



QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

Volume 4, No. 1

Montreal, P. Q.

September, 1966

School Committees Seen As Basis For Democratic Growth

Committees of parents, envisaged by the Parent Report as a necessary part of the school system of the future, will be vital in serving the wishes of local parents in choosing from the variety of schooling available and safeguarding standards of instruction — and represent an "act of faith" in democracy and in public ability to be responsible in educational matters.

These were views of Prof. David Munroe, former director of McGill's Institute of Education, more recently vice-chairman of the Quebec Royal Commission of Inquiry on Education and now vice-chairman of the Superior Council of Education of Quebec. He spoke following luncheon at the September 10 meeting of the Board of Directors of Quebec Federation in Montreal's Sheraton-Mt. Royal Hotel.

Prof. Munroe traced the proposal for parent committees against the background of the Commission's three major goals — to give every Quebec child the opportunity to learn, to make available to him the most suitable type of education, and to equip him for life in modern society. These goals, he pointed out, are possible only with state inspiration and coordination.

To reach these goals, the Parent Commission has envisaged schools



PARTICIPATION OF PARENTS in the Quebec school administration system of the future will help ensure that the schools fill local needs, Prof. David Munroe told the Directors of Quebec Federation at their September 10 meeting. Executive vice-president Dorothy Frankel listens attentively.

organized administratively by units of perhaps 50,000 population, serving say 10,000 students and requiring a budget of some \$5,000,000 annually. The unit of education foreseen, however, is much smaller, with perhaps 1,000 students at high school level or 600 in elementary units. The scattered, decentralized functioning at the local school level will benefit by local participation in two particular ways — giving a type of education in tune with the community,

and giving local people a voice in ensuring high educational standards.

Importance of the public at large was stressed by Prof. Munroe. Everyone has a stake in the overall objective, he said, which is one that will lead to personal fulfillment for the individual — a happier life as a good, useful citizen — and steady future advances in social and cultural progress throughout Quebec.

Year of Urgent Decisions

Upsurge in H&S Membership Foreseen

A sharp jump in membership in Quebec Home and School Associations this year is predicted by Vice-president Ruth Skelton, who is in charge of this activity for Quebec Federation.

"This just must be the biggest year ever", she says. "There is so much going on right now, educational changes that will affect the future of every child in Quebec. The government must make major decisions within the next year — and it has asked Home and School Associations to help make these decisions by submitting opinions.

"Can a conscientious parent afford not to join, express views, and help guide Quebec's educational future?" Mrs. Skelton asks.

Not only parents, but all adult citizens are right in the middle of the educational picture, she points out. Everyone will have to help

foot the rapidly rising costs of education, and should be interested in finding out what is going on and deciding what should be done. Some people, in addition, may serve on the proposed school committees.

"Home and School is the only practical way for non-Catholic parents to communicate with the government", Mrs. Skelton declared. "It has been that way in the past, and will continue in the critical months ahead."

A long and constructive series of representations to government bodies by Quebec Federation on behalf of all provincial Home and School Associations has marked the last 20 years. One of the most vital is the brief now being prepared to give the Superior Council of Education a summary of Home and School reaction to the last group of Parent Commission recommendations.

The current brief, Mrs. Skelton feels sure, will be followed by further representations to the Department of Education as Home and School members study and digest the last group of Parent proposals, and arrive at fully-considered opinions.

"Special efforts will be made to increase membership in secondary schools this year", said Mrs. Skelton. "While a lot is going on in primary education, the big changes are in the High School field — and we want parents to know about them so they can co-operate with the teachers in making the system work."

"Teachers and parents will be working together more closely than ever in the future", Mrs. Skelton predicted. "We want Home & School to provide liaison just as well as it can — and for that, we would like every parent and every teacher to be a member."

Last-Minute Delay Gives Extra Time For Parent Brief

FLASH: Word has been received, as we go to press, that the closing date for receiving briefs for its forthcoming inquiry has been postponed by the Superior Council of Education from October 15 to November 7.

Revised plans call for the Federation brief to be final in all details by October 30, to allow time for typing and printing multiple copies and delivery to Quebec.

The effective deadline for receipt of suggestions at Federation headquarters, therefore, is about mid-October.

Quebec Federation has issued an urgent appeal for full, fast co-operation from all Home and School Associations so it may comply as well as possible with a Superior Council of Education request for considered views on the latest volumes of the Parent Report, to be presented not later than October 15.

Boards Choose Eight Holidays

The Department of Education has raised to eight the number of holidays to be chosen by local or regional school boards whenever they consider it most suitable for their communities during the 1966-67 academic year.

The calendar provides for two substantial breaks, of about equal length, at Christmas and Easter, and leaves the naming of other holidays to the school boards in order that consideration may be given to particular circumstances occurring in each region from religious, social, patriotic and ethnic points of view.

These holidays may be used from now on to lengthen the Christmas or Easter holidays if the board so decides. Fourteen set holidays have been decreed by the Lieutenant-Governor-in-Council. These are: September 5 (Labour Day); December 25, 27, 28, 29, 30; January 2 and 3; March 24, 27, 28, 29, 30 and 31.

For pupils in the elementary and high school grades, the school year will include 188 school days, divided into three trimesters separated by two rest periods of equal length.

Federation Office Hours

Members who have occasion to telephone or visit Quebec Federation headquarters should make a note of the official "open" hours when the Executive Secretary, Mrs. Pam Reddall, will be available. They are:

Mornings: 10 a.m. to 12.30 p.m.
Afternoons: 1 p.m. to 3.30 p.m.

Summer hours, after July 1, will be 10 a.m. to 12 noon only.

Although the last volume of the report was not available in English until after September 12, strenuous efforts will be made to present a meaningful comment from the viewpoint of Protestant parents before the deadline. Written briefs to be submitted by mid-October, will be followed by public hearings at 14 major centres during November.

Opinions are sought by Superior Council from regional school boards, regional planning committees; and all other provincial organizations concerned with education. The problems of particular interest relate to the primary and secondary school fields and concern religious and cultural diversity, administrative structures and the roles of parents and teachers.

Local Home and School Associations were alerted by Federation headquarters during the summer, but because of vacation absences and the lack of copies of Volume 5 in English, not too much action was possible. Back to normal in September, local associations now are organizing study groups to discover majority views, and report to Federation in Montreal.

The executive of Quebec Federation will hold at least three meetings to consider the comments received on a provincial basis, as groundwork for the Federation's submission to the Superior Council.

To assist local groups in studying; the problems considered paramount in connections with Volumes 4 and 5, some "guidelines" have been drawn up by Quebec Federation executives in the form of questions a study group might answer.

QUEBEC HOME & SCHOOL NEWS

Circulation over 20,000

Published by the Quebec Federation of Protestant Home & School Associations. Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash.

Editor, C. R. ELLIS

4785 St. Catherine Street West, Montreal 6 — Telephone 933-8244

Bis Dat Qui Cito Dat

Whoever the Latin philosopher may have been who coined that expression, he might have been thinking of the Quebec Federation executive in suggesting that "he gives twice who gives promptly". The early giver offers a secondary boon, the knowledge that the plea for aid will not go unanswered.

It was back in June that Quebec Federation started the process of canvassing local Home & School units for views of grass-roots members as expressed by panels, study sessions, committees. An official statement said that "we feel unable to speak meaningfully until (local Associations) have had an opportunity to study the final volumes of the Parent Commission's Report and tell us of their views..."

"A long, cool and collective look will be essential before representation can be made to the Provincial Government which will enable the latter to implement such changes as are desired by the public..." the official statement said. The Federation also suggested consultations with three other major groups — Provincial Association of Protestant Teachers, Quebec Association of Protestant School Administrators and Quebec Association of Protestant School Boards — in the formulation of common, informed Protestant views.

As things turn out, the Federation executive is striving mightily these current weeks to turn out what will be far from the "long, cool collective look" envisaged in its June statement — but will, nevertheless, go as far as possible in that direction prior to the October 15 deadline set for briefs to the Superior Council of Education.

In this major effort the executive has been helped tremendously by local Associations that were prompt to act on the request for opinions early in the summer, and accordingly had an immediate response available when the Superior Council's request in August led to an S.O.S. from Federation for all available Association views.

