group that called itself "The Dual Language Education Committee".

The committee included official representatives from the main Protestant educational groups concerned—school teachers, administrators and boards and the parents represented by Quebec Federation—and, perhaps less officially, by leaders of other parts of the English-language community such as the universities, Montreal Board of Trade, Canadian Jewish Congress and some trade unions. The covering letter to Mr. Bertrand was signed by Principal H. Rocke Robertson of McGill University.

With this impressive list of sponsors, the Dual Language Brief probably comes very close to the opinions of the English-language community as a whole. Major excerpts are reproduced here with the notable exception of the "how to go about it" suggestions, which were largely in line with the report of the School Reorganization Council reported in our last issue.

For the past twenty or more years, the radical changes in educational methods and subject-content, the increasing industrialization and urbanization of society and a new awareness of the importance of education, have made Quebec educators, both French and English, conscious of the need for a re-thinking and re-organization of the Quebec educational system. This need found partial expression in the work of the Royal Commission of Inquiry on Education (Parent Commission) and the subsequent creation of the Department of Education in 1964. However, conflicting forces and demands have prevented this re-organization from being completed. On the one hand, there are constitutional protections which exist in law and are the basis of the confessional nature of the schools. On the other hand, there is an increasing demand for a nationwide recognition of both the French and English languages for use in education, business and culture. Not only in Quebec, but throughout Canada, there is the need for an educational system which will make possible the evolution of a Canadian society which is bilingual and bicultural. It is the conviction of many citizens of Quebec, both English and French, that a bilingual Canada can be best achieved by the establishment of a dual-language educational system.

The following Brief offers an explanation of and an argument for a dual language educational system in Quebec and suggests some basic guidelines which could assist in the organization of such a system.

HISTORICAL BACKGROUND

The official recognition and practice of educational diversity in Quebec dates back to 1763

and to the Peace of Paris which guaranteed the freedom of the Roman Catholic clergy to carry out all of their duties. Since many of the clergy were engaged in teaching in schools and seminaries and since practically all of them were French-speaking, this ensured the continuation of French Roman Catholic schools along side of the schools established for the English-speaking Protestants who gradually filtered into the colony. The Quebec Act of 1774 and the Constitutional Act of 1791 confirmed these arrangements. There followed, in 1841, the Act of Union and the first Education Act, both of which sharply reasserted the rights of confessional education. Any group professing a religion different from that of the majority in a defined area had the right to withdraw from the common school and form a dissentient one. No prejudice, financial or otherwise, was attached to this right. Quebec and Montreal thus witnessed the existence of separate confessional schools sanctioned by statute in the 1840's. Upper Canada enjoyed similar legislation after 1863. Since, at that time, there were virtually no English-speaking Catholics or French-speaking Protestants, it was reasonably accurate to equate Catholic with French education and Protestant with English education.

This equation was continued as a basic assumption in the British North America Act of 1867 in which Section 93 guaranteed protection for the Protestant and Catholic dissentient schools of Quebec and the Catholic separate schools of Ontario. However, the assumption was not clearly enunciated, with the result that the educational system of Quebec since Confederation has been based on the concept of "confessionality" — Protestant and Roman Catholic.

Until amended in 1964, the Council of Education, the chief administrative body of the educational system, consisted of a Protestant and a Roman Catholic committee which held no joint meetings from 1908 to 1960. Hence, two parallel systems of education emerged in this Province under the direction of the two committees — the one Roman Catholic and predominantly French, the other Protestant and predominantly English. Within these two main divisions, however, subdivisions on a language basis have in fact occurred — for example, the Montreal Catholic School Commission has provided for English-language Catholic Schools and the Protestant School Board of Greater Montreal has done the same for the French-language Protestants. Protestant School Boards have also provided educational facilities for Jewish children and those of other faiths.

Following upon this confessional division, there has evolved further legislation, the latest being Bill 60 and the Superior Council of Education Act passed in 1964. None of these Acts, however, has sought as yet to eradicate the confessional division and the taxation structure therefore continues to observe this feature of the education system. Similarly, teachers have organized themselves into three main professional Associations, which also in large measure reflect the confessional division: The Provincial Association of Catholic Teachers (PACT), The Provincial Association of Protestant Teachers (PAPT) and the Corporation des Enseignants de Québec (CEQ).

Historically, then, there has been a dual system of education in Quebec since 1760. By law, this division has been based on religious differences: in fact, this confessional division has largely

covered a linguistic division. Since 1960, it has become increasingly apparent to many people that certain fundamental changes are needed in the educational system of Quebec, if it is to be kept consistent with modern needs. The reasons for such changes, and the nature of the changes themselves, will be discussed in further sections of this Brief.

THE ARGUMENT FOR A DUAL LANGUAGE SYSTEM

Following the recommendations of the Parent Commission and the Catholic Committee, as they had existed since Confederation, should be abolished, the Government of Quebec passed Bill 60 which created in 1964 a Department of Education, unified with respect to its own administrative personnel. The Parent Commission also recommended a systematic unification of the entire school system. This proposal has given rise to great concern among many English-speaking citizens, particularly to English educationalists and parents of Quebec. It is felt by many that a unified system might become increasingly unilingual — i.e. French — to the point at which the English-speaking culture in Quebec might be at a serious disadvantage. We hope for a truly bilingual society. We believe that this may best be accomplished by the establishment of an English-language system of schools and administration within the totality of the provincial educational system. We believe that such an English-language system is highly desirable both from the cultural and the practical points of view.

