

Seek doubled membership in

HOME & SCHOOL WEEK

• **OCTOBER 5-11**



EXECUTIVE MEMBERS of Quebec Federation are pictured at a real "shirt-sleeve session" during a hot August evening. Seated, left to right, Vice-president Mrs. Collie Haden, Recording Secretary Mrs. Denise Arrey, President Mrs. Doreen Richter, Past President Mrs. Dorothy Frankel, Executive Secretary Mrs. Pamela Reddall. Standing, Vice-president Daniel Morris, Treasurer Howard Gilmour and Vice-president Philip Errington.

Parents need representation available only through Home & School

Rapid changes in Quebec education are placing increasing emphasis on the need for parental participation. The most obvious currently is the question of parental rights to choose the language of education for their children, but there are many others.

As a result, Quebec Federation has set a goal of 100% membership increase in Home & School this year. The week of October 5-11 has been set aside as "Home & School Week" to tee-up membership drives of school H & S associations, which will start with the first meeting of the new school year.

October has been named "Home & School Month" throughout Canada by the Canadian Federation.

While the St. Leonard crisis has focussed public attention on one political aspect of education the academic side involves parents too. Answers to the questions about French instruction on the back page of this issue will give the only province-wide evaluation of parent views in the English-Protestant sector on the subject, and undoubtedly will carry influence. Parents are closely involved in operations of elementary schools under Regulation 1; and will soon be the major element in the School Committees that will take over many of the duties now handled by local school boards.

And quite apart from the interests of parents in education of their children, every taxpayer has a very close involvement in the soaring cost of education.

The one and only organized voice of the public in Protestant education is Home & School — the local school association at the school level, district councils to deal with regional boards in the larger sphere, and the Quebec Federation of Home & School Associations as a province-wide bond and as the only recognized voice of Protestant parents in dealing with the Department of Education.

This voice is only as loud as the membership figures. While many local associations have close to 100% membership of school parents, most have much smaller proportions. The emphasis now is on boosting membership in the latter, and forming new associations where none exists, to develop a membership figure that will demonstrate clearly the interest of Protestant parents in the education of their children.

Quebec Federation's membership chairman, Conti Hewitson, has urged membership chairmen of local associations to a maximum effort. All have receive information kits to help in their efforts. Says Mrs. Hewitson:

Our approach is one of a team effort — let us try our hardest through publicity, personal contact, and the promise of a really interesting program for the coming year, to recruit as many parents as we can to join Home & School.

It is more vital than ever these days to belong — to have a voice in the education of our children. In the current trend toward democratic participation we already have student power let us also have parent power — intelligent, interested and well informed.

Our main subjects of concern for this year are the quality of French language instruction, re-organization of the school system in Quebec and new approaches to education. In addition, there are many areas of fruitful work on connection with high school problems — adjustment to large Comprehensive High Schools, drugs, smoking, relevance of courses to student needs.

There is so much to be done — let us get everybody involved in helping to do it!

From the President

Let's stand up and be counted

Members of Quebec Federation last year made their wishes regarding teachers' negotiations known to the government and the teachers and boards. Along with other parent groups in the province you were instrumental in promoting the interest of the legislative body that spurred on the final settlement of this long-standing problem.

This year we will present the views of our members on the language problems of this province to the Gendron Commission. We also propose to take a strong stand in defense of language and religious rights of parents when the Minister of Education presents his legislation on the new administrative structure for the Island of Montreal. This legislation is to be taken as a model for future provincial decisions, and it is essential that it contain the necessary safeguards for the continuation of English-language education, available to all who so desire it for their children.

The right of a Canadian parent to choose whether his child shall be educated in French or English has never been legally established in Canada. Quebec and New Brunswick have been the only two provinces to accept this as a unwritten right to any large degree. Indeed, many other provinces have denied this right to French-speaking citizens in their laws. Such attitudes are reflected now in St. Leonard.

These inequities of the past must be undone and the freedom to choose the language of instruction and the religious or non-religious content of our children's education must be the prerogative of the parents, within reasonable limits of economic feasibility.

As a member of Quebec Federation you indicate your support for these basic rights. As of this moment we speak for only 17,000 families within the Protestant School System. By the end of October we would like to speak for every family that supports these principles. We can be a strong voice for freedom in Quebec, and in Canada as a whole if you so desire.

Some Associations have already achieved 90 to 100 membership — how about yours? The time is now to stand up and be counted.

Doreen Richter
President

YOUR OPINION IS NEEDED

Voice your views about
French instruction in
English-language schools

SEE QUESTIONNAIRE PAGE 8

October is Home & School Month throughout Canada

QUEBEC HOME & SCHOOL NEWS

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The power of negative thinking

The incredible mis-management of Quebec educational affairs disclosed in St. Leonard has led to a feeling of revulsion that is shared by fair-minded people of all origins, extending now far beyond the provincial boundaries.

On the French-speaking side this revulsion has two bases, philosophical and pragmatic. For one thing, the Education Department's policy of prolonging the problem, objecting to all solutions that would provide free public education to taxpayers who want English-language instruction for their children, has turned the original small problem into a test-case that now is of national concern. The result is not only unjust in St. Leonard, it is bad business for French culture in Canada.

If a 40% minority of Catholics in St. Leonard cannot get English-language instruction in schools, what will happen to the expansion of French schooling for 10% minorities in all the rest of Canada?

From a purely practical view, leading French-Canadian industrialists now are joining the outcry against government policies that must drive large segments of Quebec industry to other provinces or countries. It is no secret that without fanfare, many large corporations have shifted sensitive divisions, or those with large skilled manpower requirements, elsewhere.

It has come to the point where every national or international corporation headquartered in Montreal, which perforce must use English as the language of business, must have "shadow" plans for re-establishment in a politically acceptable climate. From the economic point of view, the political policies that have created the St. Leonard test case are thoroughly bad news to Quebecers, whatever their language.

The so-called English (i.e. non-French-unilingualistic) reaction to the St. Leonard situation is essentially simple. The Catholic board there decided to teach only in French (which is just as much its right as for the Lakeshore board to teach only in English) thereby doing away with existing English instruction. The affected parents properly could look to the Department of Education, in the last resort, for public education in other schools -- and this has been denied. It was denied in September, 1968 and still is denied in mid-September, 1969.