This is not said to minimize the contribution of Associations that have been busy holding a blitz of study sessions and collating Parent Report opinions since the Federation's urgent appeal a few weeks ago. Everyone's co-operation has been important, even vital, in making the Federation brief as representative as it can be.

* * *

Education is a Most Urgent Business

Disregarding the somewhat jaundiced view that Quebec Federation must have about the haste with which the Superior Council of Education has asked for representations on Parent Commission recommendations, the fact remains that time is not marching on, it is running, in Quebec educational matters.

The new provincial government has stated quite clearly that it does not wish to halt or slow the educational revolution in Quebec, but it is faced by two very real questions: 1, What do educators think of each specific Parent proposal, and, 2, What does the public think — and how far will it go in permitting, welcoming, supporting proposed changes?

Perhaps the best way to assess the situation is through just such a public inquiry as the Superior Council of Education will hold in the remaining months of this year. Because of the hurry it may be less well-informed than it might have been, but it will give an evaluation now.

Illustrating the case for haste are a few figures from the current educational scene. Claude Ryan in Le Devoir warns that next September, in the Lake St. John area alone, more than 7,000 young people who have completed high school will have no place to go — the proposed Institutes, where they might complete their educations, have not yet been created.

This particular problem, of course, is only beginning. Quebec's secondary schools, with 383,000 students, this year show almost 10% increase in students from last year



MRS. LOIS GILKER

Quebec Federation's area director for the Gaspé region, which this summer welcomed a visit from the Protestant Committee of the Superior Council of Education, and held a special area meeting to hear Assistant to the President Mary Buch of Quebec Federation.

Two New Films For Youth

Two excellent new films produced by the National Film Board will have wide appeal to youthful audiences, and should be useful for Home and School showing.

One, produced for the Centennial Commission, features the travels of a group of young Quebecers across Canada; the other, filmed at a Montreal high school, poses a perpetual problem in human relationships.

Centennial Travellers
53 minutes, 16mm, black and white

The visit is one of the events, great and small, arranged to mark Canada's hundredth year of Confederation. The visitors are Quebec boys and girls, thirteen to sixteen years old, chosen to travel across Canada to live for a week or so with host families in British Columbia.

This film, with its easy friendliness between young people of two cultures, is one that inspires optimism for the growth of understanding and tolerance between the people of Canada.

A Trumpet for the Combo
8 minutes, 16mm, black and white

The situation revolves around a high school band for which a trumpet player is to be chosen. The band leader favors Randy, who, without a doubt, plays the coolest trumpet ever heard in a high school auditorium. With Randy in the group the combo could make high school history. But the teacher-director of the music department favors another player, Bruce, a Negro boy who,

and a whopping 600% rise in the last 15 years. In a back-to-school message in the Gazette, the Minister of Education estimated that while some 77,000 students now are getting technical and vocational training, facilities will be needed for 125,000 by 1971. And so it goes.

So long as plans for bigger and better educational systems remain at the blue-print stage, they are useless to today's youth which is bulging and overflowing the present high school system. What the Montreal Star calls "the pressure of the students themselves upon the system as a whole" makes legislative action most urgent.

We can be sure that the Superior Council of Education's inquiry over the next three months will be a conscientious effort to lay the best groundwork possible under the circumstances for such legislative action.

Special Meetings in Gaspé

NEW CARLISLE, QUE. — On June 15, the Protestant Committee of the Superior Council of Education of the Province of Quebec met at the New Carlisle High School.

Following this meeting the executive of the New Carlisle High Home & School Association served tea to the Committee members, the School Board and the teaching staff of the Shigawake-Port Daniel, Hopetown and New Carlisle High Schools.

NEW CARLISLE, QUE. — A special meeting of the executive of the New Carlisle High Home & School Association was held recently in the High School. Members from the Shigawake-Port Daniel and Hopetown Associations attended this meeting as well as three Reverend Sisters from the Roman Catholic Parent-Teacher Association and their president, Mr. Paul Dallain.

Mrs. A. Gilker introduced Mrs. Mary Buch, vice president of the Quebec Federation of Home & School who was the guest speaker. She spoke on many interesting subjects and invited discussion from the floor. She explained the work of the Superior Council which is in direct contact with the Department of Education.

When asked how to increase membership she suggested fewer meetings and have study groups during the summer to try to work out interesting programs for the meetings. Mrs. J. Gilker thanked Mrs. Buch.

There was general agreement by teachers and parents that the best interests of children would be served by having the second language (French or English, as the case may be) taught by teachers whose mother tongue is the language being taught.

Refreshments were served and all members attending from the different associations reported they had learned a great deal from Mrs. Buch and the general discussion.

New 'News' Editor

The new school year brings with it a new name to the masthead as editor of Quebec Home & School News — one who will try to keep up the paper's good work as liaison among Quebec's scattered Home and School Associations. Correspondence for the News, as always, may be sent in care of the Federation office — or directly to the editor, C. R. Ellis, Room 101, 1500 St. Catherine St. West, Montreal 25. The editorial phone number in Montreal: 932-6460.

United Nations Assn. Has Speakers

October 24 marks the 21st anniversary of the ratification of the United Nations Charter, and leads to the observation of United Nations Week during October 17-24 this year.

The United Nations Association in Canada, Montreal Branch, has and active year-round Speakers' Bureau consisting of many qualified speakers who can talk about the work of the UN, its agencies, and international affairs in general.

If this group could be of help to your Home & School Association, or any other organization, write to Miss Doris Petrie, Executive Secretary, United Nations Association in Canada, 5890, Monkland Ave., Montreal 28.

he claims, needs the chance to develop.

What should the combo do? Who is right? If Bruce is passed over, will he misconstrue the action? If they favor him, will that not be a sort of discrimination too?

The film takes no side in the matter but leaves the question to the audience.

Further information may be secured direct from The National Film Board of Canada, P.O. Box 6100, Montreal 3, Que.

FOR A CAREER

PREPARE IN

* Electricity * Radio * T.V.
* Industrial Electronics * Drafting

DAY — EVENINGS
& CORRES. COURSES

Now Fall Classes Now Forming

CANADIAN SCHOOL OF ELECTRICITY LTD.

1231 St. Catherine St. W., Suite 232
Tel. 845-6792

School approved for elect. apprenticeship training by the Dept. of Labour. Also honorary member of Corporation of Professional Electricians. Member of C.P.V.S.

For All Your Dance Supplies



LEOTARDS # 242
\$2.60

PLEATED BALLETT SLIPPERS
\$3.95

DELUXE PLEATED BALLETT
\$3.20

FREED'S TOE SHOES
\$5.95

TAP SHOES, PATENTS
\$6.25

IMPORTED TIGHTS
\$3.95

FISHNET TIGHTS
\$4.75

VI. 4-3221

Johnny Brown

For complete line of theatrical supplies write for catalogue.

2019 Mansfield Montreal, Que.

Final Recommendations Of Parent Report

The point is frequently made that it is not sufficient to read the recommendations of the Parent Commission (Royal Commission of Inquiry on Education); one must also read the discussion in the body of the report to understand the thinking of the commissioners in making the recommendations.

Accordingly, we urge readers to get complete copies to be informed in discussions that will fill the next year and more. Volume 5 is now available in English. Volumes 4 and 5, Part 3 of the Report, are those of particular interest in the forthcoming public inquiry by the Superior Council of Education. Send money order (or certified cheque made out to Minister of Finance) for \$2 per volume, specify the language wanted, and send to Queen's Printer, Parliament Buildings, Quebec, P.Q.

In view of the fact that Volume 5 has only now become available in English and will take a little time for distribution, and the keen interest of News readers in the light of the current inquiry, we publish here the recommendations of Volumes 4 and 5, forming the final part of the Parent Report.