A) CULTURAL CONSIDERATIONS

1) Human Rights

It is widely recognized as a basic human right that a child, if possible, should receive his education in his mother tongue. This principle has been recognized and practised with regard to the French and English speaking communities in Quebec since 1760. Moreover, it is widely regarded as a basic human right that parents should have the opportunity to select the language in which they wish their children to be educated. This has certainly been recognized for many years in Quebec by the provision of English Roman Catholic and French Protestant schools for the linguistic minorities within the religious majority groups.

2) International Practice

This basic human right is recognized internationally in the Charter of the United Nations Educational, Scientific and Cultural Organization. It is practised by many bilingual countries of the Western World. Belgium, the Netherlands, Switzerland, Ireland, South Africa all provide, in different ways, public education in their own language for major linguistic groups.

3) Cultural Rights

It is a fact that language is an important vehicle of culture; from language there spring poetry, drama and literature. The French-speaking Canadians have themselves recognized the importance of retaining their language in order to preserve their culture. In the past, "La Survivance" for the French-speaking Canadian has depended largely on the preservation of the French language through the educational system and today a revitalized French education system is everywhere recognized as the key to building a progressive modern society in Quebec. In exactly the same way, cultural progress for the English in Quebec depends upon the preservation of a dynamic English-language educational system.

4) Historical Acquired Rights

The English fact in Quebec is not of recent origin. In the 18th century, United Empire Loyalists settled in large numbers along the south shore of the Gaspé Peninsula and in many parts of the Eastern Townships. In Montreal itself, the English-speaking population dates back to the days of the Nor'Westers and of men like Molson, McTavish, McGill and Frobisher. These men and their descendants have contributed very notably to the clearing of the forests, the development of farms and the beginning of manufacturing in the Province. During this long period of their cohabitation in the Province with their French-speaking neighbours, stretching over more than two centuries, the right of the English-speaking population to be served by a school system in their own language has never been questioned. Indeed, the Public Education Act as set forth in Chapter XV, The Consolidated Statutes of Lower Canada, 1861, reads at Section 21, sub-section 4, as follows:

"4. To select or cause to be published, with such approval as aforesaid, books, maps and globes, to be used to the exclusion of others, in the Academies, Model and Elementary Schools under the control of School Commissioners or Trustees, due regard being had in such selection to schools wherein tuition is given in French and to those wherein tuition is given in English..."

Clearly tuition in both languages was a right established by law in Lower Canada before Confederation, and despite the view taken by the Privy Council in 1917 that Section 93 of the British North American Act protected only denominational rights, there may be for the English-speaking community in Quebec not only historically acquired rights but also, as for the French-speaking community constitutional rights, since the Privy Council ruling concerned itself with Ontario only.

We submit, therefore, that on the basis of the present understanding of what is due to a community as a basic human right; in view of what is now widely recognized as the just

practice in other advanced bilingual societies; in recognition of the rights which inhere in a lively and creative culture; and on the grounds of historically acquired rights and prerogatives, the English-speaking inhabitants of the Province of Quebec should be allowed to continue to enjoy the benefit of a system of education exercised and administered in their own language and inspired by the ideals of their own tradition.

B) PRACTICAL CONSIDERATIONS

It is our conviction that the total unification of the educational system at this stage in the Province's development would not be compatible with the ideas expressed above. It would also be highly impractical for the following reasons:

1) Differences in English and French Language Systems

The Parent Report makes it quite clear that the English and French language educational systems in this Province have developed in different ways over the past century. In general, the English-language system has followed educational trends elsewhere in North America, whereas the French-language system has been more influenced by the European model. To put them under the same Regional School Board would create problems for both especially in pedagogical areas such as subject promotion; individualized time-tabling; modular time-tabling; departmentalization.

2) Curriculum Development and Supervision

It is highly desirable that the curriculum for each subject in English and French language schools should approximate closely in educational value. But it would be most undesirable for the curriculum or textbooks of one language to be little more than translations of those of the other language. The subjects and teaching techniques necessary to preserve the English and French cultures are very different. Hence, both the curriculum taught in each subject-area and the total programme of studies will inevitably differ markedly in French and English language regional school systems.

Further, subject supervisors who are chosen by the Department of Education for their competence and familiarity with the French curriculum are unlikely to have the same qualifications with regard to an English curriculum. This has already been illustrated in the areas of English Literature, History, Mathematics, Geography, Commerce and Science. Therefore, subject supervisors need to be appointed in each of the two language systems.

3) Participation in Educational Administration and Research

The Protestant system of education in Quebec evolved over a hundred year period largely because of experiments and research done by its teachers and administrators. Many En-

glish-speaking teachers of Quebec are long accustomed to serving on educational committees and to presenting their ideas on educational changes. On the French side, this active participation of teachers in educational committees is developing, but it has not yet become widespread. Yet the increase of educational committees in a unified system would only lead in this respect to further problems, for under such a system the attitudes, practices and rationale of the majority would predominate. Moreover, only a small number of English-speaking educators are sufficiently bilingual at this time to serve effectively on such committees and the services of many experienced and talented teachers would be largely lost to educational research and experimentation.

