



QUEBEC HOME & SCHOOL

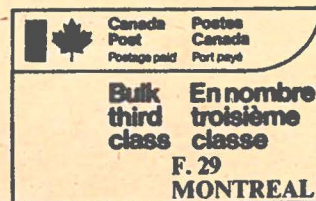
NEWS

"The Voice of the Parent in Education"

VOL. 10, NO. 3

MONTREAL

NOVEMBER—DECEMBER 1972



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MEMBERSHIP HONOUR ROLL:

Many Home & School associations are signing up more members than ever before. This month we inaugurate our HONOUR ROLL to pay tribute to the largest gainers. Page 11.



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A multiple approach in the learning of the French language in our school system consists of the primary immersion programme and the Grade 7 immersion programme. A photo story on Pages 6-7.

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A random sampling of resolutions adopted by delegates from Quebec's largest teachers union, the Quebec Teachers Corporation, at its most recent conference last July ... A clear insight to their thinking. Page

Q.F.H.S.A. CALLS FOR DELAY IN ADOPTION OF BILL 71

The Provincial Executive of Quebec Federation of Home & School at its regular monthly meeting on December 4th, has called upon the government to delay implementation of Bill 71, relating to the re-organization of the school board system on Montreal Island, which was tabled on December 1st.

The Executive has unanimously approved a motion which calls for a reasonable period of time to enable Quebec Federation of Home & School Association to make a detailed study of the Bill's provisions. It also requested the President, Mrs. Denise Arrey, to dispatch a telegram to the Minister of Education outlining Federation's position in asking for the delay. The Executive has scheduled a special meeting for December 11th to begin a thorough analysis of the Bill.

Although consultations have apparently taken place between the Department of Education and the existing School Boards prior to the tabling of the Bill, no such consultations have taken place with Quebec Federation. "In fact," declared Mrs. Arrey, "although we are the official spokesman representing English-speaking parents in over 125 local Home & School Associations spread throughout the Province, we haven't even been provided with copies of Bill 71. We were obliged to contact various other sources in town the day of our Executive meeting in order to obtain a few copies of the Bill."

Consequently, the Minister's statement to the effect that he wishes to have the Bill become law by Xmas appears to be very hasty

and will obviously not allow for the usual consultations and public hearings in a matter as important as the re-organization of the educational system.

The Executive feels that far from "merely constituting an administrative shuffling of school boards" as the Bill has been referred to by officials of the Education Department, the Bill 71 actually contains substantial provisions calling for the modification of the whole educational structure on the Island and it certainly calls for time to carry out adequate study by all persons and groups who have a vital stake in education.

An executive spokesman stated, "If the Bill is generally sound and

no cause for alarm, then there is no reason why it should not be allowed to stand up to scrutiny by way of public hearings. Instead of giving the impression of trying to ram the Bill through the National Assembly without providing for adequate consultation with parents and other groups, such as Quebec Federation of Home & School Associations, the government should instead show that it values public support and should make provision for holding public hearings.

A press conference was scheduled to be held on December 6th at which time QFHSA would outline its position calling for a slowdown to passage of the Bill.



Partial view of delegates to the first semi-annual conference of presidents listen to an address by Vice-President Bill Miller on the occasion of the opening of the conference. (STORY & PHOTOS)

EDITOR'S NOTE:

The publication of this issue of The NEWS has been delayed by approximately one week in order to await the tabling of Bill 71 which has been anticipated for some weeks. Although the issue was ready for press when announcement of Bill 71 was made on December 1st, the entire first page was replaced in order to bring readers reports of QFHSA'S position regarding the Bill.

QFHSA Supports Teachers in (de) Classification Dispute

The Provincial Executive of QFHSA at its meeting on December 4th has unanimously given its support to teacher's concern resulting from the reclassification procedures recently carried out by the Department of Education. The Executive has condemned the practice and feels that the end result of the process will be to bring about a reduced quality of education because of the impact upon English-speaking teachers.

The Executive is calling upon parents throughout the Province to support the cause of the teachers, a majority of whom have been downgraded in the classification scheme to date. It is strongly felt that the standards of classification invoked by the government are outmoded and their appli-

cation in most part to English-speaking teachers constitutes a grave injustice which is bound to be harmful to our overall educational system.

That parents have a responsibility in the classification dispute or any other matters relating to teachers is borne out by a now famous statement made by W.P. Percival, a past president of the Canadian Home & School and Parents Teachers Federation, when he said:

"Without good teachers the education of our sons and daughters will be defective, and they will be permanently handicapped. Such a result will be inevitable and deplorable without the care and guidance of thoughtful parents."

Editorials:

Why the haste?

Bill 71, the government's third attempt to re-organize the Montreal Island school system, has been tabled as we go to press. Obviously, we are not in a position to express our views on this latest piece of legislation, despite all the advance predictions as to its contents.

We do not, however, hesitate to express our alarm at the government's undue haste in trying to adopt this proposed legislation without the normal and usual consultative process with parents, school boards, teachers and all the other sectors in the community who have a vital interest in education. Despite the Ministers assertion that the government already has "a whole room full of briefs" resulting from the previous Bills 62 and 28, and that the new Bill is "merely an administrative re-shuffling", it will not serve to assuage the fears of nearly everyone that the government is indeed attempting to "railroad" through legislation which carries with it ramifications for the education of our children for generations to come.

For some months now, speculation about the forthcoming Bill has brought forth the response from the Minister of Education, even before the contents of the Bill became known, that the proposed Bill would become law by Christmas. Are we to assume, without having read and studied it, that the Bill contains such "goodies" for every sector of the educational community that we ought to accept it without having the opportunity of making our views known? Based on the fears and anxieties already being expressed in various quarters of the educational community, this is rather doubtful.

It is evident that the public is manifesting a much greater concern about all aspects of education than it has ever before. Much of this concern could be alleviated if the government would relinquish its zeal to make Bill 71 law before Christmas and instead, allow sufficient time and opportunity to avail themselves of the feedback which is bound to come from parents, school boards, teachers and the many others who have invested interests in the field of education.

It is not merely important that justice be done, with the new Bill, but that it appear to be done, as well. As we started out to say, "What's the rush?"

THE LANGUAGE SYNDROME

(Or, When is a guarantee not a guarantee?)

Incredible, simply incredible!

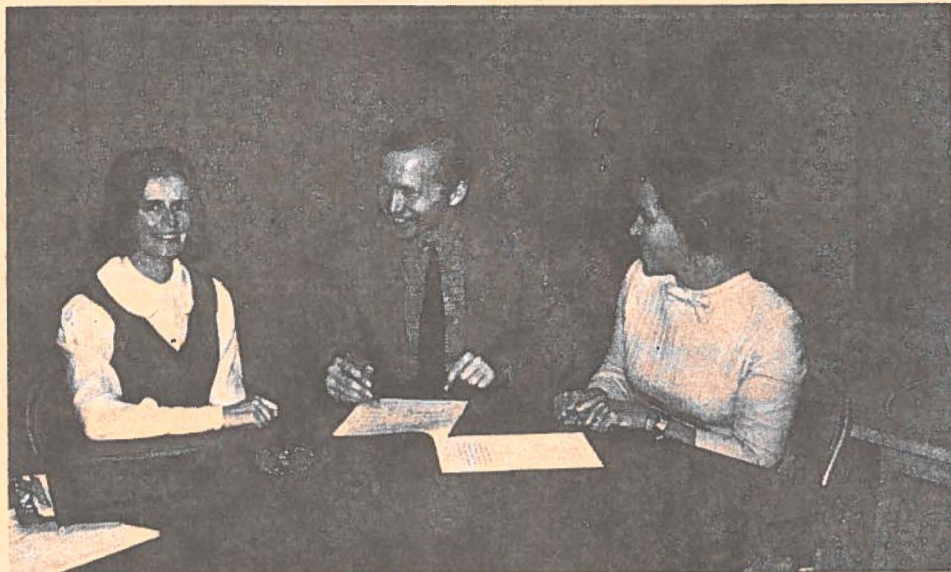
By invoking a major premise that the language and culture of the 80% French-Canadian majority in the Province is threatened (which is questionable, to say the least), and utilizing a minor premise that since the enactment of Bill 63, wholesale transfers have occurred from the French speaking school system to the English speaking system, (which is false) the nationalist element in the Province has concluded that what is required is the amending of Bill 63 and rescinding the rights granted to all parents under Bill 63, to select the language of instruction for their children's education.