Lacking the free public education they pay taxes for, the affected St. Leonard parents face a bill estimated at \$100,000 this year to send their children to Montreal Protestant schools, a bill they can not pay in full. To help them, a nation-wide campaign is seeking funds from people of good will -- among whom Home & Schoolers should be in the van.

Quebec Home & School has gone on record many times, including the last two annual meetings, as firmly favouring the right of parents to have their children educated in either official language where economically feasible, as it certainly is in St. Leonard. This is a positive attitude, seeking an expansion of educational opportunity for children in Quebec, and good language instruction so all will have a working knowledge of both languages.

It opposes the Big Negative -- the view that educational opportunities shall be reduced to the end that Quebec children will be fluent only in French and find their opportunities limited to jobs in the unilingual ghetto. That is the view of those who originated and now perpetuate the festering St. Leonard confrontation, and it is negative thinking at its worst.

Act positively. Mail your cheque now -- \$1 is the suggested minimum -- to QUEBEC FEDERATION OF HOME & SCHOOL ASSNS. -- ST. LEONARD FUND at 4795 St. Catherine St. W., Montreal 215, P.Q.

Montreal Protestant schools offer haven for English Catholic youngsters

Quebec Federation President Doreen Richter undoubtedly hoped she was starting something early in September when she advanced the view the Protestant school system might leap constructively into the breach of Catholic educational facilities affecting St. Leonard parents, but she probably had no idea how fast the idea would develop.

There had been no opportunity for the Executive or Board to reach a formal opinion on the subject, so Mrs. Richter made her proposal in the form of the Letter to the Editor published in The Gazette, and supported by the leading editorial in that paper. She learned the next day that the PSBGM would meet to consider what it might do in the situation in answer to an inquiry from the St. Leonard Parents' Association.

Mrs. Richter's letter said:

It is possible that the Minister of Education M. Jean-Guy Cardinal, has not made public all the possible alternatives which he investigated in seeking a solution to the St. Leonard dilemma. We wonder whether the alternative of placing English Catholic education under the jurisdiction of the Protestant Board was fully probed.

With the Montreal Catholic School Commission taking the lead by offering non-Catholic education to French-speaking non-Catholic children, is it not possible that the reverse situation could be set up, pending the new legislation on school administration?

Surely the Protestant School Board of Greater Montreal who have maintained non-Protestant education for non-Catholic, non-Protestant children, can see its way clear to offer an English education to Catholic children that will not deny these students their religious rights.

The silence of the Protestant community on this issue has worried me. Is it not time to join hands with all those who wish English-speaking education, and to provide this education while still maintaining the religious choice? Surely the time has come for liberal people to be able to work together to build a truly free education for our children in the language of instruction and religious belief.

What's New?

Contributions to H&S News from associations or individuals are always welcomed.

These may be reports from study committees, news of other activities of general interest, editorial comment or letters to the editor.

Send them to the editor, C.R. Ellis, at 4795 St. Catherine St. W., Montreal 215, labelled News so they won't get confused with general Federation correspondence. For the next issue, please note:

NOVEMBER DEADLINE
NOV. 10

Too often the Protestant sector of our society has proposed the removal of religious education from the schools under the guise of liberalism. We must recognize the fact that to many Catholics, an education that is not a Catholic education is unacceptable. If we are to work together there must be open discussion and room for all under the English-language roof.

It is time for the "Protestant" sector to open its doors to all English speaking citizens of Quebec.

Within a few days the Montreal Protestant board had offered facilities at two schools near St. Leonard. After a delay in hopes of similar action by a Catholic board, the parents accepted the PSBGM offer and hoped that a public appeal for funds would help pay the mandatory \$25-per-month charge per student.

The PSBGM offer met a hostile reaction from Department of Education factions opposed to any solution offering English-language education, but no official condemnation. At press time, the Le Royer Regional Catholic School Board (which provides secondary school education in the St. Leonard area) was renewing its suggestion of last spring, that it be allowed to provide for the non-French elementary school children.

Inasmuch as the Le Royer proposal is based on agreement by the St. Leonard Board, already,

TEXT OF TELEGRAM
sent on Sept. 10 to Quebec Premier Bertrand and Education Minister Cardinal by President Doreen Richter on behalf of Quebec Home & School.

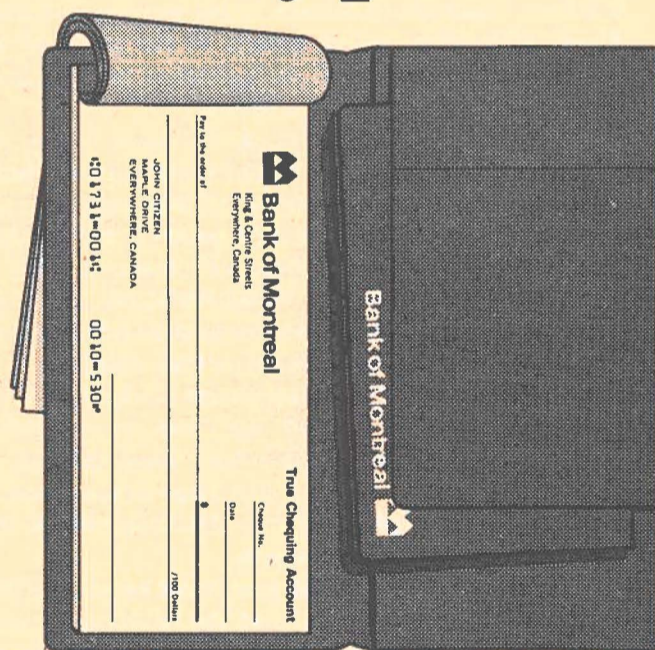
The Quebec Federation of Home & School Associations commends the Protestant School Board of Greater Montreal for its offer to accommodate those children of St. Leonard whose parents wish English-language education for their children.

We feel that it is unfair that they should be penalized still by the payment of a supplementary fee for this schooling, which is the requirement under the present laws. We would appreciate a generous gesture by the Provincial Government such as payment of these fees until such time as the new legislation for the Island of Montreal school structure is passed.

As an arrangement has already been made between French-speaking non-Catholics and the Montreal Catholic School Commission perhaps a similar plan could be agreed upon with the Protestant School Board of Greater Montreal.

it would be difficult for Quebec to give approval. But in the St. Leonard fiasco, much stranger things have happened.