The suggestion has been made that the English Protestant educators of Quebec are reluctant to share their ideas and experience with their French confrères. This is not consistent with the facts. The number of joint educational committees either at the level of the Provincial Teachers' Associations or at that of the Department of Education, has been steadily increasing and has made possible the dissemination of many ideas by both language groups. But new plans and methods have to be worked out initially in one's own language before they can be translated with any degree of accuracy into another. Moreover, if the relatively small number of English-speaking teachers, administrators and School Board members in the Province were spread out among sixty-odd unified School Boards their contributions would be scarcely noticeable. In order for the ten thousand English-speaking teachers to serve the total educational field of Quebec with effectiveness, they should be permitted to concentrate their work within ten or twelve English Regional School Boards and to do their research and experimental projects in English. Only in a Dual Language system will they be able to make their best contributions to the educational resources of the Province as a whole.

4) Population Mobility

The English-language population of Quebec is a relatively mobile one. English-speaking families move easily from Province to Province, from Canada to the United States and back again. Therefore, it is essential that the English-language school system of Quebec should remain in close contact with other English-language school systems in North America. Since the majority of the population of North America is English-speaking, most of the educational research in North America is done in the English language. It is most important that the educational system of Quebec should be able to take advantage of such research and that students in Quebec should be able to move easily into schools and colleges elsewhere in Canada and the United States. Conversely, national and international companies with plants in Quebec will experience very great difficulty in bringing skilled employees into the Province, un-

MIS outlines plans for big year

Nationalist efforts to reduce the amount of English-language education in Quebec are only beginning, according to a year-end press conference and review of events by Raymond Lemieux, president of the Mouvement pour l'Intégration Scolaire.

Accomplishments of the group during 1968 included election of a school board in St. Leonard that has started progressive abolition of bilingual education, ousting of a school board director in Matagami, and organizing starts in a number of other school districts. The MIS claims 6,000 members.

The group does not intend to form or join any political party, said Mr. Lemieux. "We have found a way to unite the French people without political action", he said. "The language question is much more fundamental than politics."

The MIS will continue to field candidates for school board elections, support French-speaking students in their demands for more university places, and launch a fund-raising campaign.

Another plan calls for printing of a large information sheet, to be circulated regularly to MIS

less there are to be found in Quebec good schools, closely related to the general North American educational system.

5) Timing

The idea of a completely unified system is naturally one which appeals to many people. Co-operation and ecumenicalism are rightly popular philosophies today. No one now would advocate or desire a return to the "two solitudes" era in Quebec education. Unquestionably English-speaking students in Quebec would profit immeasurably from greater contacts and closer understanding with the French-speaking community, and the reverse is equally true. A distinction must be made, however, between "unity" in its general idealistic sense and "unification" in its practical form. It would seem quite possible — and proper — for English-speaking and French-speaking teachers, students and parents to achieve a unity of educational goals, an equality of educational projects without being forced into the rigid mold of a unified educational system. It may be that within a generation or two the new unity may lead gradually to a truly flexible unification. But this evolution towards a truly bi-cultural population must be a gradual one. An artificial unification of the two educational systems at this time would merely arouse much antagonism on both sides and would tend to produce a dull uniformity. It would in our opinion delay unnecessarily the actual realization of a bilingual society.

For all the above reasons, therefore, both cultural and practical, we submit that the total unification of the Quebec educational system within the immediate future would be unwise and prejudicial to the cause of Quebec education.

members. It will be self-financing, paid for by ads.

The MIS will carry out "systematic opposition to the opening of any new English school in Montreal's French districts," defined as districts where "less than five per cent of the population has English as its mother-tongue."

As examples he gave St. Henri, St. Michel and Montreal North.

The MIS will also meet the Education Committee of the Quebec legislature to present a brief on language teaching in public schools.

This committee is studying Bill 85, which has not yet reached second reading in the house. It guarantees language rights for immigrants, but ensures that graduates of English schools have a "working knowledge" of French.

The MIS takes credit for a great deal of the delaying action, and vows to continue opposition to "any project which legalizes public schools in English."

Elsewhere the policy statement refers to "anti-democratic and illegitimate imposition of English as the language of instruction in public schools."

Mr. Lemieux said it is "illegitimate — in the sense of going beyond the law—to impose En-

The other alternative appears to many to be a much more acceptable solution of the problem — namely, the formation by law of a dual language education system.

THE IMPLEMENTATION OF THIS BRIEF

(a) Community Support

Since this new approach to Quebec education involves the whole area of Canadian unity and policy, and is, in a sense, a radical break with tradition, it requires a wide base of popular support. To obtain such support a committee was organized in April, 1968, to which were invited representatives from a large number of organizations interested in education. A writing committee was then established to discuss and prepare this brief which would set forth to the Provincial Government of Quebec the views of a large number of citizens and organizations regarding the future of Quebec education.

The names of those individuals and organizations who have assisted in the preparation of this Brief, and who have signed it as an indication of their support of its major contentions, are affixed to this document in Appendix A.