Mind you, depending upon the political stripe of the proponent seeking such change (that is to say, whether it is the "Young Turks" of one political party or, just plain "Turkeys" of another) it is generally proposed that only non-English speaking and non-French speaking immigrants be made subject to such an amendment. That this would constitute a double standard and thereby create two classes of citizens does not appear to unduly concern the nationalist element. It also makes one wonder how good certain guarantees are that they can so easily be threatened, so soon after enactment.

What must be made abundantly clear, hear and now, is that we will not for one moment allow the position of the immigrant to be compromised any more than we would our own. If required, we must be prepared to stand up in unison and be counted with our immigrant friends, for we have learned long ago that if we permit the rights of one group of citizens to be trampled, on whatever pretext, that it will not be long before our own rights will be placed in jeopardy.

Perhaps we should all remind ourselves every so often that in a country and Province where everyone is so zealous of protecting their language and culture that children of immigrants who are culturally different from our own are not to be considered as "objects to be re-oriented, remodelled and retooled".

It has been stated before and we do so again. No language or culture was ever strengthened by imposition upon others even against immigrants. If true bilingualism, for both English and French school children is to become a reality, it will only come about through positive act rather than negative deprivation of the rights of others. And when we refer to positive acts we think in terms of what our photo story on French immersion, on pages 6 and 7 of this issue of *The News*, represents.



Mr. John Dinsmore, Associate Deputy Minister of Education, met informally at QFHSA's office with Mrs. Valerie Neale, Chairman of Federation's French Committee, left, and Mrs. Denise Arrey, Federation President, following the release of the survey on the teaching of French language programmes in English speaking schools. (see story in this issue).

Closer Rapport With Teachers:

At the best of times there does not appear to have existed the type of rapport between parents and teachers that ought to be. It is fair to say that while each treated the other with respect and candor, each regarded the other with a certain degree of fear and apprehension.

The rise of teachers militancy during recent years climaxed by the teacher's joinder of the Common Front has further contributed to this estrangement. It is a fair statement that such estrangement between teacher and parent, the two groups most vitally and directly involved in the education of our children, is to our detriment. Obviously, what is called for is a much closer relationship than we now enjoy.

The disillusioned and demoralized teacher will reflect itself in the classroom with the consequent result that it will breed apathetic and bored students. Lately, many thousands of our teachers have been given much cause to become disillusioned and demoralized as a result of the reclassification (actually, declassification) procedures. It is not difficult for the neutral observer to conclude on the basis of what has occurred to date, that a great injustice is being perpetrated on the English-speaking teachers of the Province, perhaps, upon the French-speaking ones as well. They are being dealt with as Ping Pong balls and are being dehumanized. We, as parents, being anything but "neutral" observers in this vital issue, must put aside any lingering recriminations from past differences and misunderstandings with our teachers and begin to build a closer liaison with them by immediately giving them our wholehearted support in their battle to retain their self respect, if not their salaries.

It is naive of anyone to assume that our children can expect to enjoy effective, quality education in the presence of a teaching profession which is presently experiencing such convulsions. And, in the final analysis, let us not lose sight of the central issue, which is effective, quality education for our children.

We ask for no more; we should settle for nothing less.

Kapoukèves Tiopés
BUONE FESTE



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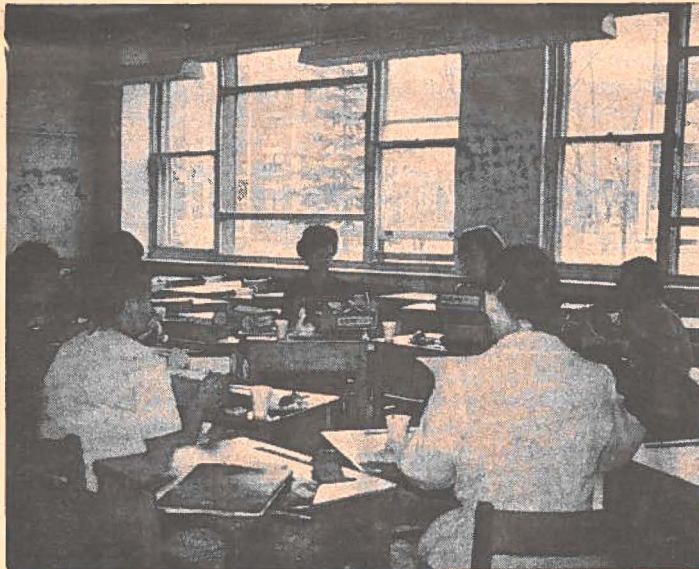
FIRST SEMI-ANNUAL CONFERENCE OF PRESIDENTS TACKLES MAJOR HOME & SCHOOL ISSUES

**Mid Year Meeting
Draws Over 100;
termed
"Great Success"**

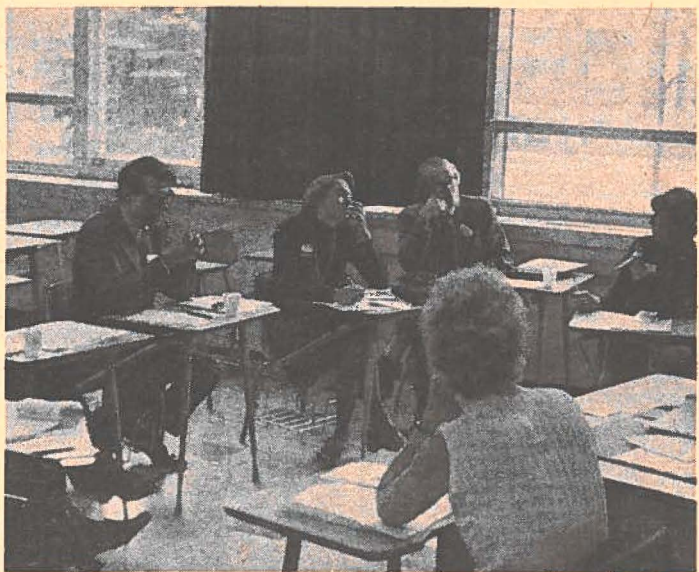
Photos by: James O'Connell and Allan Wong



Ken Harrison, Treasurer, speaking during the panel discussion at the afternoon Plenary session of the President's Conference. Others - Left to right - Bill Asherman, Colin Smethurst, Mrs. Arrey (partially hidden) and William Miller.



One of the President's morning workshops. This workshop evidently carried on its discussions during the noon hour lunch break.