CONFESSIONALITY AND NON-CONFESSIONALITY

- (1) We recommend that the public educational system of Quebec respect differences in the religious options of parents and pupils and offer a choice of Roman Catholic, Protestant and non-confessional education, insofar as the requirements for quality in education can be satisfied in each instance.
- (2) We recommend that the law recognize no confessional character in school commissions and institute corporations, even if it imposes on them the obligation to ensure, when there is occasion to do so, Roman Catholic, Protestant and non-confessional education.
- (3) We recommend that each year a census be taken by the school authorities to ascertain the number of children whom parents wish to enrol in each sector of education — Roman Catholic, Protestant or non-confessional, French or English.
- (4) We recommend that each school commission set up a pedagogical directorate for each of the forms of education — Roman Catholic, Protestant and non-confessional, French and English — which it provides in its schools.
- (5) We recommend that parents be closely associated with decisions regarding the concrete applications of confessionality or non-confessionality in the education dispensed to their children.
- (6) We recommend that the nonconfessional public school offer one or several courses in religion, corresponding to the religious beliefs of the children attending it, and moral instruction for the benefit of children preferring not to take any course in religion.
- (7) We recommend that the law expressly recognize the right of all parents whose children attend confessional public institutions to request that their children be excused from religious instruction and exercises.
- (8) We recommend that the confessional elementary school which accepts pupils not belonging to the faith with which it is associated make certain that the teaching and the organization of school life shall not offend the consciences of these pupils, and that, if possible, it offer them appropriate religious or moral instruction.
- (9) We recommend that the confessional secondary school which accepts pupils not belonging to the faith with which it is associated take advantage of the variety of elective courses to offer these pupils appropriate religious or moral instruction, and entrust them to tutors chosen with this in mind.
- (10) We recommend that the Institute adapt its education, whenever there is reason to do so, to the religious pluralism of the students it

is expected to accept by adding, as may be required, to the number of courses in religion, or in morality, philosophy, literature and history.

- (11) We recommend that all the institutions assembled within the framework of an Institute have the right to choose their teachers on condition that all such appointments are submitted for approval to the Institute corporation.
- (12) We recommend that the Department of Education, together with the religious authorities and the confessional committees, study the question of financing services of public worship and pastoral ministry in educational institutions at all levels.
- (13) We recommend that the provisions of the Act empowering the confessional committees to recognize educational institutions as Roman Catholic or as Protestant be repealed.
- (14) We recommend that the existing confessional universities adapt their confessional character to the requirements of higher education in a pluralist society.

CULTURAL DIVERSITY IN THE FIELD OF EDUCATION AND THE FUTURE OF QUEBEC

- (15) We recommend that the unified school system which we propose for Quebec be made up, by law, of both French and English schools.
- (16) We recommend that, in each regional school commission which includes education in the French language of more than one type, the directors in charge of each type constitute a committee with the status required to ensure the coordination and improvement of education dispensed in the French language, and that, in each regional school commission which includes education in the English language of more than one type, the directors in charge of each act correspondingly.
- (17) We recommend that a serious and systematic effort be made by all state services and by educational institutions at all levels to improve the quality of spoken and written French in Quebec.
- (18) We recommend that the Department of Education and all public bodies responsible for education give their attention to maintaining close contact between education dispensed in French and education dispensed in English, so as to encourage the mutual enrichment which can ensue.
- (19) We recommend that French-language educational institutions at all levels, especially in the region of greater Montreal, adopt a more effective policy in welcoming those new Canadians who desire a French education for themselves or their children.

INDIAN AND ESKIMO EDUCATION

- (20) We recommend that the Department of Education institute a special service for the education of Indian children and adults, made up of specialists in Indian problems and in education for Indians.
- (21) We recommend that financial agreements covering the inclusion of Indian children in the public schools be reached in accordance with general standards established jointly by the Department of Education and the Indian Affairs Branch in the Department of Citizenship and Immigration.
- (22) We recommend that Canadian history textbooks be radically emended and corrected in such a way as to make the Amer-indian civilizations better known and to present a truer picture of American Indians.
- (23) We recommend that Indian parent be able to participate in the school committees of the public schools attended by their children, and that they enjoy the same rights and prerogatives as other parents in the regional school commission which covers the area where they live.
- (24) We recommend that the Department of Education give special attention to the inauguration of a broad programme of adult education for the benefit of the Indian population.
- (25) We recommend that faculties of Education in the universities having courses in anthropology offer prospective teachers interested in the education of Indians and Eskimos an

opportunity for suitable theoretical and practical preparation.

- (26) We recommend that the education of Eskimos continue for the present to be dependent on the Bureau for New Quebec in the Department of Natural Resources, that this Bureau continue to report on its work and new undertakings to the Department of Education and that it acquire the qualified personnel it needs in agreement with this Department.
- (27) We recommend that there be given to the Bureau for New Quebec the means necessary to continue the pedagogical experiments presently under way among Eskimo children and adults and to play its full part in the field of education in New Quebec.
- (28) We recommend that the Bureau for New Quebec seek as much as possible to associate parents with school management principally through the establishment of school committees.
- (29) We recommend that Indian and Eskimo education be conceived and organized in terms of a general policy specifying the over-all cultural development of these two groups.

LOCAL SCHOOL ADMINISTRATION

- (30) We recommend that it be explicitly understood that every public body to which the state delegates some responsibility in school administration has as its primary aim to provide for all pupils, without distinction, education of good quality promoting the most complete personal fulfilment of each individual, always subject to a proper respect for religious pluralism and linguistic and cultural dualism.
- (31) We recommend that, in order to effect this, the present system of local and regional school commissions be replaced by a unified, three-fold administrative structure — the school committee, the regional commission and the council of school development.
- (32) We recommend that a school committee be set up for each elementary or secondary public school.
- (33) We recommend that each school committee consist of five members, elected annually by the parents of the pupils and by the students enrolled in courses for adults, and that, in addition to all those having the right to vote, any person of full age resident in the region shall be eligible for membership on it.
- (34) We recommend that the principal and a representative of the teaching staff be associated with the school committee as consultants.
- (35) We recommend that the following functions be vested in the school committees by law:
 - to watch over the quality of education given in the school and the welfare of pupils and teachers;
 - to make certain that pupils receive religious or moral instruction corresponding to their parents' wishes;
 - to accept or reject any regulation proposed by the school authorities or by the directorates of Roman Catholic, Protestant or non-confessional education, as the case may be, affecting the specific applications of confessionality or non-confessionality in the school;
 - to stimulate new projects and cooperate in any undertakings connected with the organization of extra-curricular recreation, and, in a general way to support anything which may promote popular culture;
 - to maintain the interest and cooperation of parents and of the community in anything which may serve to improve educational services;
 - to express opinions on the selection of teachers, on modifications in the curriculum and on the choice of textbooks and teaching material;
 - to present to the regional commission any recommendations concerning financial or administrative problems.
- (36) We recommend that the organization and administration of pre-school, elementary and secondary public education be entrusted to regional school commissions, with jurisdiction over territories sufficiently large to enable