(b) Legislation

Since the formation of a Dual Language System must have a legal basis, it is understood that certain specific steps are needed, including amendments to the Education Act and the Superior Council of Education Act of Quebec as well as to other Acts relating to Education. An amendment of Section 93 of the British North America Act, guaranteeing protection for English education in Quebec and French education elsewhere in Canada, as recommended by the Report of the Royal Commission on Bilingual-

ism and Biculturalism, is in our opinion desirable but is not, of course, required for the implementation of the policy we are proposing to the Government of Quebec.

Without storming the citadel, he said, the MIS could find particular areas of attack in some districts or even some schools.

There was a statement of peace and goodwill tacked on to the MIS announcement.

"If the Franco-Quebec nation has traditionally been peaceful and pacifist, it was only for show — the humble servant at his master's feet — but I think we have never known real peace of mind for we have been eaten up with the morbid violence of a subtle domination," read Mr. Lemieux.

"The roads to freedom of a people are varied, harsh, encumbered and strewn with obstacles. But by collective, fraternal, dynamic, even radical action, we can turn the evil outwards (even if we disturb complacent public opinion) and find internal peace, the peace of a man and a nation which proudly repossesses an identity it was almost ashamed of."

Asked if the MIS had designs on Quebec's largest and most independent school board, the Montreal Catholic School Commission, Mr. Lemieux said it was possible.

Without storming the citadel, he said, the MIS could find particular areas of attack in some districts or even some schools.

CONCLUSION

The above Brief has attempted to demonstrate that a change is necessary in the organization of education in Quebec from the existing division along confessional lines and that any such a change should establish throughout the Province a Dual Language Educational System. The imposition of a unified system of education, such as is proposed by the Parent Commission, would at this time seriously curb the intellectual and cultural growth of the English-speaking population of Quebec. This would be extremely undesirable, not only because of its direct impact on the English-language community in this Province, but also because of its obvious implications for the future of French-language culture in the rest of Canada. Every Province in Canada will look upon the experiences of the English-speaking minority in Quebec as the criterion to be used in assessing their respective systems and in implementing the recommendations of the Royal Commission on Bilingualism and Biculturalism. In establishing a Dual Language System of Education in Quebec, this province may well influence all provincial educational systems to accord specific rights, guaranteed by statute, to French-speaking minorities.

To conclude, on the basis of human rights, of acquired historical rights, of practical considerations and of traditional interpretations of constitutional guarantees, we, the undersigned, petition the Government of the Province of Quebec for juridical protection of English-language and French-language educational autonomy in a Dual Language Educational System.

Federation and Big 6 both urge arbitration

Quebec Federation continued its campaign seeking an early end to the unsettled educational climate resulting from the teacher-school board deadlock last month by supporting the teachers' plea for settlement by arbitration.

Telegrams urging government acceptance of arbitration were sent by Federation and a number of locals to Premier Bertrand and the chief negotiators for government and school boards. This was followed by corresponding joint action by the Council of 6 (embracing all Quebec parent federations) at a press conference on December 11. Text of the press release follows.

The deadlock of provincial negotiations between government, school boards and teachers was analyzed by the Council of the Provincial Parent Federations of Quebec during its recent statutory meeting held on December 5, 1968. The following resolution has been adopted on behalf of the 100,000 French-speaking and English-speaking parents represented in Quebec by the Council:

WHEREAS the teachers unions wish to settle all their demands during one and only one negotiation, while the school system is still in a period of transition:

WHEREAS the school boards' autonomy is nullified by the planning and salary policy of the government:

WHEREAS the employer and union parties have not been able to come to an understanding by direct negotiations:

WHEREAS conciliation to date has resulted in a deadlock:

WHEREAS the employer party refused mediation and arbitration and that the reasons invoked are not sufficient and unacceptable:

WHEREAS the parties show total irresponsibility towards the good of the children whose success during this school year remains in jeopardy:

WHEREAS the clauses still under dispute cannot justify slowdown, strike nor lockout:

WHEREAS education in Quebec cannot suffer any longer from political inexperience:

THE COUNCIL OF THE PROVINCIAL PARENT FEDERATIONS OF QUEBEC DEMANDS THAT AN ARBITRATION BOARD BE IMMEDIATELY CREATED TO STUDY YET UNSETTLED NON-MONETARY CLAUSES, ACCORDING TO THE PROCEDURES DEFINED IN THE LABOUR CODE AND THAT THE DECISIONS REACHED BY SUCH A BOARD BE BINDING TO BOTH PARTIES.

Fédération des Associations parents-maitres du Québec

Fédération des Unions de Familles

Parents Association for Catholic Education

Fédération des Associations de parents d'élèves des écoles protestantes de langue française du Québec

Fédération des Associations de parents de l'enseignement privé

Quebec Federation of Protestant Home & School Associations

Commenting on the press conference, the Gazette quoted Council President Jimmy Ferrari as saying, "It still appears that neither side is willing to give in to the other in any way whatsoever", leading to the charge of "total irresponsibility toward the good of the children."