Local association Presidents and other officers carry on serious deliberations during another workshop session.

*"Great, simply great"
"Quite inspiring"
"Why didn't we think about it before?"
Let's have them more frequently."*

These were just a sampling of the views and comments expressed by some of the more than 100 Presidents and other officers of Home and School Associations from throughout the Province who attended the first mid-year conference of Presidents ever held. The all-day conference, sponsored by QFHSA took place at Westmount High School on November 11th, and attracted delegates from as far afield as Hull and the Gaspé Peninsula.

The conference program was prepared by Mrs. Mabelle Durkin, and arrangements were carried out by Mrs. Betty O'Connell, both Federation Vice-Presidents. The delegates were welcomed by Mrs. Denise Arrey, President and then addressed by William I. Miller, Vice-President at an opening Plenary session.

Delegates were furnished with kits which contained material dealing with (1) Relations with School Committees (2) Voting rights at the AGM (3) Nominations to the Provincial Executive (4) Role of the Area Representative and (5) The NEWS. In addition, the Education committee had displays in the foyer as a resource and information centre.

The Presidents then divided themselves into 12 groups each with a selected group leader and recorder. The prepared kits enabled the delegates to set their own priorities and to concentrate on the most immediate problems facing them in their respective areas. The group sessions were so stimulating that many of the workshops continued to meet in session throughout the noon hour lunch period, munching Bar-B-Q chicken while discussing Home & School!

Following lunch, a panel discussion on the subject of Membership and fee structure took place, the panel consisting of: Mr. Bill Asherman, Chairman of the Constitution Committee; Mr. Colin Smethurst, Vice-President; Mr. Kenneth Harrison, Treasurer; and Mr. William Miller, Vice-President.

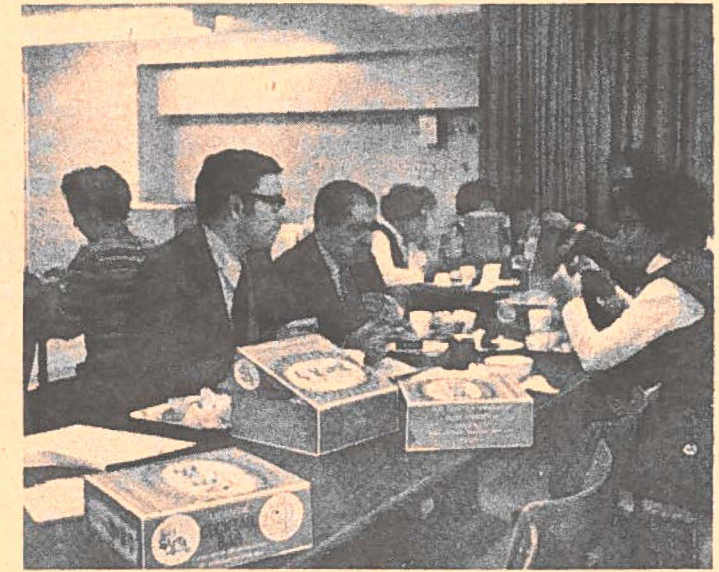
Mr. Asherman discussed family memberships, the \$2.00 fee per family, and the possibility that the fee structure may have to be reconsidered in its present form. He declared there were still persons in some local associations who could not afford the fee although they would like to join Home & School. The Fee structure committee will decide what changes, if any, should be contemplated, after reviewing all of the conference reports.



Following the afternoon Plenary session, the Presidents regrouped themselves in order to consider some of the issues raised by the panelists.



Betty O'Connell, left, Vice-President of Q.F.H.S.A., who was in charge of the President's onference arrangements with Mrs. Denise Arrey, President, who welcomed the Presidents.



With Barbeque chicken lunch boxes all around them, still another group of presidents and officers pursue their discussions on vital and school issues.

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Battle of the "Statistics"

Q.F.H.S.A. Survey on Learning French Language Corrects Misleading "Statistics" & Impressions

by Valerie Neale
chairman,
French Committee, QFHSA

Quebec Federation has recently completed a survey of French programmes in English Protestant schools. That Home & School should be the group to do the survey will come as no surprise to parents. Since the early days of the Quiet Revolution, parents have sought new ways to close the gap between stated goals and actual results in French teaching.

Parents have contributed in many ways. Individual parents have become volunteer tutors; local groups have set up French conversation classes; Home & School has provided a forum for new ideas, and parents at large have responded with massive support for improved programmes. Yet there is one contribution that stands out above the rest: Parents in the past few years have brought about a mini-revolution in teaching French. Because of parental initiative and strong popular support, whole new approaches to second-language learning have taken hold in our schools. As a result, many schools now offer, in addition to regular programmes, optional immersion-type programmes that make formerly unattainable goals possible at last for all children.

The Home & School survey brings parents up to date on these changes and shows what still needs to be done. But there was an even more pressing reason for a survey at this time.

Timeliness of Survey

Ever since Bill 63 gave parents the right to choose the language of instruction for their children, some Nationalist groups have claimed this

freedom of choice would lead to the demise of French in Quebec. Lately, these groups have used Education Department statistics to bolster their claims. These Government figures show more students are switching from French to English under Bill 63, than the reverse. Although the actual numbers are small (under 1% of the school population), and although the numbers are proportionate to the French/English make-up of the province, these points are rarely brought out. Nevertheless, the voices calling for an end to parents' newly-won rights have been widely reported. (Those others who would quarrel with the term, "newly-won", surely forget the English Protestants, who were long denied access to French Protestant classes and who were conditionally accepted into Rc schools for a fee — if there was room.)

More important, what has not been widely known or reported is the growing number of English students in French immersion programmes. These internal programmes are not included in Bill 63 statistics. (For immersion programmes, parents are told by School Boards to show "English" as the language of instruction on the language form.) For this reason, as soon as the 1972-73 immersion enrollments were available from the School Boards, QFHSA made these figures public at a news conference. In doing so, we had two objectives:

- 1) to let the public know the real extent of the English language parents' effort to have their children learn French;
- 2) to inform the Government and the public at large of the incom-

pleteness of the Dept. of Education's language statistics.

Home & School has been concerned for some time over this discrepancy in the Education Department's figures, especially since they are used so widely in political discussions. With the increasing enrollment in French Immersion programmes, we have hopes that the Government will soon find a way to include this third category of figures in its language records.

Scope of Survey

The survey gives a broad cross-section of French programmes in our schools today. The French Committee looked closely at the programmes of all Protestant Boards within the Montreal region. That is to say, we examined the programmes followed by 103,000 elementary and high school students — over ¾ of the English school population in Quebec.

We also looked informally at some interesting new programmes in rural schools — the North Hatley and Ayer's Cliff partial-immersion experiment for example — where problems can be very different from those of large urban areas. In this regard, we might contrast the pleas of some west-end Montrealers for more French conversation classes with those of one parent from a Northern Quebec community lacking English radio and TV, who quickly assured me her prime need was for some English "immersion". In the future we hope to learn more about the particular concerns of these schools far from the bright lights of Montreal.

Enrollment in Programmes

The survey shows that nearly 6000 students are currently enrolled in French immersion programmes. Even this figure does not tell the complete story. Because these programmes are relatively new and require much development, they are not yet widely offered; therefore they are not readily available to all students. Still, it is interesting to note that in absolute numbers the immersion figures alone (not including English students in French schools under Bill 63) are about equal to all French language student transfers to English schools under Bill 63. And these latter transfers are drawn from a school population ten times as large — well over a million!