Latest Recommendations Touch Such Vital Points As Confessional And Cul

- them to dispense varied instruction of good quality and to make available all the requisite auxiliary services.
- (37) We recommend that a single regional school commission administer all education, Roman Catholic, Protestant or non-confessional, in the French or in the English language, within the boundaries of a given area.
- (38) We recommend that the commissioners of the regional commission be elected by an electoral college made up of delegates from all the school committees of the area under the jurisdiction of the regional commission, the number of delegates appointed by each school committee to sit in the electoral college being proportional to the enrolment in that school.
- (39) We recommend that the number of commissioners vary between five and eleven, relative to the number of types of school, according to language and religious choice, that exist in the area under the jurisdiction of the regional commission.
- (40) We recommend that any person of legal age residing within the territory of the regional commission be eligible for the office of commissioner.
- (41) We recommend that the commissioners be elected for three-year renewable terms and that the commissioners themselves elect their chairman.
- (42) We recommend that the law entrust the following functions to the regional commission:
- (a) to organize and administer kindergarten classes, elementary education, composite secondary education — i.e., general and technical — and special classes for exceptional children, on behalf of all the children within its territory and of adults requesting education;
 - (b) to ensure the required services in all the schools under its jurisdiction, including medical, social, psychological, educational and vocational guidance, and pastoral services;
 - (c) to select and engage the teaching and administrative personnel of the schools under its jurisdiction, determine the posts they are to occupy and ensure inspection of the schools;
 - (d) to present to the Department of Education, whenever possible through the agency of the council of school development, and in cooperation with the other regional commissions associated with that council, recommendations for determining or amending standards for services and expenditures to be applied in the schools;
 - (e) to prepare and submit to the Department of Education, whenever possible through the good offices of the council of school development, the budget needed for the effective operation and progress of its schools;
 - (f) to levy the real estate tax on its territory and to receive grants from the Department of Education;
 - (g) to execute necessary school construction projects after approval by the Department or, as the case may be, by the council of school development, to ensure building maintenance, to purchase any required supplies, to arrange for the transportation of pupils;
 - (h) to take an annual school census of all children and adolescents to the age of eighteen inclusive and to assign the needed schools and classrooms to the types of education provided in response to the desires of parents expressed therein;
 - (i) to appoint a director general, as well as a director for each of the types of education to be organized in accordance with the cultural and religious diversity of the community, thus providing for the proper administration of each.
- (43) We recommend that all the regional commissions of a given economic region join forces to form a council of school development.
- (44) We recommend that the council of school development be made up of one member chosen by each of the regional commissions in its territory, of one member elected by the electoral colleges of each of these and two members appointed by the Department of Education.
- (45) We recommend that any person of full age residing within the territory of the council of school development be eligible for it, that its members be elected for three-year renewable terms and that its chairman be elected by the members of the council.
- (46) We recommend that the law entrust the following functions to the council of school development:
- (a) to define, jointly with the regional school commissions, the basic standards for services and expenditures throughout its territory and to have them accepted by the Department of Education, thus establishing the development plan for the school system of the entire area;
 - (b) to negotiate, after consultation with the regional commissions, the salary and wage scales and the working conditions for all the teaching and non-teaching personnel in its territory, or, as the case may be, to participate in provincial negotiations with the Department of Education;
 - (c) to study the budgets which the regional school commissions must submit for its approval and to present these budgets as a whole, as well as its own budget, to the Department of Education;
 - (d) to share in the determination of uniform tax rates to be levied by all the regional commissions in its territory; prior to the equalization of real estate assessments by the central authority, to take steps to equalize assessments within its own territory; to authorize, when necessary, the levying of a supplemental tax by individual regional commissions;
 - (e) to coordinate the school development of its territory by exercising all necessary supervision over land purchases and building projects of the regional commissions;
 - (f) to operate for the benefit of the regional school commissions in its area those services which can more economically or more effectively be organized in common such as: legal service, architectural and engineering bureau, statistical and forecasting service, transportation service, and, provide for the organization of certain joint educational services for some categories of exceptional children;
 - (g) to appoint, for all these purposes, a director general, and as many assistant directors general as may be needed to coordinate the development of each of the different forms of education to be found in the regional commissions, and to assure proper management of the finance and school equipment services.
- ### SUCCESSIVE STAGES IN THE REFORM OF SCHOOL ADMINISTRATION
- (47) We recommend that the Education Act be immediately amended so as to make obligatory the participation of all local school commissions in the regional commission organized for their areas.
- (48) We recommend that the existing regional school commissions be immediately entrusted with exclusive responsibility for the elementary and secondary education of exceptional children and for adult education as well as the social, medical and psychological services for all elementary and secondary schools in their areas.
- (49) We recommend that the law immediately require regional commissions to take an annual census throughout their territories of children and adolescents up to the age of eighteen in order to anticipate the best means by which to meet the wishes of parents regarding the type of education they desire for their children.
- (50) We recommend that the regional commission be made responsible for the immediate organization, when it is justified, of non-confessional education at the elementary as well as the secondary levels, or else make sure that children for whom it is not feasible to arrange such education, because of their insufficient number, benefit, in the school they attend, by the exemptions authorized by law.
- (51) We recommend that, during the next few transitional years, local school commissions gradually transmit all their powers and responsibilities to their regional commissions, as the law already authorizes them to do, and that the regional commissions do what is necessary to make it possible for them within a few years to accept all the powers and responsibilities which will be turned over to them.
- (52) We recommend that all new school construction projects in the territory of the regional commission be submitted henceforth to that commission.
- (53) We recommend that the commissioners and administrators of school commissions under Roman Catholic direction and of school commissions under Protestant direction at once begin to study jointly the organization of their school services and their standards of expenditure with a view to the creation of a single regional commission.
- (54) We recommend that the Department of Education authorize and encourage the formation of school committees which will serve as consultative bodies for their local and regional school commissions concerning everything that affects the welfare of pupils and teachers, the moral and religious instruction given in the school, extra-curricular activities, as well as recreation for children, adolescents and even adults.
- (55) We recommend that, on the basis of the necessary studies of population trends and social conditions, the Department of Education prepare a new school map locating present and future institutions under the unified regional commissions and covering the entire province.
- (56) We recommend that all the present school commissions on the Island of Montreal be replaced by seven regional commissions, each having jurisdiction over all pre-school, elementary and secondary public education given within their territories, whether confessional or non-confessional, French or English.
- (57) We recommend that a council of school development be created immediately for the Island of Montreal and that, in addition to the powers with which we have already recommended that such bodies be vested, this council be empowered to receive the proceeds of the real estate tax levied throughout the island, as well as the government grants to which each of the school commissions is entitled, to pay the wages and salaries of the teaching and non-teaching personnel of all the school commissions in its territory, to arrange for the transportation of pupils whenever necessary, to provide the auxiliary services essential to proper administration of the school commissions: statistical services, legal service, an architectural bureau, etc.
- (58) We recommend that a council of school development be created immediately in Quebec, at first for all school commissions located within the municipal boundaries of Quebec, Quebec West, Sillery, Sainte-Foy, Cap-Rouge and Saint-Augustin, and that its jurisdiction later be extended to the territories of the Louls-Fr chet, Chauveau, Jean-Talon and Orli ans regional commissions.
- (59) We recommend the immediate establishment of two councils of school development for the area surrounding the Island of Montreal, one having jurisdiction over all school commissions within the territories of the following regional commissions: Le Gardeur, Maison-neuve, Duvernay, Millc-Isles, Deux-Montagnes and Vaudreuil and the North Island Protestant Commission; the second having under its jurisdiction the territory of the following regional commissions: Chambly, Lignery, Youville, Salaberry and Honor -Mercler and the South Shore and Ch teauguay Valley Protestant regional commissions.
- (60) We recommend that the Department of Education study without delay the means of creating a unified regional commission for the City of Quebec, having jurisdiction over all pre-school, elementary and secondary education imparted within its territory, whether confessional or non-confessional, French or English.
- (61) We recommend throughout the pr Education set up ment which, with vices of that Dep approve the budg sions in its terri the general stand partment, and will for areas conform the economic regio
- (62) We recommend Education entrust School Commission izing in Septembe age, non-confessio the Island of M  testant School B responsibility for age, non-confessio time as the unifie sions are establish
- (63) We recommend Education entrust School Commission izing in Septembe age, non-confessio Quebec and its t testant School Bo of organizing, if English-language,
- ### PRIVATE AND SEMI
- (64) We recommend th be adopted confe Education the ne vision, inspection certain of the que pensed in any priv or not it receive state or from pu shall not apply to
- (65) We recommend t private education of the teaching curricula, standar promotion of pupil equipment, the pa advertising.
- (66) We recommend t may be establish having previously; the Minister of refuse, without die with fixed stand subject to revoca tions.
- (67) We recommend the inspection for all the aim not only established standa also to advise and and teaching sta improvement in the dispensed in these
- (68) We recommend th grants to private be based on pul service, in terms school planning.
- (69) We recommend th Institute levels the policy of grants institutions, deriv educational reform.
- (70) We recommend th Institute levels, if contribution to the school plan, semi enjoy grants coveri per cent of their op mined by the stand public education.
- (71) We recommend th Institute levels, priv by the Minister o
- *Taken out of context, (69, 71) might perhaps not pointed out that that, at the level of the of education will be at ions. Thus at this lev institutions receiving g by formal agreements corporations.

Cultural Diversity, School Finance, Roles Of Teachers, Parents and Students

that, wherever possible
vince, the Department of
Councils of school develop-
the assistance of the ser-
ment, will receive and
of the school commis-
sion, within the limits of
wards accepted by the De-
undertake school planning
ing to the boundaries of
ns.

that the Department of
to the Montreal Catholic
responsibility for organ-
1966, the French-lang-
ual education...required on
Montreal, and to the Pro-
ard of Greater Montreal
organizing English-lang-
ual education, until such
regional school commis-
sion.

that the Department of
to the Quebec Catholic
responsibility for organ-
1966, the French-lang-
ual education required in
suburbs and to the Pro-
ard of Greater Quebec that
there is reason to do so,
non-confessional education.