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WHAT IS HOME & SCHOOL ALL ABOUT?

We hear much about monumental efforts of Quebec Federation such as the Brief to the Gendron Commission (next page), fast action when needed on things like teacher negotiations, the tragedy of St. Leonard education and the fight for parental rights in education everywhere. Here are some of the other, more routine recent activities of Quebec Federation.

Quebec Federation has presented the Minister of Education and/or the various sections of the Department of Education with its views on a number of topics based on the opinions of its members regarding:

- A preliminary report on "Religion in Education" — a more detailed report to be presented at a later date
- a report to the "Pagé commission," on reorganising education on the Island of Montreal, resulting from the recommendations made in the Parent Report
- continually re-stated its policy that parents should have the right to choose in which language their children shall be educated.

Quebec Federation has watched the Teachers' Contract Negotiations very closely, and the basic problems that lay behind the delay in reaching a settlement.

Quebec Federation is undertaking an intensive study of the effect of drugs and alcohol and solvent

inhalation on young people, and the social reasons which have created the problem.

Quebec Federation is endeavouring through its representatives on the Regional Missions and the Parents Service of the Department of Education to assist parents in understanding the effect the implementation of Regulation I (the ungraded school and progressive education) will have on each child's education.

Quebec Federation representatives have served on the Provincial and Metropolitan Montreal Planning Committees for CEGEPS. Federation will make every effort to see that the first, Dawson College, meets the needs of the students it will serve. Federation will also continue to press for English CEGEPS throughout the Province.

Quebec Federation has supported after study:
— The Provincial Association of Protestant

Teachers regarding the certification of teachers, regardless of religious affiliation.

- The School Administrators' and Teachers' concern about pupil-teacher ratios.
 - The Teachers' representation for improved teacher training.
 - The needs for more educational information in English on radio and T.V. comparable to that which is already offered on the French networks.
 - Closer examination of building norms so that our schools meet the physical needs of the progressive education coming into force.
- Quebec Federation is looking into the structure of financing education in the Province, in view of the spiralling costs
- is continuing its close collaboration with other (Catholic) parent groups.
 - is continuing its close collaboration with School Boards, Administrators and Teachers through the Quebec Educators' Council.

What is the basic purpose of Home & School?

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

1. To seek the best education for each child according to his or her physical, mental and social needs.

2. To promote and secure legislation for the betterment of education by becoming part of a large and effective group that can influence public opinion and government.

3. To help parents and teachers in the common enterprise of education in preparing children for tomorrow's world.

4. To inform parents of the changing school methods and why they are necessary.

5. To allow parents to get together to study important current educational problems and to pre-

sent their views to the Quebec Federation of Home and School Associations as a basis for policy formation.

WHAT IS QUEBEC FEDERATION?

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

So how does it work out in practice?

Here are a few reasons, you, the parent, should join your school's H&S association.

1. ASSOCIATION —

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

2. REPRESENTATION —

You will have a voice in representation to government and educational bodies.

3. PARTICIPATION —

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

4. INFORMATION —

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

The following quotation is from an address of C.W. Dickson, Associate Deputy Minister of Education:

"Our survival as a society depends on our ability to make this longer period of preparation for life meaningful. This is the challenge facing the HOME & SCHOOL as the two basic agencies of society responsible for the care of the young".

YOUR SHARE IN NATIONAL EDUCATION THROUGH CANADIAN HOME & SCHOOL & PARENT-TEACHER FEDERATION

By your membership you aid in planning educational facilities at the National level.

As a result of Quebec Federation's work with National Committees:

1. Parents of young people 17-18 who continue to attend school receive \$10 monthly extension of the Family Allowance.
2. The Ministers of Education in Canada are working towards standardization of the basic subjects to enable children of mobile families to transfer easily between school systems.

JOIN YOUR LOCAL HOME & SCHOOL ASSOCIATION NOW

Home & School Brief to Gendron Commission

Major suggestions: Freedom of choice in basic language of school instruction - Ensured "working knowledge" of other official language - Personal contacts with children of other language group - And schools organized to accomplish the desired objectives.

The Gendron Commission, formally named "The Commission of Inquiry on the Position of the French Language and on Language Rights in Quebec" starts public hearings in Montreal, Sept. 29-Oct. 3, in sessions from 10 a.m. to 4.30 p.m. at 1700 St. Denis Street.

A brief submitted by Home & School has been in the making for several months headed by an ad-hoc committee established by Quebec Federation. Drafts were circulated to all H & S locals in April and they have been approached on subsequent occasions to make sure that the final draft would be fully representative of Protestant parental opinion.

The main body of the brief is given here. As presented to the Commission, it is supplemented by an appendix and a list of the many local H&S associations that contributed substantially to its content.

SUMMARY

It is our purpose in this brief to show that, while we accept the principle that all people in Quebec should learn to speak French well, there are difficulties which prevent them from doing so. Present teaching methods and the numbers of French-speaking teachers in the English schools are inadequate. Many parents in Quebec are denied the right to choose French schools for their children -- thus the surest path to good French is closed to them. At the same time, there exists among English-speaking people anxiety regarding their linguistic rights in the province. This hampers the expansion of the French language outside the French community.

We shall make suggestions to:

1. Guarantee all Quebec parents the right to schools in the official language of their choice, i.e. French or English. Para.18A
2. Provide the opportunity for all students in Quebec to graduate from high school with a working knowledge of French. Para. 18B (a)
3. Make available intensive French instruction with certain English schools in each district so that students who have the ability and the desire may become fluently bilingual. Para. 18B (B & c)
4. Increase within the English schools the proportion of teachers who speak French in order to implement the above. Para. 12, 13, & 20.
5. Provide contact between French-speaking and English-speaking children. Para. 15 & 19

We, as parents responsible for our children's education, firmly believe that a knowledge of French and English is a great asset. In the past, both French and English children have been restricted in their opportunities to obtain a bilingual education. Extremists, on both sides, are attempting to maintain the linguistic isolation of the two communities. We wish to ensure that

our children will not suffer from the prejudices and mistakes of the past. As English-speaking parents we are striving for a greater degree of bilingualism for our children. We do not believe it is our role to make suggestions concerning English language instruction for French-speaking children. We are not unaware of the many factors in the home and in the community which can help English-speaking children to learn French, but we propose in this brief to deal with formal schooling only.