Besides the immersion programmes, English students in the regular courses receive up to an hour of French per day starting in kindergarten. Overall, the new Protestant programmes demonstrate a real willingness by the English speaking community to adapt to social changes in Quebec. Moreover, all these changes have been brought about without Government coercion.

Variety of Programmes

Now that there no longer is one uniform French curriculum throu-

ghout the province, School Boards are beginning to develop their own programmes. Yet all these programmes ultimately rest on two main approaches to the use of time.

In the first approach, French is treated as one subject in the curriculum. As such, it is like one piece of a pie, which can not be greatly enlarged without making the other pieces too small. So here the aim is to use the given time as effectively as possible by intensive teaching methods, and to seek other opportunities to increase the time for speaking French. These could be French conversation classes, exchanges with French schools, community visits, as well as additional school subjects in French. But this leads us into the second approach.

Here the approach is very different. To continue the food comparison, its critics might say it is like trying to have your cake and eat it too. But this new approach in our schools seems to me better suited to a McLuhanesque slogan. Here we could say the "medium becomes the message" because French is practised while other subjects are being studied. Of course, the trick is to achieve a sufficient grasp of French quickly so that other subjects will not suffer. In this approach, in addition to his regular French lesson, the student has a better chance of increasing his fluency than by any other school method.

Which approach is best? To this, the reply must be, "What are your goals?" For, as the armchair analysts would say, (and they're right) the pedagogical, financial, administrative, social, and political aspects all have to be considered. In the remaining space, however, we can look at the decisions parents are actually making when they do have the choice.

Popularity of Immersion

Because these are voluntary programmes, immersion enrollments accurately reflect parental choice. Two types are now offered on a large scale:

- 1) **early immersion:** a long term programme starting in French at kindergarten level, with English introduced in grade 2 or 3, increasing to about 40% at grade 6 level.
- 2) **later immersion:** a one-year programme with most subjects taught in French, and with some French subjects available the following years.

Three Boards now offer the early immersion option to all students. On the South Shore where the programme began, it has grown from one class in 1965 to 1000 students today. Here, 39% of all kindergarten children are in immersion classes; but even this percentage is surpassed by Laval where after only three years, 47% of kindergarten children are enrolled. The PS-BGM programme is also expanding, but more slowly. It started in 1967 in Roslyn school, but this year only

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HAVE YOU HEARD THAT

BIBLIOCOLE will organize a book fair with a wide selection of French books, do most of the work, and still provide your association with a substantial commission. (limited to locations within 50 miles of Montreal).

BIBLIOCOLE will organize a display of new editions of French books from all publishers at a school that is interested in building or adding to a French section of their library.

BIBLIOCOLE is NOT a separatist organization. We will also organize English or bilingual book fairs. Furthermore, we can supply books and magazines in English, French, Greek, Italian, Spanish, German, Russian, Ukranian and other languages too.

However, French language materials for English-speaking students is our specialty.

BIBLIOCOLE

P.O. Box 216.
Mt. Royal, Quebec.

PARENTS, PARENTS, Where Are You ???

by Suzanne Klag

November 11th, saw Charlotte Steinberg and myself, as representatives of Q.F.H.S.A. and M.D.C., Anne Usher, Commissioner for the P.S.G.M. and Jean Lipton, President of Verdun High and School Commissioner, taking part in a workshop set up by the Montreal Teachers Association to discuss "Parent Teacher Relations".

The one message that came through loud and clear throughout the day, after talking to over 100 teachers, is the sincere desire on one hand — and utter frustration on the other, about the lack of interest displayed by so many parents in some areas. How would you feel if you arranged a party and your guests didn't turn up? Well, to put it mildly, you'd feel disappointed. So how do you think teachers feel if you don't turn up, for example, for the "Meet the Teacher Night"? They

are not paid for being in school after hours. If they want to contact you to discuss a problem regarding your child, it means they are interested in YOUR CHILD and YOUR HELP is needed to solve it. If they need you for an outing, for an event in the school, or whatever, they are trying to make YOUR CHILD'S LIFE MORE INTERESTING AND EVENTFUL. Not speaking fluent English isn't an excuse either. In some areas it is exactly someone like you whose help is needed, and who knows—you might even find that you enjoy the social part of it.

So — COME OUT OF HIDING PARENTS and extend a helping hand. Surely you want your children to get the best possible education by interested and dedicated teachers. THINK ABOUT IT! Perhaps YOU can help to achieve that goal.

TEACHERS GIVEN MAJOR ROLE IN CAMPAIGN TO STOP STUDENT SMOKING

The following national organizations — The Canadian Cancer Society, The Canadian Council on Children & Youth, The Canadian Heart Foundation, The Canadian Home & School & Parent-Teacher Federation, The Canadian Tuberculosis & Respiratory Disease Association — are appealing to all teachers in Canada to play a major role in the fight against cigarette smoking by the students in our schools throughout the coming year.

Health and education organizations regard cigarette smoking among the greatest health hazards in Canada today.

SCHOOL PROGRAMS

With the focus on children, these organizations are appealing to teachers to step up school programs against cigarette smoking, and appeal to all adults, particularly parents and teachers whose example vitally influences the smoking habits of our young people, to kick the cigarette habit if they have not already done so.

Dr. Norman C. Delarue, Associate Professor of Surgery, University of Toronto, a long-time proponent of non-smoking, has stated on many occasions in the past that — "The main focus in the fight against cigarette smoking by

the students in our schools must be on parents and teachers. It is pointless to have anti-smoking education programs presented by teachers who obviously enjoy smoking themselves. No longer is it considered wise to provide smoking rooms for students. To do so implies approval and gives status to the student who smokes. Logic requires that approval and increased status are due to the non-smoking student".

SMOKING HALL

Last year over 100,000 school children started to smoke for the first time. Students should be made fully cognizant of the fact that the carbon monoxide from cigarettes cuts out of the blood stream the oxygen that is so vital to their functioning, especially in athletics. Diseases of the teeth and gums are more frequent in smokers than in non-smokers. Chronic bronchitis, cancer of the lungs, emphysema and heart disease are all crippling and killing diseases that are related to cigarette smoking. Last year over 100,000 Canadians dies of diseases that are related to cigarette smoking. (See: Survey of Smoking Story published in last month's issue of The News.

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Q.F.H.S.A. Survey

about 15% of kindergarten children are enrolled in 14 of the Board's schools. As an urban Board, however, it does not provide bussing and this may help explain the difference. Also, we found that for young children especially, enrollment is highest when the programme is offered in the student's neighbourhood school.

In a similar way, three Boards now offer a one-year immersion programme to all students. In Montreal, where the PSBGM first offered a grade 7 immersion programme to all students in 1970, the enrollment has increased from 18% to 30% in 1972-73. On the

In our Mailbox

In Sympathy with Teachers

Dear Sir,

At the outset I must indicate that I am probably quite biased in my thinking since I am one of those individuals who has spent a major portion of his lifetime fighting the Unions rather than joining them, and I might add, with some success.

I have paid some attention to the school system, or at least that portion of the school system operated by the Protestant School Board of Greater Montreal because I have had two children go through a variety of schools, in the NDG and Cote St. Luc areas and also in Laval. The only school which I found to be of merit was the Sir Arthur Currey Public School and that was some years back. At that particular point in time there were a number of teachers who were dedicated individuals and specialists enough to find that one of my children was not "backward" as another school principal had felt, but simply needed a course of training in hand/eye coordination.