Parents, said the Star, want to end work-to-rule, lock-outs and other pressure tactics which make their children suffer. "They find the employers' reasons for refusing arbitration 'unacceptable' ...The teachers on the other hand are 'childish' in some of their demands"

How one group worked to get lunch service

By Dorothy Keeping

Westmount Park School now has an official lunch room for the first time.

In the past attempts had been made at a volunteer service. This service, however, was difficult to maintain, as mothers who volunteered often found it impossible to attend.

Home & School decided therefore to form a committee which would give detailed consideration to the problem. Three members were appointed from H & S and one from the School Commissioners.

One of the first tasks was for a representative of the committee to visit the Statistics Bureau to see what relevant information concerning Westmount could be found. The following figures were obtained:-

Total female population		
15 years and over		11,814
15 - 19 years)	Working	1,004
20 - 14)	population	908
25 - 35)		1,509
35 - 44)		1,868

It was apparent that a number of working mothers would have children at Westmount Park School and that the provision of a lunch service would be of considerable help in these families.

The Committee then drew up a questionnaire which was circulated to all parents, to obtain a more complete picture of the situation. Parents were asked whether or not they wished to see a lunch service provided, and, if so, what sort of form this service should take; whether complete lunch, beverage to accompany sandwiches, or just a supervised eating place where packed lunches could be eaten.

Out of 270 questionnaires, 160 were returned and the following results emerged.

- 135 in favour of lunch facilities being provided.
- 25 against.
- 56 mothers were employed outside the home.
- The majority opted for beverages only to be supplied.

The Committee then presented these results to the School Commissioners, so that now tables and chairs, supervision and beverages are provided.

Many members of Westmount Park Home and School Association feel that an extension of this service is necessary in many areas.

However, for the moment we are pleased that an official lunch service program exists at Westmount Park School, and are confident that good use will be made of it.

Protestant bodies in TMR want separate settlements

A petition seeking settlement of teacher negotiations on a regional basis, rather than a universal provincial contract, has been submitted to Education Minister Jean-Guy Cardinal jointly by Protestant teachers, board and H&S in the Town of Mount Royal. It reads:

The School Commissioners for the Town of Mount Royal, the teachers and the Home & School Association executives for the five schools in the Town of Mount Royal, and other interested parties join in deep concern, at the prospect of a cessation of school activities as a result of failure to reach agreement between the representatives of the teacher organizations, the representatives of the School Boards, and the representatives of the Government at the bargaining table at Quebec.

Relations between the teachers employed by the Protestant School Board of Greater Montreal and that Board appear to be such as to allow these two parties to sign a three-year agreement without difficulty. It would further appear that the terms of such an agreement might apply equally to an agreement between Boards associated with the Quebec Association of Protestant School Boards and the appropriate teachers' organizations.

Clauses in such agreements with regard to co-management, hours of work, classifications, may not be suitable for incorporation into agreements between Catholic Boards and constituent parts of the P.A.C.T. or the C.E.Q. Since the differences in practice will, it would appear, take some time to change and since a three-year period of time would likely be enough for the resolution of these differences, the Government is earnestly entreated to take under serious advisement the possibility of permitting the signing of two, or, if necessary, three agreements. One between the appropriate teacher organizations and the appropriate Protestant School Boards; the second between the appropriate teacher organizations, including English Catholic Teachers and the necessary and appropriate School Boards.

We suggest that the signing of three agreements would:

- prevent a most undesirable and unnecessary strike,
- allow consideration to be given to the organizational results of the studies with regard to re-structuring on the Island of Montreal,
- present a tremendous achievement by all sides at the bargaining table through the elimination of separate local contracts,
- pave the way to achieve a single contract to take effect in 1971.

No change in McGill's entrance requirements

McGill University announced in December that it "is prepared to admit the same number of students into first year courses next September as were admitted in 1968, with the same entrance requirements".

In a statement outlining the University's admissions policy for the academic year 1969-70, Registrar Colin McDougall pointed out that because of the opening of the first English-language junior college (Dawson College), planned for the fall of 1969, "the length of time required to obtain the first de-

gree may be increased to five years".

Mr. McDougall said there would be no change in 1969 with regard to the admission of senior matriculants.

"Students with Quebec Grade 12 will be admitted into the second year of existing four and five year courses (Bachelor of Arts, Bachelor of Science, Bachelor of Engineering, etc.) and will be able to complete the work toward the degree in three years for Arts and Science and in four years for Engineering, as in the past".

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What's this current student activism about anyway?

Here are some current viewpoints and some developments in Quebec

The January issue of Fortune magazine is devoted entirely to a massive research-in-depth report on today's youth—its reasons for rebelling, the history and development of student activism, the hopes and fears of the post-war generation and the effect on society of all these developments.

No comparable Canadian effort is likely to be made because, in the first place, who can afford the monumental cost of such research? In the second place, it probably is not necessary to repeat the spadework. The views of Canada's new generation probably are essentially the same as in the U.S.A., reached for the same reasons. However, leadership has come from the larger U.S. body of youth.

Looking solely at the educational scene, trends here closely follow the U.S. lead. Encouraged by members of the teaching staffs who feel that reform is overdue, Canadian university students from coast to coast have formed what are coming to be called plainly "unions" (and giving support to developing activism at the high-school level)—and coincidentally, university presidents are resigning at a great rate.