INTRODUCTION

1. The Quebec Federation of Home and School Associations is an organization consisting of 160 local associations with a total membership of 17350 families whose children for the most part attend the Protestant schools in Quebec.

2. The purpose of the Federation of Home and School Associations is to promote co-operation between educators and parents for the benefit of the children who are their mutual responsibility.

3. The Participation of Parents in Education. The Parent Commission opened the way for the participation of parents in education. (1) Furthermore, the principle of elected school committees and regional commissions was also elaborated. (2)

While school boards in other parts of the province are elected, in the cities of Montreal and Quebec, where there are the largest concentrations of population, school boards are still appointed. The Pagé Report for School Reorganization on the island of Montreal (October 1968) has put forward similar plans to that of the Parent Commission for elected school boards at the local and regional levels. We would endorse this as a necessary measure if parents

1. Vol. V. Chap. XIII. Role & Functions of Parents in School System
2. Vol. IV. March 1966, Part 3, Educational Administration, paras. 33 to 38.

and taxpayers are to have a voice in educational matters.

It also appears to be the intention of the Department of Education to involve parents in the reform of education (Regulation 1) in each particular school, 3, 4. It is therefore our desire to co-operate with the educational authorities in order to improve French language education for our children, which motivates us to submit this brief.

4. This brief was written by a group of parents from a number of different Home and School Associations in the Montreal area and submitted to the executive of the Quebec Federation of Home and School Associations. Copies were sent to all local associations for approval. The brief was followed up by a letter from Mrs. Doreen Richter, President of the Quebec Federation of Home and School Associations, to all local presidents asking for objections and suggestions before June 30th, 1969. All replies from local associations received by July 9th, were unanimous in their support for the brief with only minor changes suggested for the sake of clarity. The brief has therefore been approved by the executive of the Quebec Federation of Home and School Associations as expressing the views of the membership with respect to French language education for non-French-speaking children.

(See Appendix for list of Home and School Associations who sent in their support for the brief: — 44 from Montreal and district, 6 from other parts of the province).

3. The Cooperative School, Educational Document No. 2
Department of Education, Government of Quebec, September 1966
4. The Educational Workshop, Educational Guidebook No. 5
Government of Quebec, Department of Education, February 1967.

5. Since this Commission has been asked to make "an enquiry into and submit a report on the position of French as the language of usage in Quebec, and to recommend measures designed to guarantee:

1. The linguistic rights of the majority as well as the protection of the rights of the minority;

11. The full expansion and diffusion of the French language in Quebec in all field of activity and also at the educational, cultural, social and economic levels", and since we are convinced that a legal guarantee of linguistic rights is essential to the expansion of the French language in Quebec, we shall deal with each of these aspects in turn.

6. Linguistic Rights

A linguistic right is a specific legal protection for the use of a given language (either by law, or by well-established custom). At the present time in Canada, the only written guarantee of linguistic rights is provided by Section 133 of the British North America Act of 1867 as cited in the Report of the Royal Commission on Bilingualism and Biculturalism, Book 1, Section 416:

"Either the English or the French language may be used by any person in the Debates of the Houses of the Parliament of Canada and of the Houses of the Legislature of Quebec; and both those Languages shall be used in the respective Records and Journals of those Houses; and either of those Languages may be used by any Person or in any Pleading or Process in or issuing from any Court of Canada established under this Act, and or from all or any of the Courts of Quebec. The Acts of the Parliament of Canada and of Legislature of Quebec shall be printed and published in both those Languages."

7. Language Choice

There has never been a legal guarantee in Canada allowing parents to choose the language of instruction for their children. It has generally been acknowledged that French-speaking Canadians outside Quebec often have been deprived of the right to an education in their mother tongue. On the other hand, Quebec has maintained two educational systems, one in French and the other in English, which exist side by side at all levels, from kindergarten to university. This has not meant, however, that parents in Quebec have been permitted to choose the language of education of their children. The Royal Commission on Bilingualism and Biculturalism notes that the only immigrants in Quebec to assimilate to

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French in large numbers are of Italian origin, while those of German, Jewish and Scandinavian origin assimilate to English. In fact, the groups assimilating to English, being largely non-Catholic, have to pay fees to attend French schools -- they are OBLIGED to go to English schools. Even Catholics who do not speak French at home, were until recently, discouraged in many cases from attending French schools. French Protestant schools without fees were not established in Montreal until 1955 and are few in number (three elementary, and one high school), necessitate long bus rides for many students, and accept only students who already speak French. Those children (non-Catholic) who do not speak French have no French schools available to them without fees, except for a small number involved in language research projects which will be discussed in a moment.

8. Some Consequences of Rigid Divisions

The arbitrary division of children on the basis of religion and language, which was perhaps designed to assure liberty, has had the opposite result for many people: Protestant and Jewish Francophones have lost their language; this division has created a community of English-speaking persons unable to know their French-speaking fellow citizens, and cut off from a real participation in the life of Quebec. If the barrier of fees were removed, these parents could send their children to French schools, not necessarily for their entire schooling, but long enough to ensure fluency in the language.

9. Recommendation for Choice

Both the Parent Report and Report of the Council of School Re-Organization of October 28, 1968 (Jos. L. Pagé, Chairman), recommend that parents have the right to send their children to a school in the language of their choice. We are in complete agreement with the recommendation that ALL PARENTS IN CANADA HAVE THE RIGHT TO EDUCATE THEIR CHILDREN IN THE OFFICIAL LANGUAGE OF THEIR CHOICE, (including the right of English-speaking parents to choose French), the degree of implementation to depend only on a sufficient number of children to make such a choice workable.

10. IMMIGRANTS whose mother tongue is neither French nor English must have the same option open to all other Quebec residents. They must be able to educate their children in either French or English, so long as a working knowledge of French is reached, that is, a level of fluency sufficient to earn one's living in French, and to communicate readily with French-speaking Quebecers.

11. IN CONCLUSION, we feel that linguistic rights as they pertain to education in the province of Quebec must include:

- a) a legal guarantee of the right to education in the English language for those who desire it, provided that a working knowledge of French is acquired before graduation from high school;
- b) the right of all parents, who so desire to send their children to French schools

Expansion of the French Language

The second aim of this Commission is to guarantee: "The full expansion of the French language in Quebec in all fields of activity and also at the educational, cultural, social and economic levels". To achieve this aim, English-speaking persons in Quebec must have a much greater facility in French than at present.