PUBLIC INSTITUTIONS

at a private education act
ing on the Minister of
essary powers of super-
and regulation to make
ity of the education dis-
te establishment, whether
financial aid from the
bodies, but that this
higher education.

at regulations governing
al with the qualifications
staff, the quality of the
s for the admission and
e, diplomas, buildings and
ment of tuition fees and

at no private institution
ed and operate without
obtained a permit which
Education will grant or
mination, in accordance
ade, and which will be
on under the same con-

at the Department provide
private institutions, with
of making certain that
s are maintained, but
help their administrative
s to effect a constant
quality of the education
institutions.

at the criteria for making
or semi-public institutions
ic usefulness or public
of provincial or regional

at at the secondary and
re be set up a reasoned
o private or semi-public
ng from the needs of

at at the secondary and
accordance with their
e regional or provincial
public institutions may
g as much as one hundred
erating budgets, as deter-
ards and criteria used in

at at the secondary and
te institutions recognized
Education may enjoy

ese two recommendations
lead to confusion, were it
e Commission presumes
Institute, the organization
trusted to public corpor-
t, private or semi-public
nts must be associated
th public Institute cor-

partial grants. covering, from year to year,
a constant proportion of their operating
budgets, as determined by the standards and
criteria used in public education.

(72) We recommend that at the secondary and
Institute levels, semi-public institutions may
receive, for any enlargement of their physical
plant required by their participation in a
regional, inter-regional or provincial school
plan, capital grants in the same proportion
as their operating grants, it being under-
stood that they will undertake to reimburse
a portion of these if some day these buildings
are converted to another purpose.

(73) We recommend that at the pre-school and
elementary levels, grants will very rarely
be made to private institutions, and this
only in the case of schools for exceptional
children and pilot-schools serving as research
laboratories or training centres.

(74) We recommend that every semi-public in-
stitution be erected into an independent, non-
profit corporation, that it observe the same
rules of free tuition for its pupils and the
same scale of remuneration for its teaching
and non-teaching staffs as the public sector,
that its budget be submitted for approval to
the Minister of Education and its books of
account be open to the public.

SCHOOL COMMISSION FINANCES

(75) We recommend that the real estate tax be
retained to meet the financial needs of school
commissions, but that it take the form of a
general tax to be raised uniformly every-
where in order to pay for the basic educa-
tional services offered by the public school.

(76) We recommend that the evaluation of all
real estate taxable for school purposes be
made at one hundred per cent of its true
value as quickly as possible and that, in
conformity with the recommendations in this
connection of the Royal Commission of
Inquiry on Taxation, a provincial office for
evaluating landed property be established to
direct and supervise the evaluation of landed
property throughout the province and that
this office should first proceed to make all
assessment rolls uniform and then make sure
that the evaluation of all real estate is based
on common standards.

(77) We recommend that a special administration
of school taxation be set up for the landed
property of companies, under which

(a) the evaluation of all these properties
would be entrusted to the provincial
authorities,

(b) the tax rate to be applied to them, once
their evaluation has been set at one
hundred per cent of their true value,
would be the same for all school com-
missions and would be fixed by the
provincial authorities, and

(c) the amounts levied by the school com-
missions by means of this tax would
not be added to their own funds, but
would be assigned to the provincial
treasury.

(78) We recommend that as soon as the assess-
ment rolls have been made uniform, a general
school tax rate on landed property be fixed
by the provincial authorities, applicable by
all school commissions to all the taxable real
estate of individuals — at the values resulting
from these properties from making the rolls
uniform — and that this rate be used in
taxing company real estate, similarly re-
assessed, until the special tax rate for com-
pany real estate has been fixed.

(79) We recommend that, when evaluation at one
hundred per cent of true value of all real
estate belonging to individuals has been fully
effected throughout the province, a general
school tax rate on landed property, applicable
by all school commissions to all the taxable
real estate of individuals, be fixed by the
provincial authorities.

(80) We recommend that all school commissions,
with the approval of the competent author-
ities, be allowed to levy, apart from the
general school tax, an additional tax on the
landed property of individuals to cover the
supplementary costs of special services and,
if need be, an administrative deficit.

(81) We recommend that until the evaluation of
landed property taxable for school purposes

has been corrected by making assessment
rolls uniform. The Department of Education,
by means of indices of wealth elaborated by
its own services, seek to make uniform the
tax burden of the rate-payers of all the
school commissions.

(82) We recommend that a provincial plan of
school development, establishing standards
for all the operating expenses of school
commissions, except debt service, and includ-
ing all anticipated additional school facilities
at various places within its boundaries, be
prepared by the services of the Department
of Education and the regional school com-
missions, and that this provincial plan take
into account the regional plans prepared by
the councils of school development, once the
latter have been established.

(83) We recommend that the present system of
grants be abolished including statutory
grants, grants to balance budgets and building
grants, and that there be substituted for
these a single school development grant,
covering all operating expenditures.

(84) We recommend that the present provisions
of the Act, under which no school commission
is allowed to build new schools without
approval of their plans and specifications by
the Department of Education be maintained.

(85) We recommend that school commissions
obtain the amounts needed for the building
of new schools within their boundaries by
means of loans.

(86) We recommend that the debt service of all
school commissions continue to be guaranteed
by means of a special tax to be levied on
all the landed property within their bound-
aries and that, in order to make uniform the
tax burden, the proceeds of this tax be taken
into account by reducing, in a like amount,
the general tax to be levied on all the real
estate of the area.

(87) We recommend that, in determining grants,
the debt charges be considered a standard
expenditure, except insofar as they relate to
loans obtained as a concomitant of the school
development plan, and that they be met,
when necessary, from the school development
grant.

(88) We recommend that each regional school
commission prepare and at regular inter-
vals submit for the approval of the
Department of Education a plan for future
development of elementary and composite
secondary schools and that this plan be
coordinated with those of the other regional
school commissions constituting a given
council of school development, as soon as
one of the latter has been established.

(89) We recommend that the Department of
Education take steps to set up cost stand-
ards for the building of schools and boarding
institutions, in consultation with the regional
school commissions and the councils of school
development.

INSTITUTE AND UNIVERSITY FINANCES

(90) We recommend that the Department of
Education, in collaboration with all the
Institutes, prepare a development plan estab-
lishing standards for services and expendi-
tures for the purpose of allocating govern-
ment grants to the Institutes.

(91) We recommend that the development plan
of the Institutes be revised annually and
that its application to each Institute take
into account the specific needs and circum-
stances of each of the regions.

(92) We recommend that Institute corporations be
empowered to make with existing institutions
contracts or agreements bearing on the loca-
tion and utilization of buildings, the re-
muneration of teaching and non-teaching
staff and other operating expenses.

(93) We recommend that provincial standards for
the remuneration of the teaching and non-
teaching staffs of the Institutes and, if the
situation should arise, the provincial salary
scales of these staffs, be discussed jointly
by the Department of Education, represen-
tatives of the associations or unions to which
these staffs belong and representatives of
the Institute corporations.

(94) We recommend that the Department of
Education prepare, in concert with the In-
stitute corporations, an extensive construction

programme, including buildings for purposes
of instruction and student residences, so as
to be able to accommodate at the earliest
possible date all students at this level.

(95) We recommend that the Institute develop-
ment plan devote to adult education six per
cent of its operating expenses for the years
1966-1970, seven per cent for 1970-1975, and
eight per cent from then until 1982.

(96) We recommend that each Institute prepare
its annual budget, submit it for approval to
the Department of Education and receive
the grants needed for its operation.

(97) We recommend that the regional school
commissions or, as the case may be, the
council of school development which will be
represented within an Institute corporation
share in the financial support of the In-
stitute by assigning to it a certain percentage
of the landed property tax of the region,
fixed jointly by the Department of Education,
the Institutes and the regional commissions
or the council of school development.

(98) We recommend that the towns and munici-
palities, manufacturing and commercial com-
panies, social groups and individuals contri-
bute to the development of the Institutes in
their area.

(99) We recommend that the government adopt
an integrated and orderly policy for the
development of higher education throughout
the province, especially with regard to pro-
vision for the student population qualified
to enter the universities, to the creation of
new institutions of higher education and to
meeting the costs of education and of re-
search.