Be the above as it may, our teachers are looking for shorter hours and higher pay and I agree with this attitude since the entire industrial world is going to think concretely in terms of a four-day week. Such an idea is invaluable to our teachers, provided they are in fact teachers and not simply holding down a job. This concept of a shorter work week can work, provided enough additional teachers are engaged so that no group of pupils suffer by virtue of the fact that they have two teachers for the same course, or that the number of teaching periods for any given course is shorter.

The unfortunate side of this is the fact that our teachers today, or at least those whom I know in the teaching profession, are amongst that group of people who successfully gained a B.A. degree and found that this did not provide the entry into the higher-paid professions which they had hoped when they embarked upon their college career. To so many teachers their career is nothing more or less than a means of supporting themselves and their families. The dedication which went into teaching thirty or forty years ago no longer appears.

The edge of the coin is something else again. It is the abrogation of parental responsibility. It is the too large allowance to our children in place of a good hard smack across the bottom when such a smack is necessary. It is the jamming of classrooms because we cannot quite stomach the necessary increase in taxation to build and staff the additional classrooms. It is the Parent-Teachers Association meetings, or at least those which I have personally attended which indulged the children in panel discussions asking them what is wrong with the schools. "Rap" rooms for the children are an interesting concept but they do not take the place of discipline. We have forced our teachers to become parents

and our teachers do not want this responsibility. Consequently they close their eyes to the more reprehensible aspects of school life. Unless they personally stumble over children having sexual relations in a classroom as did happen in one of our High Schools, or unless they personally fall over a child drugged to the eyeballs on marijuana, they close their eyes and pretend the situation does not exist except for the spouting of worthy words when they come in contact with the parents.

In defense of the teachers I wonder how many members of elite committees dealing with the schools really know how many parents have approached the principal of their children's school and have said to him "I really don't believe what you say about my Johnny. He just wouldn't do such a thing." I happen to know because I have been involved for quite some time on the fringe areas of some of the outreach programmes conducted in Cote St. Luc by the various social services such as the YMHA and the YMCA and others.

My conclusion is simply. I would like to condemn the teachers and place the responsibility for the lack of education of our children squarely on their shoulders but I cannot since I must believe in all sincerity that the greatest difference between the child who is in the top ten graduating students of the Province and the child who barely scrapes through and again the child who does not make it at all, is a question of parental responsibility, guidance and cooperation both with the child and with the school.

Very truly yours,
Gordon Cohen,
Montreal.

Impressed with conference

Att: Mr. Editor

Sir,

I was tremendously impressed by our Semi Annual Home & School Conference held on Saturday, November 11th, 1972. It was warm and for the first time I came to know more and more of the Executive, and to listen, understand and learn the problems throughout.

On receiving the invitation to attend the conference, my first feelings were, well another meeting, so perhaps I might stay an hour or two and make out some sort of a report to our Local Association.

I felt the main difference were the individual sessions, where under the chairmanship of an executive, we were finally able to discuss pertinent topics of concern in our fast changing society. It was amazing to see ourselves exchanging ideas, suggestions on the topics given to us.

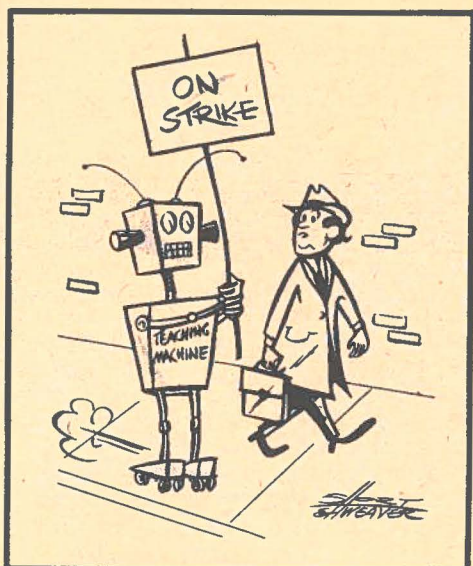
This is a far cry from the Annual Convention last year, where only a few of us would come forth.

I strongly urge Federation to seriously consider that at our May, 1973 Convention, that we hold sessions such as these and not have a situation where we had to decide beforehand amongst ourselves in an open large session which subjects we were to listen in on to only report back to our Locals.

Society today calls for us to participate actively to improve our school system as much as possible, because after all it affects our Children's growth.

Finally, I stayed to the very end, had a hearty cold chicken in the box lunch. The time was well worth while. Lets have another session soon.

Barney Cons
Vice President,
Logan Home and School Association



THE MULTIPLE PURSUIT OF BILINGUALISM

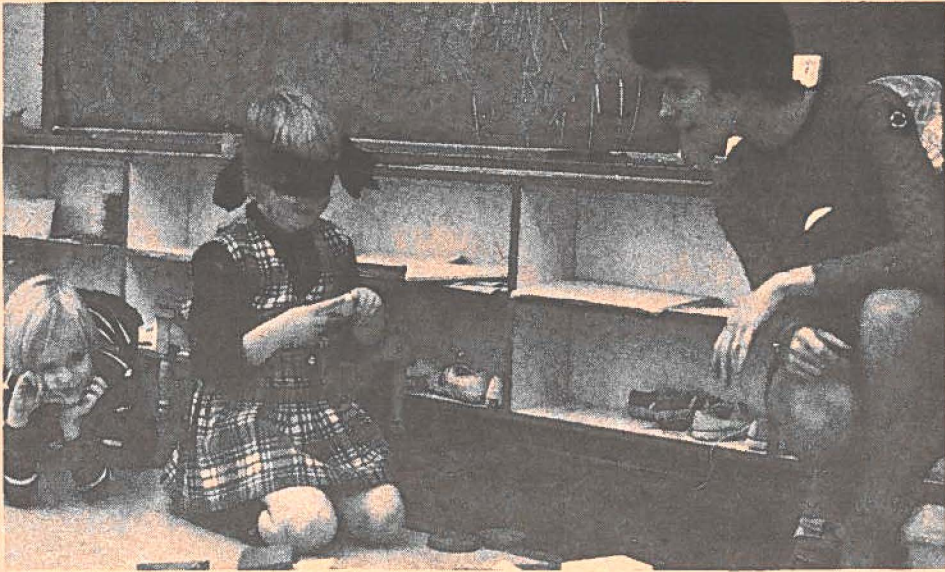
• Photos by Joe

AT DUNRAE GARDENS

by Miss D.N. Richardson, Principal.

A small girl is sitting in a rocking chair with an intent look on her face. "Un bras, les pieds, la bouche, un

decore the room. Each morning there is a discussion about the weather, the date, and other topics with the



doigt,....." she says slowly. Behind her, cross-legged on the floor, are children each concentrating on a small card he has been given. "Bingo!" cries one boy suddenly and runs up to the teacher who checks to be sure he has indeed covered the right pictures on his card. "Jean, a gagné" says one child excitedly. "Madame, John won!" says another at the same time. "Oui, c'est bon, Jean." says the teacher.

children participating more and more as they pick up the needed vocabulary. As the year progresses, sentence structures are learned through games in which the children associate phrases and sentences with pictures. Simple games, invented by the teachers and loved by the children, play a major role in the learning process at this

At Primary Level

We are observing a typical lesson in the French Immersion Kindergarten class at Dunrae Gardens School, one of the 15 schools under the Protestant School Board of Greater Montreal which has an immersion program at the primary level. When these English speaking children start school in September, most of them know no French. But from the very first day

In the primary level At Dunrae Gardens, A "Partial Immersion" School

occur. After the French phonetics have been thoroughly learned, the English sounds can be taught with less risk.