Difficulties and Possible Solutions

There appear to be a number of obstacles to improved French instruction, with respect to both programmes and teachers.

12. Certainly, only teachers with an excellent command of spoken French should be teaching French in Quebec. However, such teachers within the English school systems have been, with few exceptions, teachers of European or North African rather than of French Canadian origin. Textbooks and teaching aids for French

language education have often been transplanted from Europe. These practices obscure the relevance of a French language education. The realities of the local environment, including French-Canadian customs, history, geography, idiom and way of life are absent. In addition, the more liberal and individualized educational atmosphere sought by the North American parent, cannot easily be provided by a European teacher schooled in a more authoritarian approach to learning.

13. Before June 1967, the law did not permit Protestant teachers to teach in Catholic schools and vice versa. Although the law has been changed, the old attitudes and customs do so more slowly. It is necessary that the school boards actively recruit qualified teachers from among French Canadians and seek expansion of facilities that now exist for the training of teachers of French as a second language. Any difficulties with regard to seniority should be worked out by the various unions in order to facilitate teachers moving from one system to the other.

14. We have been told by school authorities that the pupil-teacher ratio limiting the number of teachers who can be hired, makes it difficult to enlarge the programme of French. To some extent, this could be overcome if French-speaking teachers were hired to teach non-academic subjects such as physical education and music. Where sufficient students request it, other subjects, such as geography or history, could also be taught by French-speaking teachers, provided they are qualified to teach in those subjects, thus increasing the amount of instruction in French. The implementation of ungradedness (Regulation 1), seems to offer a flexibility which would be helpful in carrying out such an enriched French scheme. In this brief we have limited our suggestions to ones which can be implemented within the present pupil-teacher ratio. However, a study by the Department of Education of changes in this ratio with respect to second language specialists is desirable.

15. We are particularly concerned that immediate steps be taken to increase the amount of French offered to students at present in English-language elementary and high schools so that they may achieve greater fluency in the French language. An additional French course could certainly be provided in high school as an option. Many high schools now offer North American Literature in addition to the regular course in English. Why not "La Communication Moderne au Québec"? Such a course could consist of reading and discussing of French newspapers, magazines, and books, viewing films, and if possible, short talks by French Canadians during class time.

16. Finally, the lack of contact of English-speaking children with French-speaking people, makes French an academic exercise instead of a relevant aspect of their lives. The co-operation of the French schools, in student exchanges, athletic and other extra-curricular events, would make it possible for both groups to get to know each other and to develop their bilingual skills.

17. An Experiment in Bilingual Education.

Few of us would choose excellence in French INSTEAD OF English. Many would welcome the opportunity to achieve both. Can such an idea be attained?

For three years, Dr. W.E. Lambert of McGill University, has been working on a scientific study for the St. Lambert Protestant School Board. English-speaking children, taught completely in French in kindergarten and grade one, have been compared with other children, both English-speaking and French-speaking, who were carefully chosen as valid controls. Despite the fact that these children did not have any teaching in English until grade two (50 minutes a day), Dr. Lambert reports:

"In conclusion, the result of this experiment to date indicates that the type of bilingual training offered these children is extremely effective, even more so than was originally expected. The similarity of the findings for two different classes, involving changes in teachers, methods of instruction and modes of testing and analysis, speaks well for the stability and generality of the effects produced by the experimental program. These effects demonstrate a very high level of skill in both receptive and productive aspects of French, the language of instructions; a generally excellent command of all aspects of English, the home language of the children; and a high level of skill in a non-language subject matter, mathematics, so that the second year Experimental class performs as well as, and in some cases better than, either the English or French control classes in most of the abilities examined. Impressive as the grade two results are, however, they should be considered as tentative until they are replicated with new sets of classes in 1969". (1)

As the results of the experiment become known, increasing numbers of parents will request such an education for their children. In Roslyn School in Westmount, 85 out of 89 parents wished their children to have a completely French kindergarten. Since large numbers of English-speaking children entered in the present French schools might create unwelcome pedagogical problems, French elementary schooling as an option within the English schools would be an advantage to both communities. Such schooling could be specially designed for children who do not yet speak French, and the course in English in the later grades suited to their needs.

Attractive as this programme appears, it will not assist children already in school. We include in our recommendations therefore, programmes designed for students in the higher grades.

18. Recommendations

To achieve the goals outlined in the summary on page one, we recommend:

- A. That the government of Quebec provide a legal guarantee for all Quebec parents, including immigrants, to have their children educated without restriction or extra cost in the language of their choice; French or English.
- B. That the following types of instruction be made available: ENGLISH SCHOOLS (primarily for English-speaking children) open to all, and offering in each district at all grades, a choice of the following streams:
 - a. Instruction in English with basic French presented as a second language, designed to provide students with a working knowledge of French;
 - b. Instruction in English with enriched French e.g. 50% of teaching in French;
 - c. Instruction in French with basic English such as now operating in St. Lambert.

FRENCH SCHOOLS (primarily for French-speaking students, but open to all).

19. TO IMPLEMENT THESE TYPES OF INSTRUCTION in the schools, we recommend:

- A. That a French language stream (c) be created in at least one English school in each district where there is a demand, or if demand dictates, one in each school;

I. W. E. Lambert, M. Just, N. Segalowitz: Some cognitive consequences following the curricula of grades one and two in a foreign language. (Montreal, McGill U: By the Author, 1969), p. 68.

- B. That parents be permitted to change their children freely from the French stream (c) to a French school;
- C. That students from the English streams (a and b) be able to opt into the French stream (c) at fixed points (end of grade three, for example), AND THAT, if necessary a special course be provided to ease the transition;
- D. That all options be maintained in the same school where feasible. (At the French Protestant High School in Montreal, Baron Byng, the best students are able to take some courses in English, and some in French. This appears to be the ideal situation);
- E. That every effort should be made to end linguistic isolation of French and English children. This might be accomplished by educating the two groups in their own languages within the same building, or in adjacent buildings sharing some facilities. Where this is not possible, there should be pupil exchanges and opportunities for them to meet in co-curricular and extra-curricular activities and on the playing fields.