Various reactions have been tried, ranging from coercion to cooperation. Quebec has shown some of both.

McGill University, for example, has adopted the progressive or cooperative approach. The number of faculty-elected members has been increased and eight student-elected members added to the Senate, which is the ruling academic body. Between the two groups they now have a slight majority. A coercive reaction, on the other hand, has been the initial result of last fall's troubles at the Cegeps with some union leaders expelled, but student representation in the governing of these senior-matriculation-level institutions seems to be assured.

Contestation, the almost universal stand of present youth is "a necessary and indispensable attitude in our society", said Marcel Masse, Quebec cabinet minister formerly assistant to present premier Bertrand in the Education Department and now

heading civil service affairs, speaking in December. "The students are making an effort at lucidity that is extremely fruitful and enriching for society", he said. "They are meeting a need for sincerity and thorough self-analysis that we can only encourage. The contestation of the student seems all the more necessary because Quebec has undertaken to renew its system of education and to rethink it from top to bottom in terms of the requirements of the modern world."

President Raymond Laliberté of the CEQ, representing over 80% of Quebec teachers, expressed similar sentiments during the Cegep sit-ins during October. A statement of support for the student aims by Mr. Laliberté said, "Without this action that upsets some people, the demands recognized by the education minister as legitimate and well-founded would continue to gather dust...while the many committees would pass the problems on from one to another". He pointed out that both the teachers' unions and students are seeking a role in the operation of the institutions where they work.

If it can be taken for granted, as appears to be the case, that students will be given a chance to influence educational decision-making down to the Cegep level of senior matriculants, society then has the question: "Where do we stop?" Is it possible, either as a practical matter or philosophically, to tell Grade 13, students in junior colleges that their opinions are respected and still run the level immediately below, the high schools, on the present autocratic system?

A letter on this page from Peter Starr, president of the embryonic Provincial Association of Secondary Students, asks parents to consider, and support, the idea of student representation in decision-making at high-school level.

Just as university students were encouraged into action by activist faculty members, so the high-school students everywhere are being encouraged and supported by their big brothers in the universities. How parents, teachers and governments react

will have a lot to do with the tenor of the public educational system in the years ahead.

While there is no equivalent in Canada of Fortune's big youth survey, people in this country have been doing their share of thinking about student activism. Here, for example, are some excerpts from an editorial in Maclean's Magazine:

What's happening is the birth of a totally new historical phenomenon: the emergence of the individual, and his right to self-development, as the determining factor in history ...

Apart from the fringe that dreams of burning down the administration building, students have grievances that are mostly legitimate. In a word, they want relevance in their education. This is nothing new — except that the present generation is insisting on it. This isn't chaos. This is progress of the most meaningful kind — in the direction of more self-determination for more people. If you insist on a slogan, call it People Power.

The fact is that People Power is rapidly making obsolete most of our notions about the almighty power of institutions. It's becoming increasingly difficult for institutions to act against the interests of people, because institutions are people. The Roman Catholic Church, for instance, is no longer a remote entity unto itself, but is painfully transforming itself into a collection of people who agree with the Pope, disagree with the Pope, and try — with God's help — to find their own way.

Even corporations are beginning to change. As John Kenneth Galbraith has pointed out in The New Industrial State, big companies are no longer the tools of a few men at the top. Instead, the best of them are beginning to resemble genuine participatory democracies, where goals and policies are determined not by fiat from on high, but by a sort of managerial consensus. This isn't just a happy accident. Most large companies long ago discovered that dictatorships are remarkably inefficient.

People, in other words, are beginning to run their own show at last. And this is the real meaning of what's happening in the chaotic, uncertain world of the 1960s. They're less willing than ever before to accept structures that limit their potential for self-development. And so these structures will change, the world will go on and — dare we say it? — the world will get better.

It's a genuine revolution: a revolution in consciousness, a revolution in the way we try to get the most out of, and put the most into, our own lives.

Whether we like it or not, student activism is likely to be around for a while. Even Grade 4 students got in the act at Regal Road school in Toronto. Encouraged to express their views as a "union" in a class exercise, the 9 and 10 years olds knew what they wanted. Among their demands:

An Open Letter to Parents

from the

PROVINCIAL ASSN. OF SECONDARY STUDENTS

Dear Parents:

Too long has education been a factory-like process moulding the student into a conventional form. Today, students do not wish to fit into this pattern. Conforming for the sake of conforming is past. We are not trying to shatter the foundations of our culture but we want to live, and learn, in the "Computer Age" not in the horse and buggy era. We do not want to rule but we want to have a voice in that which concerns us most - education which is to fit us for our role in life. In accordance with this we submit:-

- (a) We believe that the students should have a greater participation in the decisions which effect their education.
 1. Students and teachers at the end of each year should go over their courses, and suggest revision and addition of text-books for the next year.
 2. 5/6 of senior students courses should be made compulsory, giving the senior student leeway to spend his sixth period in the library researching.
- (b) We believe that the students should have various vehicles through which they can express their views without fear of reprisals.
 1. Newspapers
 2. Flyers, etc.
- (c) We believe that the present educational system stifles individual freedom or creativity; thus, it is our belief that an organized body of students should work to reform the educational system.
- (d) We believe that education should be conducted free of social, political and ethnic bias.