(100) We recommend that the Bureau for the
Development of Higher Education be respon-
sible for formulating and submitting to the
Minister of Education administrative and
financial standards which apply generally to
the various institutions of higher education
and to study the budgets submitted by the
universities in order to recommend to the
Department of Education the necessary
grants and the specific ways in which they
should be made.

(101) We recommend that the provincial standards
for the remuneration of the teaching and
non-teaching staffs of the universities be
jointly discussed by the Department of
Education, by representatives of the associa-
tions of which these staffs are members and
by representatives of the universities.

(102) We recommend that the Department of
Education make grants not only to meet the
operating budgets of the universities, but to
support research connected with education
and preparation for advanced degrees.

(103) We recommend that a Provincial Research
Council, supplied with an adequate budget,
make an inventory of research projects in
progress at the universities or elsewhere,
fix the terms and standards for grants which
will particularly encourage the development
of university research and study and coordi-
nate any research projects submitted to it in
various fields of knowledge in order to make
the best possible allocation of research grants.

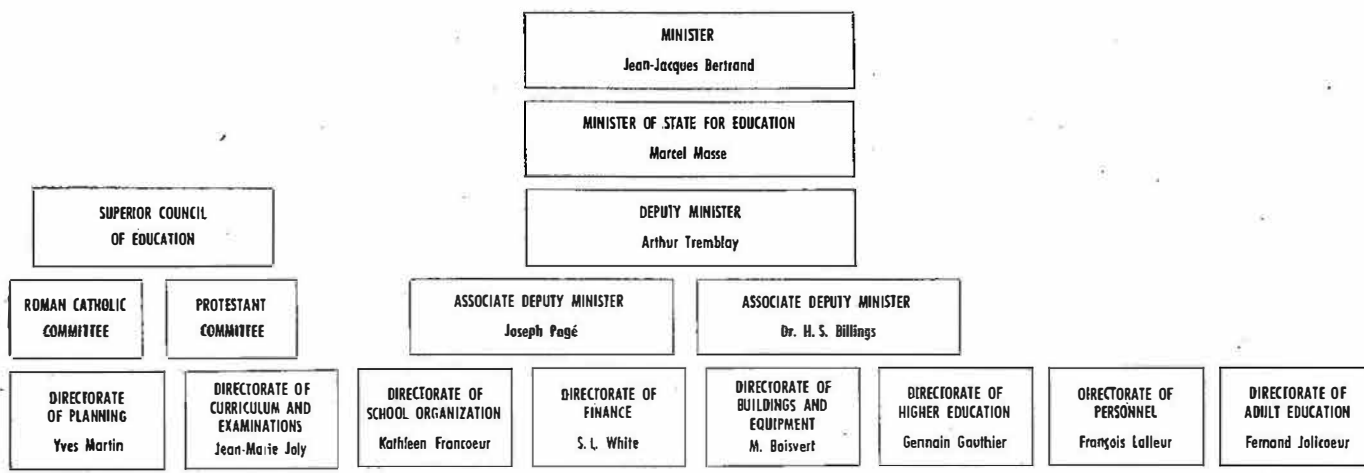
(104) We recommend that during the next five
years the universities devote to their libraries
twelve per cent of their operating budgets,
and thereafter at least seven and one-half
per cent of the same, and that in this con-
nection they avail themselves of the services
of university library acquisition specialists
and all other necessary personnel.

(105) We recommend that the universities allocate
to adult education six per cent of their
operating budgets from 1966 to 1970, seven
per cent for the five following years and
eight per cent thereafter.

(106) We recommend that the Department of
Education and the Bureau for the Develop-
ment of Higher Education, as the case may
be, constitute special committees to study
such important aspects in the policy of
higher education as the coordination of
university structures, university teacher
training, library and research development,
means of financing the universities and the
centres of university studies.

(107) We recommend that Quebec universities
appeal more urgently to the generosity of
their alumni and to the enlightened public

ORGANIZATION CHART — QUEBEC DEPARTMENT OF EDUCATION



spirit of the industrial, business and financial communities in order to obtain major endowments or contributions, especially in the field of research.

FREE EDUCATION AND STUDENT ASSISTANCE

- (108) We recommend that a clear-cut distinction be made between free education — the absence of any tuition charges — and the assistance pupils or students may require to meet the other expenses occasioned by their attending school.
- (109) We recommend that free education be extended to all students at the level of pre-university and vocational education supplied by the Institutes.
- (110) We recommend that adult education in preparation for an official diploma, when dispensed by the state or some other public body, be free up to and including the pre-university and vocational level.
- (111) We recommend that the Department of Family and Social Welfare assume, at the elementary and secondary levels, the cost of boarding children from needy families and, when necessary, certain other costs, such as those for clothing and transportation.
- (112) We recommend that school commissions be held responsible for the free elementary and secondary education and the necessary services for retarded or handicapped children, either by arranging for this education and these services themselves, or by entering into agreements with other suitable agencies.
- (113) We recommend that the Department of Family and Social Welfare have a special service which, in cooperation with the social services of the schools, will concern itself with assisting low-income families in keeping in secondary school their children who are older than the school attendance age required by law.
- (114) We recommend that at the Institute level, a system of student loans be inaugurated by the Department of Education to assist all those whose families cannot meet the many expenses involved in continuing their children's studies.
- (115) We recommend that, at the university level, however desirable free tuition may be in years to come, tuition fees continue to be charged.
- (116) We recommend that the largest loan made to students at the Institute level be between \$300 and \$600, and that to this loan there be added an outright bursary of a maximum amount to be determined in accordance with the amount of the loan, so as to assist students who are especially in need of help.
- (117) We recommend that for those preparing for the first university degrees, the present arrangement of bursaries and loans be replaced by a loan system totaling from \$600 to \$1,000 annually, supplemented by bursaries which may amount to as much as \$1,000, so as to assist students who are especially in need of help.

- (118) We recommend that loans made to students be interest free until the end of the second year after they have completed their studies and be repayable thereafter over a period of about ten years, during which they will bear interest at a rate not exceeding three per cent.
- (119) We recommend that in the case of young women who marry before they have completed repayment of their loans, the latter cannot be transferred to the husband, that no further payments be required until after the birth of the first child unless the wife should continue working, and that the loan be cancelled, at the birth of a second or third child; finally that a committee of specialists analyze the effects of the loan system on the attitudes of young women toward more advanced studies.
- (120) We recommend the amalgamation into a single system of the award of ordinary bursary loans and scholarships for university teacher training, while allowing for the possibility of priorities within this system.
- (121) We recommend that the number of graduate scholarships and the scholarships in research aimed at the bachelor's and master's degrees (as defined in the second volume of this Report) and the doctorate be considerably increased.
- (122) We recommend that present graduate and research scholarships be complemented by the employers of the candidates or by a system of loans from the Department of Education.
- (123) We recommend that the universities be the recipients of a special budget, approved by the government and the Provincial Research Council, allowing them themselves to offer scholarships to the best students working for the doctor's degree.
- (124) We recommend that, to meet the supplementary expenses anticipated in student assistance, the Department of Education investigate ways and means to make sure of the participation of credit unions, banks and other lending institutions.
- (125) We recommend that the provincial government make certain of securing from the federal funds available for student assistance the whole amount earmarked for Quebec students and work out, if appropriate, a formula for joint loans.
- (126) We recommend that companies be urged to give or to endow scholarships for students, especially for those continuing their studies beyond the first university degree.
- (127) We recommend that the post-secondary institutions and the universities inaugurate a provincial enrolment of students towards the month of March, in order to allow those who request loans or bursaries from the Department of Education to know the result of their requests before the beginning of the academic year.
- (128) We recommend that the guidance services of educational institutions, with the help of labour unions and farm organizations, constantly keep parents and students informed of the opportunities for loans and scholarships at their disposal.