20. TO OVERCOME THE SHORTAGE OF GOOD TEACHERS we make the following suggestions:

- A. That the French teachers' colleges and universities offer courses in the best methods of teaching French as a second language;
- B. That the English school boards recruit French-speaking teachers from within Canada, regardless of religion, so that English students may be exposed to French-Canadian culture, history and traditions, and learn to communicate with their fellow French-speaking citizens;
- C. That the Teachers' Associations and the French and English School Boards endeavour to work out a system of exchanging teachers for periods of two or three years, so that after a short course, English-speaking teachers could serve as English specialists in French schools, while French-speaking teachers could teach in the English schools, without anyone losing seniority. The same should be true for teachers who wish to teach permanently in the other school system;
- D. That the Department of Education encourage and sponsor research concerning the teaching of French as a second language, especially the development of appropriate methods, textbooks, and aids, which would provide a measure of support and encouragement to teaching staffs.

CONCLUSIONS

21. Education in Quebec should prepare the individual student to realize his personal potential and to participate actively in the life of Quebec. For non-French-speaking children to achieve this goal, there must be a very significant improvement in the available French language educational programmes.

22. Upon graduation from high school, students whose mother tongue is not French, should have attained a working knowledge of French, adequate to earn a living in the French language. More enriched programmes should be provided for those parents who desire them for their children, including the option of an education in French among French-speaking children.

23. Finally, in order to develop a climate propitious for improved French language education in the English-speaking community, linguistic educational rights should be guaranteed by law.

24. While not presuming to speak for the French language community in the province, it is assumed that the opportunities which we request herein for the English language population could also be made available within the French community should they so desire.

FEDERATION SEEKS UNIVERSAL SUPPORT FOR STUDENT FUND

MINIMUM \$1 PER FAMILY URGED

The plight of St. Leonard parents who must pay \$25 monthly per child, plus transportation, in order to have their children in Grades 1 and 2 educated in English, has led to a nationwide campaign to raise funds among Home & School members.

The campaign was announced by President Doreen Richter of Quebec Federation the day after the riot of September 10. She called it a "voluntary tax" for H & S members, and hoped for a minimum \$1 per member. Beyond this, it is expected that support will be forthcoming from Association treasuries and special fund-raising efforts.

The need has been estimated at more than \$100,000 (\$25 monthly fee for

close to 400 children, plus transportation costs). It is accentuated by the fact that many or most of the parents are Italians newly arrived in Canada who simply do not have the price -- but they often do have several children in elementary grades.

Federation started the ball rolling with an "executive meeting by telephone" to get approval for fast action. Letters have been sent to presidents of all Quebec locals; to presidents of all provincial H & S federations; and the National Federation too has been filled in on Quebec's reasons for acting.

Background for the move was outlined in the letter to all Quebec H & S associations which said, in part:

The Home and School Associations of this Province have gone on record at our past two Annual Meetings as favouring the position that it is the right of parents to choose the language of instruction in which their children shall be educated. This right should be limited by only two factors — namely that the language should be one of the two official languages of Canada, and that the number of persons desiring it must be sufficient to make it economically feasible.

Because certain parents in St. Leonard have been denied the opportunity to have their children educated in the language of their choice, these parents are forced to send their children to other schools at considerable expense to themselves. The taxes which they pay to the St. Leonard School Board would under ordinary circumstances be transferred by that Board under a reciprocal agreement to any Board which educated these children. This does not seem to be possible in this case. Therefore, as citizens of Quebec and Canada we feel that it is only fair that we should each tax ourselves to some extent to make up for the deficiencies of this school board as an interim solution to the problem which these parents face.

Quebec Federation is organizing itself to accept such donations on behalf of all our members and friends and will deposit funds received from our locals in a separate account designated for this purpose.

We suggest that each and every member of our associations find it in their heart to donate a sum of at least \$1.00 for our special St. Leonard Fund. It is our concern that nearly 400 children will be without the education that their parents desire for them unless such action is taken.

Our action in this matter is not to be taken as a confrontation between English and French, or as a desire to overrule the Department of Education's rules and regulations. It is a temporary solution to an immediate problem which we hope will be solved during the course of the next year to the satisfaction of all parents in Quebec.

DOREEN RICHTER - PRESIDENT.



MRS. CONTI HEWITSON

Newly-elected Executive Vice-president of Quebec Federation is Mrs. C.A. "Conti" Hewitson of Beaconsfield, who also has taken on the duties of Membership Chairman. She is a former vice-president of Federation who also has been very active in Home & School affairs in the Lakeshore area.

Make cheques payable to: Quebec Federation of Home & School Assns. — St. Leonard Fund.

Mail to: Quebec Federation of Home & School, 4795 St. Catherine St. W., Montreal 215, P.Q.

Greetings . . .

...from the School Boards

May I take this opportunity of welcoming you back to a new school year and of expressing the hope that the usual good relations which have existed between our boards, our members, our teachers and our parents, as represented by Quebec Federation, will continue to flourish and be a significant factor in Quebec's Protestant education.

A. REID TILLEY
President
Quebec Association of Protestant
School Boards

...and the School Teachers

Each school year brings new challenges and opportunities for both parents and teachers. Our response can be constructive and creative if we each take a lively interest in contributing to the work of our respective organizations. Through the Home and School Association, you have an excellent forum for discussion, debate and informed decision-making.

I welcome this opportunity to extend, on behalf of the PAPT, our best wishes for success as you start a new term. Both the Pagé and Parent Commission reports recognized the vital role of parents in the field of education. I urge you, therefore, to participate; to support fully your organization so that a community of understanding may be developed and a commitment to the best quality education for our children may be fostered.

Wendell Sparkes
President
Provincial Association
of Protestant Teachers

STUDENT ACCIDENT INSURANCE

The enrolment in the Voluntary Accident group plan sponsored by Quebec Federation of Home & School Associations is now being conducted. Parents have the choice of four 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,
4. Same coverage as in 1 but excluding medical bills since some Parents may have a Group Medical Insurance Plan.

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 enrolment being done through the schools. Complete details about the plan are outlined in the enrolment 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.

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All eyes turned to St. Leonard school problems

Federation joins in strong policy statement

St. Leonard's school troubles which culminated in a major riot on September 10, when French unilingualists paraded despite police refusal of a permit and did not disband after the Riot Act was read, led to an unprecedented "manifesto" by seven associations of teachers, parents and school administrators.