P.A.S.S. Committees should be formed in every high school, and each committee will elect two voting representatives to represent their school at meetings of the association. General meetings will be held bi-monthly where the general student body can come and voice their opinions.

If the parents approve of our aims, encourage your children to support our cause.

Yours sincerely,

PETER STARR
Co-Chairman
Provincial Association of
Secondary Students

- To go skating instead of taking gym.
- To take art every Monday, Wednesday and Friday.

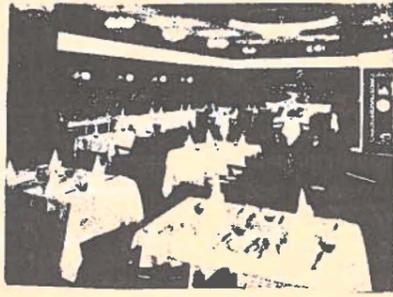
- To have a party at Christmas.
- To go skating instead of staying after 4.

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What's ahead for the Home & School movement?

Federation study indicates it will always be needed

Some soul-searching has been going on among Home & School leaders concerned with the future of H&S in the changing Quebec educational scene.

In the past, parents have sometimes had to project themselves into the educational picture by brute force, metaphorically speaking. Under various circumstances this has involved pleading, cajoling and fighting as seemed necessary to offer ideas and assistance and bring about changes considered to be in the interests of local children.

Today, parents are starting to be involved in education through official channels — various Department of Education Missions, the Educational Workshops set up and projected under Regulation 1, and the School Committees that will have responsible duties, not yet clearly defined, in establishing policies for individual schools.

The question is: "Under these circumstances, is Home & School becoming a thing of the past?" The answer, briefly, is "No".

Assistant to the President Doreen Richter of Quebec Federation sat down to analyze the situation recently, and here are her conclusions:

The role of the school committee, the educational workshop, and Home and School Associations may be defined as follows:

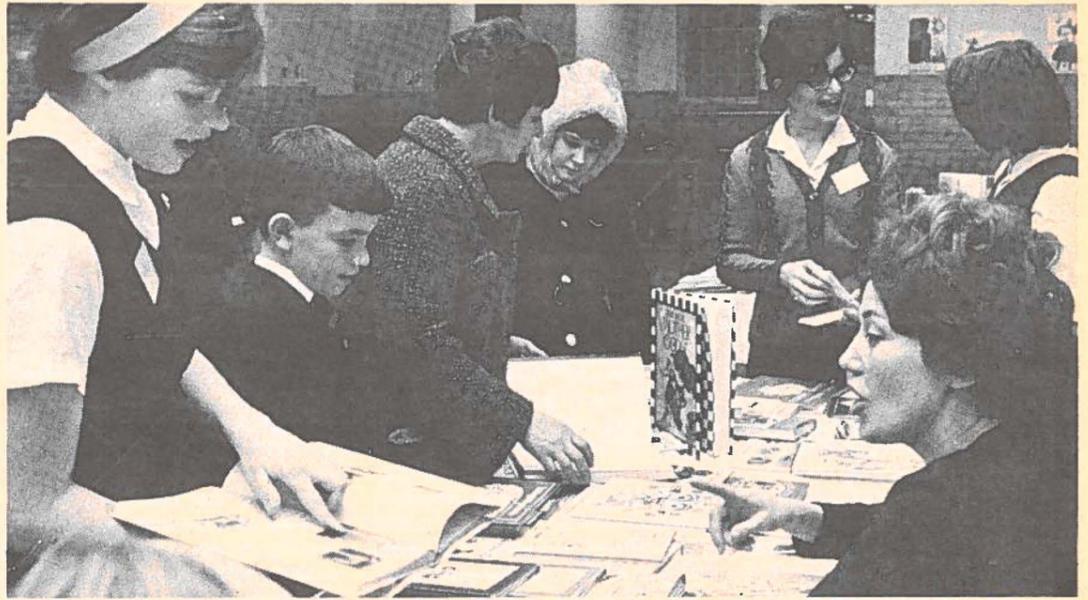
School Committee: A body which recognizes the "fundamental right of parents to make decisions concerning their children's education". (Parent Report Vol. 5 P. 217). Through this body the parents are able to decide what kind of religious or moral courses will or will not be given in the school which their children attend. This committee is given the final responsibility for acceptance or rejection of such courses. On a consultative basis this committee will concern itself with all other aspects of the school affecting the welfare of the community. The School Committee will be elected by the parents of the children attending the school. It will in turn form part of an electoral college representing all School Committees in the area that will be responsible for the election of the Regional School Board. Potentially these School Committees can exercise considerable influence over the "atmosphere" of the local school, working with principals and teachers to obtain the best education for the children of the area, and providing the kind of education and extra-curricular environment necessary to stimulate the development of their children.