THE TEACHER'S CALLING; HIS RIGHTS AND DUTIES

- (129) We recommend that elementary and secondary teachers unite in a single professional association in order to promote the coordination of these two stages in education.
- (130) We recommend that various teachers' associations jointly elaborate a code of professional ethics, that the government give its sanction to this code and give the teachers' associations the powers needed to enforce it.
- (131) We recommend that the teachers be officially represented on school councils, on the education councils of regional school commissions and on the administrative councils of the Institutes and the universities.
- (132) We recommend that in the near future the negotiation of salaries for teachers in the public and semi-public schools be conducted at the provincial level within a joint committee made up of representatives of the Minister of Education representatives of the teachers and representatives of the regional school commissions and of the councils of school development.
- (133) We recommend that as soon as possible the salaries of men and women teachers be made equal and that study be given to the question of equal remuneration to lay and clerical teachers.
- (134) We recommend that the Education Act be amended so that any teacher, without regard to the number of his years of service, may, if he sees fit, be able to submit to an arbitration tribunal the reasons given for his dismissal by the school administration that employs him.
- (135) We recommend that the teachers' associations share in formulating teacher training programmes and in the certification of teachers.
- (136) We recommend that the minimum pension for retired educators be \$2,000.
- (137) We recommend that school commissions be enabled to devote one per cent of their total faculty salaries to graduate study by teachers in their employ.

THE STUDENT IN HIS OWN ENVIRONMENT AND IN SOCIETY

- (138) We recommend that teachers and students, as members of the community of scholars, devote themselves to the continuous growth of dedication to the spirit of research, of regard for competence and of concern for intellectual honesty.
- (139) We recommend that representative student organizations, or student unions whose officers are democratically chosen, be invited to send official representatives to joint committees in the universities and the Institutes, at regional and provincial levels.
- (140) We recommend that joint educational committees be set up within the departments of the Institutes and the university faculties to make possible free discussion of problems connected with instruction or research, in a spirit of common intellectual effort.
- (141) We recommend that in all secondary schools, encouragement be given to the establishment of student councils.

Federation Committees Ready For Epochal Year In Education

Successful and constructive work by the Quebec Federation in support of Home & School Associations throughout the province depends — like the local Associations themselves — on the never-ending, conscientious work of voluntary committee members.

A list of Federation committees follows, together with an outline of their functions, as a convenience to the executives of local Associations. All these committees exist for the purpose of providing help to local groups, and liaison between them and the Federation and outside parties.

Annual Meeting 1967

General Arrangements: Mrs. A. McDonald, 660 - 45th Avenue, Lachine, 634-9477. **Programme:** Mrs. J. Dougherty, 170 Chester Ave., Montreal 16, 738-7161. This Committee makes all the programme and house arrangements for the Annual Meeting (to be held May 12-13, 1967). Pre-meeting registration of delegates and sale of tickets for meals is dealt with through Federation Office. This Committee welcomes suggestions from locals on matters they would like included in the programme, apart from the formal business.

Publications, Public Relations

Items from local associations for inclusion in the NEWS may be sent direct to Mr. C.R. Ellis, Editor, 1500 St. Catherine St. West, Room 101, Montreal 25. Federation publications are available from Federation Office, price list available on request, and all orders are payable in advance.

Resolutions & Constitution

Mr. Howard Stutt, c/o Federation Office. This Committee requests and receives all resolutions (statements of policy) to be presented at the Annual Meeting for study and recommends to the Board of Directors the method of their presentation at the Annual Meeting.

Programme

Mrs. Mildred Clark, Box 264, Farnham, (514) 293-4966. This Committee provides programme ideas for local associations and possible methods of presentation. The Chairman is in close touch with the chairmen of the Family Life, Safety, Audio Visual, Membership and Study Group Committees, to whom she may refer specific requests for information as these chairmen have detailed information in their special areas of work.

Safety

Driver Education

Mrs. Ruth Cohen, 1405 Webb, Chomedey, MU. 1-2761. This Committee provides information to High School Associations on how to set up and run driver education courses.

Bicycle Safety and Eimer Program

Mrs. H. Schwarty, 5160 Doherty, Montreal, 489-1846. This Committee provides information and the materials for running bicycle safety programmes and the Eimer programme in elementary schools.

Family Life

Mrs. M. Rabinovitch, 1575 Markham, Montreal 16, R.E. 7-4378. This Committee concerns itself with the pre-school child through to entry into adulthood. It deals with the stresses at all ages, the behaviour problems, and the effect of the home and the school environment on different types of children. The committee has numerous programme ideas to deal with some of the situations which parents face as their children grow up.

School Education

Mr. F. Treacartin, 6090 - 29th Ave., Laval West, 473-2784. The work of this committee is to some extent temporarily pre-empted by the work of the Study Group Committee which is dealing with the Parent Report. However advice is available on planning programmes on the Ungraded School, and other matters dealt with in Regulation 1.

Libraries & Centennial Projects

Mr. W. Asherman, 3090 Linton Ave., Montreal, HU. 9-5722. Since Federation's chief Centennial Project is to "Place a Book in the Hands of Your Child", the emphasis of this Committee is on assisting local associations and parents to carry out this project. Promotional posters and leaflets are available free from Federation Office. Information on running Book Fairs to supplement school libraries can be obtained from the Committee Chairman. A second Centennial Project of Federation is known as "Tillicum" and concerns itself with the education of Indians and Eskimos. There is a very informative kit, price \$1.50, available from the Chairman.

Membership

Mrs. R. Skelton, 501 Victoria Ave., Westmount, 932-4478. The work of this Committee is to assist all local associations to put on effective membership drives and to increase their membership. Kit have been sent to all local associations and the Chairman will be pleased to answer questions, to advise generally, and if need be speak to locals in the Montreal area. Since membership depends to a great extent on good

programming, and vice-versa, these two committees work closely together.

Leadership Training

Mr. W. Stevenson, 31 Killarney, Pointe Claire, 695-2092. There are many people who would be willing to work on a local association executive, but feel they "don't know what they have to do". This Committee will help conduct training seminars. It is advisable that two or three associations in an area band together for this purpose, under the guidance of their area director, and with the leadership of the Committee Chairman to exchange ideas and work toward becoming a more effective group.

Joint High School

Mrs. W. Dawe, 697 Allard Ave., Verdun, 768-1826. This committee collates the University Entrance Requirements information and the Technical and Vocational Training information published in the NEWS each January. It also undertakes study of special problems which affect high schools.

Education Week

Mrs. G. Wilkinson, 55 Broadview, Pointe Claire, 697-0598. This Committee exists to promote Education Week (March 6-10) throughout the Province. Many schools hold special events during Education Week and Federation joins with the professional educational groups to promote its observance.

Study Groups

Mrs. Mary Buch, 73 Oxford, Baie d'Urfe, 453-2017. As various Government reports, such as the Parent Report and the Bélanger Report, have become available, it is necessary to study these very carefully for the effect they may have on the education of the children in this Province. Federation has been asked and has submitted briefs on a variety of subjects. As previously stated in this Issue it is about to present a Brief on Volumes 4 and 5 of the Parent Report. It is this Committee's responsibility to bring to the attention of local associa-

tions matters which require carefully study and the submission of their views to Federation, so that when the Minister of Education invites briefs, or Federation feels that it must make a representation on any given subject, the opinions expressed will represent the views of the local associations.

Co-ordination of French Classes

Mr. F. Haden, 29 Brunet, Pointe Claire. Many local associations have started, or wish to start, extra-curricular French classes for students and parents. The Chairman of this Committee has collected information on the most advantageous ways to go about this, and it is available to locals on request.

Sex Education

Mrs. M. Kucharsky, 160 - 59th Avenue, Laval des Rapides, MU. 1-8117. This committee was formerly part of the Family Life Committee but has been separated for a limited time to carry out a special study to make recommendations to the Minister of Education on how a human relations course might be included in the school curriculum. Many factors are involved such as who should teach the course, what should it contain and what should be the qualifications of the teachers. The Com-

mittee Chairman can provide programming suggestions for local associations.

Audio-Visual

Chairmanship is vacant and nominations would be welcomed by Mrs. C. Hewitson, 140 Glenbrook, Pointe Claire, 695-5759, who is vice-president in charge. The committee provides information on films suitable for programming and encourages recognition of the value of TV and radio and the use of audio-visual aids in education.

Libraries

This Committee is non-operative, pro-tem.

Insurance

Mr. Jack Chivers, 20 Russell, Montreal 16, 878-4573. The Insurance Committee annually investigates the available Student Accident policies and Public Liability policies and makes recommendations useful to local associations.

Can Your Child Play Chess?