The program at Dunrae Gardens leans heavily on experience gained in other schools which have worked with French Immersion courses for a longer period of time. It is planned to increase the English content of the course to 40% in Grade III, 50% in Grade IV and 60% in Grades V, VI and VII.

Still Experimental

Because the French Immersion programme in primary grades has been introduced only in recent years, and long range results are not available, it must still be classified as experimental. There has as yet been no opportunity to observe first and how quickly these children will catch up in their English skills and how well they retain their fluency in French as they get older. However, so far at least, the problems appear to be minimal and there are indications that this is probably one good way to teach children a second language.



their teacher speaks only French to them. Through her actions they quickly discern what is required of them when certain sentences are uttered. They learn French in the same way that they learned English as babies. Nobody translated for them. They simply associate words with events in their surroundings.

Progressing Daily

Daily the children acquire new vocabulary, often through pictures which their teacher has drawn and which

level.

No pressure is exerted upon the children to speak French, but gradually they spontaneously reply to the teacher in French instead of English. Understanding develops very quickly, long before the children actually begin to speak the new language themselves.

Many ask how the French Kindergarten programme differs from the English one at Dunrae Gardens. There are many reading and arithmetic readiness activities in both programmes, but in the French Kindergarten an effort is made to teach the appropriate

French vocabulary at the same time. In general, activities tend to be more teacher-centred in the French kindergarten. This is necessary if a French atmosphere is to be preserved.

French Predominant

This year there are two Grade I and one Grade II classes in French in the school. Generally these programmes parallel the English ones. In Grade I the emphasis is on teaching the children to read and the phonetic approach is used primarily in both languages. Just as English children follow the



SM BY ENGLISH SPEAKING STUDENTS

ronick •

AT ELMGROVE by Mr. S.C. Zakaib Principal

With the developing interest in the French language on the part of Anglophones in the province of Quebec, a dissatisfaction with the amount of French being taught in the elementary schools of the Protestant School Board of Greater Montreal became apparent. The P.S.B.G.M. responded to this changing attitude that was current in the English-speaking community.

In the spring of 1969 the P.S.B.G.M. issued a notice to all parents of pupils entering the 7th grade the following fall that a French Immersion programme would be instituted at Elmgrove School in St. Laurent. As this was a purely experimental programme and as the students could run the risk of failing behind in their academic work, it was stipulated in that first year that only academically proficient pupils would be accepted in the programme.

had not been impeded nor had their first language suffered.

More Schools Follow

Encouraged by the success of Elmgrove's experiment, the P.S.B.G.M. opened an Immersion Programme at Royal Vale School for pupils coming from the Cote St. Luc — Hampstead — N.D.G. — Cote des Neiges area and at Cartierville School for the Dollard des Ormeaux — Pierrefonds area. In addition, three or four Grade 7 immersion classes were opened in Verdun, Dorval and Rosemount. It was then determined that Elmgrove would service St. Laurent, T.M.R., Outremont and Park Extension. As it was apparent that the children's work hadn't suffered, the programme was opened to all pupils of average proficiency.



Unique Situation

The response to the proposal was enthusiastic. However, the size of the school and the experimental nature of the programme limited the number of pupils that could be accepted. Consequently, in the fall of 1969, Elmgrove School opened its doors to approximately 250 pupils coming from the P.S.B.G.M.'s 80 elementary schools. Because there was no precedent, the principal, Mr. W.M. Hay and his staff, were confronted with a unique situation - how to adapt the regular Grade 7 programme to the French language.

Despite the difficulties of formulating a satisfactory curriculum and obtaining the adequate textbooks, by the end of the year, it was apparent that the experiment was a successful one. This was corroborated by testing various control groups by the P.S.B.G.M.'s psychologists. There was a marked facility in the French language on the part of the students, and as important, their academic progress



ence, history, English, physical education, music, and art. In addition, an important period of the school day is français supplémentaire, an enrichment course which supplements the regular français de base or formal French.

Subject periods are forty minutes in length and there are seven periods in the day. A pupil has three teachers,

trations in the classroom are predictable and understandable. The immediate task of the teacher is to provide them with the basic tools to express themselves adequately - the useful, everyday expressions that are necessary in the classroom. Under these circumstances, the children are permitted to speak English outside of the classrooms. However, sometime during



one of whom is the homeroom teacher. The purpose of this is to allow the pupil to accustom his or her ear to a variety of accents and voices. For example, a child may have his own homeroom teacher for mathematics, art, music and français supplémentaire and a second teacher for French, and a third teacher for geography and science. In addition to the above, each pupil takes physical education with a French-speaking specialist and English with a specialist. The pupils also have the opportunity to make use of a li-

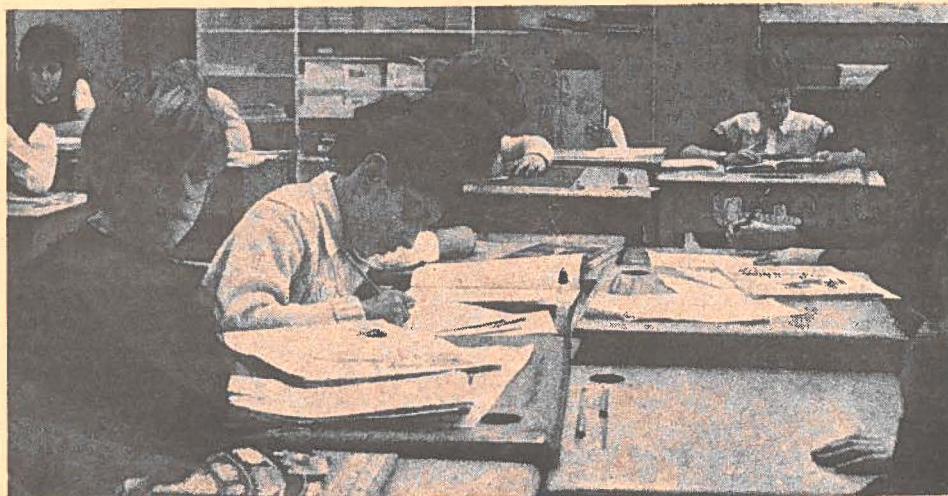
the latter part of October, the no-English rule is instituted in the halls, locker room and toilets. Later on in the year, the pupils are asked and encouraged to use French in the cafeteria and on the playgrounds.

It goes without saying that the no-English rule is not always adhered to, especially when there are no teachers in evidence. For this reason, a system of appointing monitors was organized, whereby pupils speaking English would be given points and at the end of each week, the class with the least amount of points would become the monitors for the following week. This system has proven effective in that the students have entered into it with enthusiasm, and the rush to see the points posted on the wall chart is the highlight of each day.

The obvious results of this immersion in French begin to be seen clearly after the first term when pupils appear to have completely thrown off the inhibitions which seem to shackle most Anglophones with regard to a foreign language. The children can be heard

*In the Grade 7 Level
At Elmgrove,
A "Total Immersion" School*

Naturally the aim of any language immersion programme is to render the pupils as fluent as possible in the language chosen. With this in mind, Elmgrove developed a programme which would give the child a good basic grasp of the French language, as well as providing him or her with every opportunity to continue his or her studies in various disciplines. These disciplines or subjects are similar to those of the regular Grade 7 programme, that is, mathematics, geography, sci-



library that is equipped with an adequate supply of French books, both fiction and non-fiction. A limited number of students can also take up the study of a stringed instrument under the guidance of a music teacher who is a member of the Montreal Symphony Orchestra.