Educational Workshop: "The Educational Workshop is a form

of participation which will enable educators themselves to prepare and implement projects relative to the reorganization of the teaching in their schools" (Educational Workshop p. 8) The term "educator" applies here to every person who, at some time or other, in his particular capacity, contributes to the process of educating children attending an elementary or secondary school. It applies to parents as well as to the members of the academic personnel of the school. (Ibid p. 13). The Educational Workshop is composed of parents and teachers of a school for the express purpose of studying pedagogical concerns of the school and ways and means to institute changes in the educational methods and means of the school. It will cover the changes necessary to implement Regulation 1 in the local school. It will investigate relationships between teacher, child and parent in teaching and in reporting on the child's progress. It will concern itself with providing a smooth transition from the lock-step graded school to the recommended individualized "continuous progress" ungraded school system. The Educational Workshop is therefore a pedagogical study group whose focus is on the educative process as it occurs through various means and methods of teaching.

Home & School: It would seem that with an elected body to protect the interests of the parents, and a workshop through which the parent-educator might exert his influence on curriculum and methods of teaching the need for a Home and School would not exist. But just as the price of freedom is eternal vigilance, so the price of a good education is a well-informed, concerned body of parents whose sole responsibility in the field of education is the child. For in the final analysis it is the parent who is responsible for the child and his well-being.

This reason alone provides justification for a body with no vested interests save the welfare of the child. But Home and School provides opportunity for



WILLINGDON HOME & SCHOOL has designed its programming this year to interest all parents in some kind of activity in the school. A recently-

staged Book Fair involved not only the parents but the children and school staff to make the event a worthwhile success.

larger parental participation than either the School Committee or the Educational Workshop.

Through this organization the whole community can be involved in the development of education. By providing informative meetings open to all who are interested in education the Home and School can keep the community aware of what is going on in education both in the school and outside. Support for extra-curricular activities of the local school and for school projects can be obtained through this organization more readily than any other way, for these are the concerned people of the community.

Through its Provincial Federation, Home and School can represent all parents of the Province on Provincial Education Committees and on questions of provincial concern. It can provide a strong voice for the small group of parents with a just grievance. Through its sub-committees Home and School has in the past worked on Driver Education (its programme is that used by the Protestant School System in its high schools today, and work done by this committee as the Provincial level has received both Quebec and Canadian Safety Awards.) It has drawn up a course on education and family relationships, which is presently being considered by the Provincial Curriculum Committee. A study on drugs and health and one on confessionality in the schools is presently being made.

Because the Provincial Federation of Home & School operates in a democratic milieu, policies of this organization are based on careful consultation with its member associations. Within this general framework each local association remains autonomous in its relationships with its school and board. Many take on responsibilities for supplying the school with extras that the local board cannot make available due to lack of funds or government restrictions. Some provide scholarships for students. Most extend their efforts to provide for the needs of their school in their community.

In the past Home & School at the Provincial level has presented briefs to the Parent Commission and the Superior Council

News in brief

Membership in local H&S units affiliated with Quebec Federation shows an encouraging increase on a year-to-date basis but the final tally will depend upon a number of Associations that have not completed their membership drives—or in some cases, not yet sent in their first lists.

Biggest gains reported so far this year include these (1968-69 figures in that order): Courtland Park (146-237), Lachine High (43-162), Meadowbrook (141-233), Ahuntsic (56-141), Parkdale (69-144), Sunnyside Park (85-222), Vivian Graham (33-60), Macdonald (225-369), Christmas Park (76-130), John Rennie (128-243), Thorndale (133-219), New Carlisle, Gaspé (8-74), Saguenay Valley (51-203), Chomedey High (97-141) and Crestview (89-138).

New Associations in Quebec Federation include West Hill H&S, under the presidency of Mrs. J.A. Blair, and Philemon Wright, at the new regional high school that will serve a large area of western Quebec, with William Sullivan of Hull as president.

Because of the distances involved, organization of the latter group was a major operation, Corresponding Secretary Moira Kanim reports. Addresses of the officers illustrate the point—they come from Hull, Buckingham, Lucerne, Val des Bois, Poltmore, Aylmer East, Old Chelsea and Chelsea.

based on the returns from local associations who set up study groups to enquire into all aspects of education and make recommendations for improvement. Many of these suggestions became part of the Parent Report. Only recently the Federation represented parents on a Brief to be presented to the Provincial Government advocating a dual-language educational system for the Province. Its position was again based on a questionnaire answered by associations from all parts of the province.

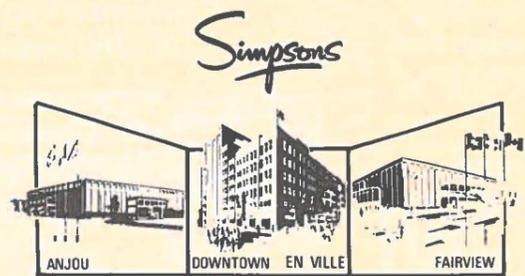
Both locally and provincially Home & School therefore performs services which cannot be

duplicated by either the small school committees or the workshops, by providing a free and open forum for parents to express their desires both locally and provincially and by offering the educators an unlimited body of assistants for any project that enhances the welfare of the children of this province.

Space and time do not permit the elaboration of the efforts of Home and School on a country-wide basis through the Canadian Home & School & Parent Teacher Federation, but by extrapolation of the Provincial body to the Canadian scene, one can grasp the picture.

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