Quebec Federation's president, Doreen Richter, had the distinction of voicing the group's statement for radio and TV the following day. Blame for the riot, and the conditions that brought it about, was laid squarely on the Quebec government.

"Lack of leadership by the Minister of Education coupled with the government's refusal thus far to guarantee basic democratic rights to its citizens" were credited directly for the chaos. "The worst victims of this tragic situation are six-and-seven-year-old children, both French and English", the group said.

The statement was prepared at a hastily-convened meeting of

chief executives of the leading English-language educational organizations in Quebec: the Provincial Association of Protestant Teachers, Provincial Association of Catholic Teachers, Federation of English-speaking Catholic Teachers, Quebec Association of Protestant School Boards, Quebec Association of Protestant School Administrators' and Canadian Jewish Congress as well as the parents represented by the Quebec Federation of Home & School Associations.

Full text of the statement follows.

The Government cannot absolve itself from responsibility for the senseless violence in St. Leonard. The lack of leadership by the Minister of Education, coupled with the Government's refusal thus far to guarantee basic democratic rights to its citizens, have directly contributed to the chaos and confusion.

The worst victims of this tragic situation are six and seven-year-old children, both French and

English. How does one explain to them the events of last night? How can the promise of quality education be realized in the pressure-cooker atmosphere? Irreparable harm has been done by this abuse. The impressionable minds of another generation have been poisoned with fear, distrust and dissension.

If history has any lessons for us it is that education must not become a tool of a narrow nationalism.

We are convinced that the vast majority of people in Quebec want a return to normalcy in the educational scene. This is why we jointly appeal to Government to reject the solution offered by those who seek to destroy our society in pursuit of limited, chauvinistic goals!

We are calling upon the Government to respond to the will of the majority and legislate a policy that will ensure justice and the right to education in the language of choice to all our children.

It is doubtful that anything in Quebec education, including the Bill 25 hassle that broke the teachers' strike two years ago, has received the countrywide attention earned by the St. Leonard Catholic Commission's decision to stop its English-language services, and the refusal of the Department of Education to come to the rescue of the English-speaking citizens affected.

Editorial writers, cartoonists and letters-to-the-editor writers have added opinions to the unending stream of news as the situation has developed over the past year and more. A perspective view of the events from June, 1968 to mid-September, 1969 by Tony Burman in the Montreal Star had this to say:

With a typically unpredictable abandon, the St. Léonard school crisis is lurching ahead towards the end of another chapter.

Precisely one year after creation of the controversial bilingual "basement classes", the 300-odd Italian and English-speaking children still without classes are suddenly confronted with two possible alternatives, not one.

Either they go ahead with the plan to receive English-language instruction in neighbouring Protestant schools or they are placed under the jurisdiction of the Le Royer Regional School Board and enrolled in Catholic schools.

The decision to phase out English-language instruction from St. Léonard schools was taken by the Catholic school commission in June of last year. Despite repeated assurances from political leaders that freedom of choice would be maintained, the stalemate dragged on and the dissenting parents were forced to create their own school in basement flats.

Last May, Education Minister Cardinal promised an imminent solution, giving indications that the Le Royer board would be asked to take care of the affected children. Responsible until then solely for high school students, the board expressed agreement.

During the summer, the need for special legislation to allow the transfer and the refusal of the St. Léonard Catholic commission to sanction the change killed hopes that Le Royer would provide the solution.

This idea, until yesterday, remained dead.

The simmering strife which has plagued the suburb for 15 months revolves around several issues — some of them uniquely linguistic, others vitally political.

The irony of the long, stumbling path from June, 1968, to today is that the past 10 days in St. Léonard have hammered home virtually all of these issues.

A week ago last Monday, when schools in St. Léonard reopened, more than 1,000 parents responded to Beale's call for a

boycott until the children in Grades 1 and 2 were placed in classrooms.

They rejected the qualified compromise proposed by the government three days earlier, clinging tenaciously to their stance that a fundamental principle is at stake. Freedom to choose the language of their children's education was their recurring demand.

On Tuesday, a day later, the Protestant School Board of Greater Montreal offered to house the children in their schools at \$25 a month per student. Similar to a proposal rejected more than a year before by the parents, Beale's association was more receptive.

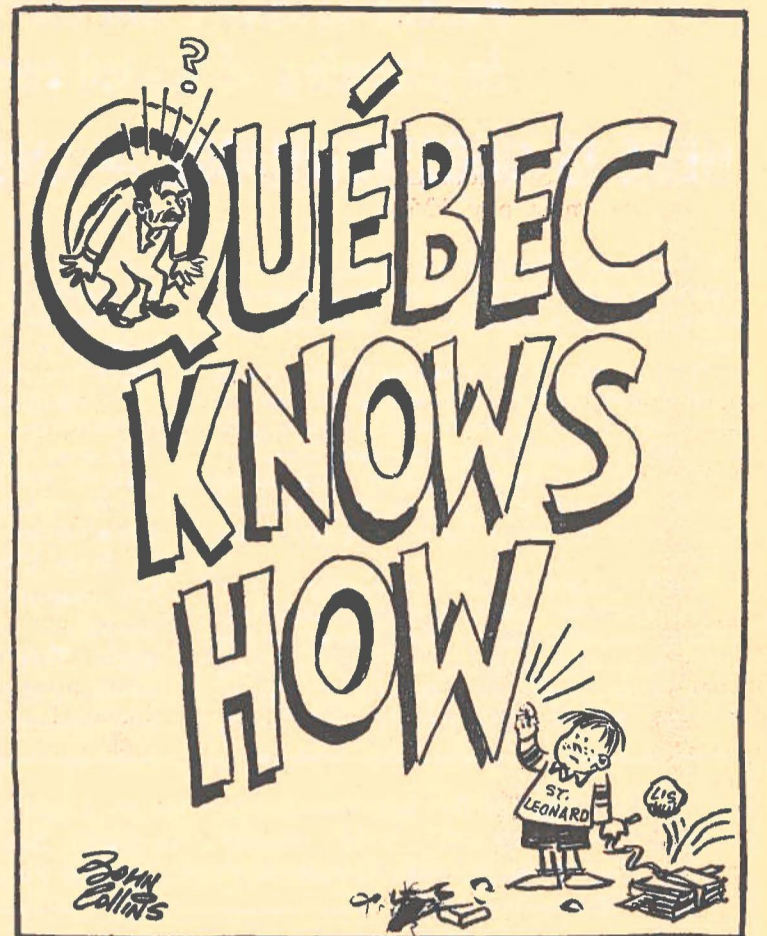
But for the first time, the image of Italian children being bundled away to attend Protestant schools emerged. With the heavy immigrant swing towards the Anglo-Saxon milieu during the past several years, this possibility ignited an angry response from education department officials.