Extensive Use of French

From the day that pupils enter Elmgrove School they are encouraged to use French at all times in the classrooms. Because of their relatively limited vocabulary and their paucity of idiomatic expressions, their frus-

yelling to one another in French, teasing and playing in French and carrying on in French after they have left the school boundaries. It would be presumptuous and overly optimistic to imagine that the pupils leave Elmgrove fluently bilingual, for this is not the case. What they receive is a very good grounding in the language, a facility with words, and the experience of having to think in the language for a good part of the day. If the experience of Elmgrove School is extended beyond the school day and the school year, there is no reason why a child could not become fluently bilingual.

FOCUS

On the locals

Northmount High Home & School

A red carpet (and we do mean literally) was rolled out for the Northmount graduates of 1972 on October 26th, at graduation exercises.

Mr. R.C. Paterson, principal, received a standing ovation from the students when he entered the auditorium.

Dr. R. A. McKeown, a member of the Protestant School Board of Greater Montreal, chaired the evening. Silver medals from the Board were presented to the two leading students, Frances Bronet and Herbert Dobrinski. Five one hundred dollar scholarships donated by the Home and School, and four Northmount High School scholarships, were presented to worthy students.

The Northmount girls choir, directed by Jan Heels, sang a lovely selection of songs. It was a very impressive ceremony. It is heartwarming to observe the enthusiastic atmosphere that prevails at Northmount High these days.

Our first fund raising event of the season was a Halloween Bake sale,

held on October 31st, for the students. This proved successful.

We held our first general meeting on Monday, November 13th, 1972, at 8:30 p.m. Our guest speaker was Marion Usher, MSW, and a graduate of the University of Wisconsin. She was formerly employed by the Allen Memorial Institute in Family Therapy for two years, and is now a social worker with Herzl Centre. Her topic was "Family in the Seventies". The evening was very interesting and stimulating, with active participation from the audience. Everyone enjoyed it immensely. Membership for Quebec Federation of Home and School Association was taken, and refreshments were served.

We will be sponsoring a pre-Christmas Bazaar with new merchandise, books and home baked goodies. We cordially invite all parents in the community to attend this function. This will take place in the Gym Room on December 12th, from 3:00 p.m. to 10:00 p.m.

Mount Royal High Home and School

A panel discussion on C.E.G.E.P.s was featured at a "CEGEP Information Night" held November 30th in the Mount Royal High School Auditorium. Both parents and students were invited to attend the meeting sponsored by the Mount Royal High School Home and School Association.

The four speakers answered questions on what is in store for students who will be attending C.E.G.E.P.s in the years to come. The meeting also served to provide answers for parents who may not be too well acquainted with what the C.E.G.E.P.

program is all about.

Speakers invited to address the meeting were: Kenneth Cavanaugh, Executive Secretary of C.E.G.E.P. Information Centre; Michael Harper, Academic Dean of Vanier College; Dr. Gertrude McFarlane, Co-ordinator of the Arts Sector at Dawson College, and Professor James Whitelaw, Associate Vice-Principal of Academic planning at Sir George Williams University, member of original planning committee of C.E.G.E.P.

Refreshments were served following the meeting.

Willingdon Home and School

"Our membership drive this year indicated even greater support for H&S.....thirty-five parents, nearly one from every ten Willingdon families have joined a newly organized volunteer program. They are working as Teacher Aides, as extra staff in the library, conducting field trips and organizing visits to the school by interesting people.....Willingdon's after school program offers inexpensive courses primarily in art, music, and gymnastics. This is organized annually by H&S.....A well attended general meeting, October 6th, acclaimed seventeen members to our School Committee.....Skates and ski boots were traded November 1st at our annual sale.....We had a surprise recently. François Cloutier, Minister of Education, came to Willingdon. He visited

all French Immersion classes, many English classes and chatted in French to the children.

We held another Family Night on November 24th. It was an opportunity for the entire family to spend an evening singing and dancing together....Almost the entire H&S executive and many other parents are planning a Book Fair. New French and English books will be sold and the profits will be used by the school to buy French and English library books. A special feature will be a bookmart contest. Willingdon children will compete to design a bookmark which will be professionally printed by a Willingdon parent and distributed at the Book Fair on Friday December 8th from 7 to 9:30 p.m. and Saturday the 9th from 10 to 1.

St. Lambert Home & School

The Home & School Association held a programme on 28 of November, that explored the good and bad things about life in a "mammoth" school, as against life in a relatively small school-for instance, the proposed Seaway School as against Chambly County High.

Mr Gordon Green, who wrote last March in the Weekend Magazine, defended the small school; aided by

Mr. Michael Watt, recently a St. Lambert student.

Mr. Donald Harris, Vice Principal from the very successful Beaconsfield High, spoke in front the large type school.

Mr. Henry Breau from the Department of Education explained the costs and expenses. A representative of the South Shore Board added some illustrations from our own system.

Skigawake - Port Daniel Home & School

The second meeting of the Skigawake-Port Daniel Home and School Association was held on October 24th. Before the meeting opened, parents were invited to look at a display of art work which the Hopetown School youngsters had made. A portion of the display was devoted to snapshots of the trip to Gaspé and Percé which was made by the school children last June. The creative talents of the children were well-represented, and all present expressed their admiration of what the children had accomplished.

The president, Mrs. Carl Hayes, gave a short summary of what had transpired at the School Committee Meeting held in New Carlisle on October 10th. Twenty-two members were elected from the various communities from Gascon to Cullen's Brook. Mr. L. Mason-Tulby was chosen as the committee's teacher representative. It was decided that a meeting of this committee would be held on the third Monday of every month. Mrs. Dianne LeGresley was chosen as representative to the Parent Committee.

The meeting was then turned over to Mr. Stephen Dow and Mrs. Eurda Hoorweg, teachers of special education at Hopetown School and the speakers for the evening. Mrs. Dow began by stating that there are various symptoms that mark out a learning-disabled child. As a regular class teacher already has between thirty and forty pupils to educate, she rarely finds the time or opportunity to work with the learning-disabled child. This child must then

become the responsibility of the special education teacher. A psychologist first tests the child to find out just what problems are to be encountered by the teacher. The child is then retested by the special education teacher, and after diagnosis, a program is set up to help the child. As a result of this testing, the special education teacher often finds that he or she is teaching more than one level of education. In some cases, the teacher has as many as five, six or even seven levels! It is because of this variety of levels that the enrolment in a special education class is limited to no more than fifteen pupils. With such a small class, some parents are still inclined to believe that the special education teacher has a very simple job to perform. However, the education of a learning-disabled child is not a simple problem. On the contrary, it is a rather tricky one.

Before Mr. Dow presented the two films he had brought to the assembly, he asked every parent present to keep in mind three very important thoughts expressed by various psychologists and educators.

1. All students do not have equal capacity.

2. Every child is entitled to an education.

3. A school should serve its children, not the parents or the teachers.

The two films, "The Invisible Crippler" and "Moving is Learning" were then shown and a short discussion period followed.