If not, and you wish him or her to learn, groups are being formed to teach beginners (7 years and up). After school course covers 10 weekly one hour sessions. For details contact: D.M. LeDain, Montreal, 271-7484.

STUDENT ACCIDENT INSURANCE

The enrollment in the Voluntary Accident group plan sponsored by Quebec Federation of Protestant Home & School Associations is now being conducted. Parents have the choice of three options —

1. Full 24 hour coverage including summer vacations,
2. Full 24 hour coverage excluding summer vacations,
3. School activities coverage only which includes travel to or from school.

The Student Accident Plan is one of the broadest comprehensive coverage available at such low cost due to the group purchasing power and the mass enrollment being done through the schools. Complete details about the plan are outlined in the enrollment application-brochure form handed out to students at the school or given the Parents at Home & School meetings. Enroll your children right now for immediate protection.

For additional information about the plan, contact your Home & School Insurance Convener or phone:

STUDENT INSURANCE DIVISION

CONTINENTAL CASUALTY COMPANY

5 PLACE VILLE MARIE

866-3851

BIRKS BLUE BOX

For four generations, the gift in the Birks Blue Box has been synonymous with beauty, quality and value... a pleasure to receive. a joy to own.

- Birks Diamonds
- Birks Watches
- English Bone China
- English Leather
- Birks Sterling
- Regency Plate

BIRKS JEWELLERS

ANNUAL QUAPSA WORKSHOP

By CONTI HEWITSON

It was my privilege to attend this year's Annual Workshop of the Quebec Association of Protestant School Administrators, held at the beautiful new University of Sherbrooke on August 8 to 12, as an observer.

The general program of the workshop was as follows: during four of the five mornings there were Group Leadership seminars based on "Change — A Problem in Human Relations", a subject most suitable to the present educational situation. These were fascinating sessions conducted by Mr. W. V. Trotti and Mr. L. Chellen, long-time specialists in the field of group dynamics from Ontario. There were talks, films and many exercises involving full participation — never a dull moment and the course was excellent.

One morning session was devoted to Vocational Education, led by Dr. Donald Billings of the New York Department of Education.

Each afternoon, from 1-3 p.m., there were talks on new trends in education, followed by group discussion. The resource leaders for these sessions were Dr. Elizabeth Howard of the University of Rochester and Mr. John Riley of Ossining (N. Y.) Public Schools, both with much experience in Continuous Progress systems of education in elementary schools; and Dr. Myer Horowitz of McGill and Mr. Lucien Perras of the Lakeshore Regional School Board, who were moderators of panels.

From 3 to 4.30 each day there were a series of seminars on administration. It was during one of these sessions, while the role of Home & School was being discussed, that an opportunity was presented for me to clarify to a certain degree the methods, goals and achievements of Home and School Associations.

The main theme throughout the Workshop was the application of Quebec Regulation 1.

Dr. Howard Billings, Associate Deputy Minister of Education, visited and spoke briefly, as did Miss McLeish, president of the Provincial Association of Protestant Teachers, just back from a visit to the Soviet Union. "It makes me feel thankful to know I live in the West!", said Miss McLeish.

Here are a few of the main points arising out of these meetings from which Home & School can derive lessons.

1. Elementary Schools. The methods of instituting a system of continuous progress in elementary schools are many and varied, and as the Department of Education has left each school to work out the system most suitable for itself, and at its own rate of speed, there was considerable speculation and discussion and sometimes even bewilderment on the part of elementary school principals as to how they might bring it about in their own schools. This is a fruitful field for inquiry by each local Home & School Association.

2. High Schools. Once all high schools are on Subject Promotion, one of their next major problems as Regulation 1 comes into full effect in each elementary school will be the provision of "Preparatory Subjects" for that special group of children who will, under the provisions of the regulation, be passed on from elementary school after the maximum period of seven years but who have not actually completed the whole six-year elementary course. There was much discussion as to what form these "Preparatory Subjects" might take.

3. In the course of listening to and talking with principals at the Workshop, one big lesson stood out in my mind. It is that many Home & School Associations are not bringing the Principal and staff into their programs sufficiently.

To give an example, your H & S executive may invite some distinguished speaker to talk on some special field, and the principal and staff are expected to sit and listen and learn along with the parents. This is fine, but it would be useful support for your own school staff to invite the principal, or the relevant specialist teacher in your school, to give a short supplementary address tying-in the subject with how it might be applied in your own school. There are still some Associations that do not even invite the Principal to sit on their Program Committee.

Guest speaker at the closing banquet of the Workshop was Dr. J. M. Joly, Director General of

Seek To Assess Graduate Interest In Part-Time Teacher Training

The growing shortage of trained teachers qualified for regular employment in the public school systems has led in many quarters to the inevitable suggestion — "Why not draw on the supply of university graduates of past years by offering training courses for teachers on a part-time basis close to their homes — i.e., in Montreal?"

The Graduates' Society of McGill has taken this matter in hand, through the Continuing Education Committee of the Alumnae Society of McGill University, as it was felt that most of the prospects for this type of post-university education would be found among women now formally listed as housewives.

Following a meeting of representatives of 20 organizations interested in educational

matters last June, it was decided to gauge the potential supply of educators from this presently untapped field, by giving the widest possible circulation to the questionnaire form here. If the response justifies further action to provide teacher training on a part-time basis, the Continuing Education Committee will take firm steps to seek the establishment of facilities.

If you have a B.A. or higher degree — would be interested in teacher training in Montreal on a part-time basis — and would expect to put this training to use in the years ahead — complete and mail this questionnaire to:

Mrs. A. H. McFARLANE
Continuing Education Committee
3618 University St., Montreal 2

If a part-time teacher training course leading to a first class teacher's diploma were made available in central Montreal would you be interested in applying for admittance:

(a) In 1967 (b) In 1968

Would you prefer:

(a) Part-time day (b) Part-time evening Either

Are you interested in teaching in:

(a) High school (b) Elementary school (c) Specialized field (specify)

NAME (Mr./Mrs./Miss)

ADDRESS

Education

University	Degree (s)	Year obtained	COURSE	
			General	Honours (specify)

Other Education

Curriculum and Examinations for the Department of Education, Dr. Joly, a specialist in the field of measuring a pupil's achievement, said that machines are being used more and more in marking examinations as they are far more accurate than human markers. More objective-type questions are being used, therefore, and educators are studying the specialized art of writing such examinations.

Computers are producing much useful information now being sent to schools. They are tabulating examination results in many different ways — not only are marks and percentiles being given by subject and pupil, but also to show how each school performs in relation to others in the province in different fields. This gives schools a useful tool for self-assessment and making needed improvements. The whole area of minimum passing marks also is being studied.

The entire Workshop was a most rewarding experience and I cannot emphasize enough the value of Home & School contacts with our school administrators.

T. G. ANGLIN
CONSULTING ENGINEER
T. G. ANGLIN ENGINEERING CO. LTD.
MECHANICAL AND ELECTRICAL
4823 Sherbrooke St. West
Montreal 6, Que.
WE. 5-7431

de BELLE & WHITE
ARCHITECTS
HU. 1-0411
5925 Monkland Ave. — Montreal

CAMP MACAZA
LABELLE COUNTY
Small Private Camp for Boys and Girls 6 to 12 Years
• 19th YEAR •
Boating, swimming, handicrafts, boxing, dramatics and trips, all under the supervision of carefully chosen staff and directed by Miss Ruby Smith, B.A., M.S.P.E.
Booklet On Request
501 CLAREMONT AVENUE WESTMOUNT



You'll Enjoy Shopping at

Simpson's
DOWNTOWN • FAIRVIEW-POINTE CLAIRE

Shopping at Simpson's is a family tradition . . . and at both stores you'll find wide selections of fine merchandise for your home and family needs for this Fall . . . all backed by Simpson's guarantee: Satisfaction or Money Refunded.

OPEN THURSDAY AND FRIDAY NIGHT

Downtown Until 9
Fairview-Pointe Claire Until 10

To Keep Fully Informed Read:
The Montreal Star
"If it's News — it's in The Star"

BANK OF MONTREAL
HIGH-YIELD, SIX-YEAR
SAVINGS
CERTIFICATES
BUY A \$10 CERTIFICATE FOR \$7.50
AVAILABLE AT ANY BANK OF MONTREAL BRANCH