Last Wednesday marked the crisis' most ironic scene. Under the leadership of the Ligue pour l'Intégration Scolaire, a demonstration of more than 1,000 marchers paraded through the streets of St. Léonard causing violence and destruction.

Although standing as one on the school question, the English and Italians are far apart in one crucial aspect. On Canada's list of the privileged in education and salary, the French-Canadian and Italian exceed only the Indians. Yet, during Wednesday's rampage, the French and Italians battled as enemies.

On Thursday, the day of indictment came for 37 people arrested during the demonstration and St. Léonard regained the national headlines it had long given up. LIS leader Raymond Lemieux was told he faced five charges, with penalties ranging up to life imprisonment.

If the suburb's school question was once solely linguistic, the wide spectrum of participation on Wednesday night and the province-wide shock at the violence changed that.



John Collins, Montreal Gazette

School's In for Mr. Cardinal



Ed McNally, Montreal Star

Lemieux: "Your courage has brought honor to the movement."

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4795 St. Catherine St. W., Montreal 215

Province-wide views on French instruction are needed

Parent opinions will carry weight in planning of school curriculums

HERE IS QUESTIONNAIRE — ANSWER IT TODAY

Even without St. Leonard, the question of how to improve the teaching of French in English Protestant schools has been a prominent subject during recent years.

There appears to be a consensus that it would be highly desirable, culturally as well as for practical reasons, for children to gain fluency in French (spoken as well as written) during their school years. Presumably this must be done without handicapping the child in the use of English, the key to employment through the rest of Canada and many other countries.

How to go about it? That is the question.

A questionnaire in these pages last January asked for opinions from parents who presently had children in elementary school and were keenly interested in the subject. Among this relatively small group, 262 replied. More than 80% wanted instruction solely

in French in varying degrees and almost 25% voted for French-only throughout elementary school.

Since then the Protestant board in Montreal has queried a number of its parents, and other questionnaires have circulated elsewhere on a local basis.

The purpose of the questions below is to get the first province-wide assessment of Protestant parental opinion as a guide for future action. Questions are asked to show children's sex, grade and school location for statistical purpose, but comments and signature are strictly optional. And please note:

Even if you answered our questionnaire last January — or one for the Montreal Board — or some other — please do it again. This will be the first province-wide survey and to mean much, it must be fully representative.

In filling out this questionnaire parents are asked to write down the names (first names only) of their children, the grades they are in, and the schools they attend, in order to find out the demand for French at the various levels.

Name _____

Grade (include pre-school and give age) _____

School _____

1. Are you satisfied with the present system of French instruction in the schools which your children attend?
 Yes _____ No _____ Don't know _____

2. How well do you want your children to know French by the time they graduate from high school? Please indicate your choice of a, b, or c.
 a) To understand and use French in simple everyday situations _____
 b) To have a working knowledge of French adequate to earn a living using the French language _____
 c) To be fluent enough to participate in all aspects of life in Quebec _____

3. Which of the following programs would you choose for your children? You may choose a different program to suit the needs of each individual child if you wish.
 a) An increased program of French instruction: e.g. a minimum of one hour per day for teaching in the French language and at least one subject to be taught in French, e.g. geography _____
 b) A bilingual program: in which instruction is completely in French in Kindergarten and Grade 1; from grade 2 continuing through elementary school, a course in the English language arts is added. While this is only a suggested option, it is hoped that it would be flexible enough to permit children to enter this program at certain points in the elementary system _____
 c) In the high schools, an intensive French program which would provide the opportunity for students to achieve fluency in French _____

COMMENTS: _____

DO IT NOW!

Send your reply promptly to:
 Quebec Federation of Home & Schools Assns.
 4795 St. Catherine St. W., Montreal 215

National News

Narcotics resolutions passed at busy National convention

At the Annual Meeting of Canadian Home & School and Parent-Teacher Federation held at the beginning of July in Toronto, there was a great determination by the members of the nine provinces and the Yukon to take a good look at ourselves. So you see that even at the National level we are aware of the need to progress and change.

We have a great opportunity as a national body with no vested interests except that we want to keep Canada strong and united so that it will be the kind of a place that we as parents want for our children to grow up and live in.

Many resolutions were passed — as a matter of fact there were 22 — but the two that received the greatest publicity were the ones submitted by the Drug Committee headed by our Mary Kucharsky. Mary gave the preliminary report of the Cross-Canada Drug Questionnaire. The two resolutions on drugs were:

1. Inclusion of Marijuana in the Foods & Drug Act and removed from the Narcotics Act.
2. Research on the usage of marijuana and hashish.

The two Quebec resolutions regarding Education in the English & French languages and Guarantee of French & English language rights also came in for a good deal of attention.

Among the other resolutions were the following:

- Violence on television.
- Treatment and rehabilitation of drug users.
- Discontinuance of Cigarette advertising on TV and radio.
- Canadian studies in our schools.

It will be also interesting for many to learn that National passed the following resolution, "That the provincial federations consider recommending to the proper authorities the abolition of corporal punishment in our schools". So take heart, those of you who voted for a similar resolution at Quebec's annual meeting for a second time and were turned down!

The federal Department of Health & Welfare asked our National organization to take charge of the Non-Smoking Campaign for school children. At the meeting in Toronto, four members of the Health Department came down from Ottawa and spent one evening with us in group discussion. At that time we evaluated what had already been done and what the next step should be. The department has subsidized this program and will continue to subsidize it as long as we show progress.

I am pleased to report that our new Handbook, which has been over two years in preparation, will be printed soon and we think it will serve a great need.

I think attending a meeting such as this an important "must" for provincial people. All of you will have this opportunity in May, 1970 when Quebec hosts the annual National Meeting in Montreal. This is our opportunity to show our members across Canada that despite all the newspaper reports on Quebec we can and will show our National delegates what hospitality "A La Québec" can really mean.

Dorothy Frankel

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