Iona Ave Home & School

Our school year got off to a great start with our Sept. 25th enrolment evening for Home & School and registration for our many extra-curricular projects. The evening also gave parents the opportunity to meet the teachers and listen to their particular philosophy of teaching.

By October our School Committee was in force with a membership of twenty very willing workers.

November was fund raising time and our chocolate bar sale was in progress. We expect it to be a huge success, thereby guaranteeing a good deal

of money for audio-visual material, physical education equipment and musical supplies to supplement the facilities already available at the school.

By December our Family Life program should be underway. This undertaking has been arranged for grades 5, 6 & 7 students, as well as their parents (separately). Mrs. Ruth Eliasoph of the Mental Hygiene Institute has been selected to head this project. She was with us last year and was very well received.

MacDonald Home & School

The students at Macdonald High School raised \$2,400.00 for the Muscular Dystrophie Fund during their "Blitz" on Nov. 9, 1972. It was more than twice as much as they had raised last year selling chocolate bars.

The "Blitz" was organized by the student "Steering Committee" with the gentle coaching of Miss MacLeod the Vice-principal, and the areas canvassed were Baie d'Urfe to Dorion. Afterwards there was a party in the boys gym where the results of the "Blitz" were announced as the money was brought in.

The "Steering Committee" is a new concept at the school this year, Originated by Mr. Hill, the principal it is made up of fifteen students who have voluntarily offered to take part in

organizing student affairs for the current year. Formerly the executive was voted into office by the student body. Judging from the enthusiasm generated during the "Blitz" we all feel this to be a very successful innovation.

There will be no student representation on the Home and School this year or on the Parents Committee but rather there is a new group organized called the Co-ordinating Committee which will have representatives from the Home and School and the Parents Committee and an equal number of students.

It is hoped that this will provide a more relaxed atmosphere for the students to express their ideas as they will be equal in number to the adult representation.

FOCUS . . . On the locals

Courtlund Park Home & School

A French Book Fair held at Courtlund Park School in Dorval on Thursday, November 2 was a great success. Many interested residents visited the school gymnasium to view a colorful

Much support, too, in the back room, was provided by Mrs. Kay Zelmner as secretary, Mrs. Sonia Swain as Treasurer and Mrs. Pat Waterston on Equipment.



Volunteers being briefed before the Fair.

Photo by Robert Danziger.

and stimulating display of French books, games and records.

The display which was arranged by Mrs. Barbara Danziger and her helpers was a festive background for the beautiful french books, games and records selected by Mrs. Margaret Shewchuck, Mrs. Heather Thompson and Mrs. Norah Ramsey.

A great number of volunteers, both parents and students were needed to make the Fair the success that it was and their activities were coordinated by Mrs. Jane Findlay.

The chairman of the Book Fair Committee was Mrs. Margaret Stead.

The enthusiasm of the children both in their attendance at the Fair and in their participation was very gratifying and did much to encourage the parents. Their delight at the appearance of the cast of 'Chez Hélène' and the crowd was overwhelming.

Certainly a great interest in the French language and in material available in that language was shown throughout the entire project.

Wagar High Home & School

Wagar Home & School Association held an Open Meeting on November 28th, for all parents, students and teachers.

The highlight of the meeting was a panel discussion and workshop — "Judaism — Yesterday, Today, What Of Tomorrow?". The purpose of the meeting was to discuss the validity of introducing a Jewish Studies course as an elective in the curriculum for next year.

Mr. Morris Chaikelson, well-known lawyer and student of Judaica, and Dr. Jonathan Siegel, Professor of Judaic Studies at Sir George Williams University, were the guest speakers.

Following the panel discussion and a question and answer period, those present re-organized into informal round table groups, with a discussion leader and recorder at each table. A resumé which encompassed the conclusions of each group, concluded the meeting.

Lachine Rapid Home & School Ass. L.A.Salle

At the beginning of October there was a general meeting and election called by W.R. Elliott, Principal of L.R.S. to discuss and elect members for the 1972-73 School Committee. Regretfully there was an absence of TOO MANY PARENTS, the parents who attended were very enthusiastic (SEVEN — PLUS THE EXECUTIVE). Very poor for a School that has over 300 children in attendance. A meeting of the executive is held the second Wednesday of every month — any parent is welcome to come and sit in at these meetings.

MODERN DANSE: A modern danse (Interpretive Ballet) for Ladies is in full swing and the ladies who are attending say they are really enjoying this form of exercise as well as the evening out.

EXTRA FRENCH: Our extra French Program is again underway this year. This is a ten week course of

one hour a week, and offered to the senior grades to help the gap between elementary and high school. Parents of the seniors grades have been notified of this program.

LIBRARY: The school library is in full swing. It's success is due to the mothers who volunteer their time. This year we are looking for mothers to volunteer their spare time — Morning or Afternoon — as the Seventh & Six Grades will be moving into the new High School come September, and most of our volunteer mothers to date are the mothers of children in these grades. For more information call Mrs. G. Theriault 366-7025.

JUDO: ANYONE INTERESTED IN GETTING A CLASS GOING FOR THE CHILDREN — CALL D. MCCOY — 366-1407.

TILL NEXT MONTH THINK HOME & SCHOOL — REMEMBER THEY ARE YOUR CHILDREN — HELP US TO HELP THEM.

Morison Home & School

The Morison Home & School Association organized a scrapbook contest for the children during the summer entitled "Summer 72" Scrapbooks. We had 14 participants and each child was presented with a crest. Two teachers judged the scrapbooks and we had 3 prize winners. Our principal, Mr. V. Smiley, helped to make the event a big success by holding an assembly of the children during school hours for the presentation of the awards. Judging by the enthusiasm of the children, this event will undoubtedly be a big success if repeated next year.

A general meeting was held on October 10th to elect our School Committee. The meeting was poorly attended, with only 30 parents present. A committee of 8 parents was elected, four of which are on the Home and School executive. The Home and School Association served refreshments at the meeting.

The Home & School executive organized a meeting with the principal, Mr. V. Smiley and the staff of the school on October 12th. This is the first time a meeting of this nature has been arranged, and I feel positive everyone found it most beneficial. This session opened a valuable chain of communication between parents and teachers.

We organized the Crippled Children Campaign in the school and also distributed UNICEF boxes to all interested children.

The Home and School Association sent a petition to Mr. François Cloutier Minister of Education in Quebec City, requesting that the position of French Specialist be excluded from the pupil-teacher ratio. This was sent due to the loss of our French Specialist for the Junior Grades, Mde. Levy, because our school was over the pupil-teacher ratio.

Our principal, Mr. V. Smiley, held an "Open House" at school on October 26th at which time the Home and School Association held its membership drive. The meeting was attended by approximately 300 parents. Classrooms were open for parents to visit, some of the teachers organizing activities. We had 60 paid members at the

end of the evening. However, due to extremely hard work on the part of our membership chairman, our membership now stands at 101.

Four members of the Home & School executive visited the Somerled Center on November 1st. The Home & School Association has funds to spend on equipment for the school, from a "Spring Fair" held last May. The staff of the school had many suggestions and we went to the Somerled Center to better understand how the equipment can be utilized in the school, and to see what was available.

Foster Home Programme Made Available to Home & School

Foster homes for school age children was the major topic of discussion at a meeting on October 17, 1972 between Mrs. D. Arrey and Mrs. Allison Irwin of the Quebec Federation of Home & Schools Associations, and social workers from six child care agencies held at the Foster Home Recruiting Centre, Montreal. The urgent need of substitute homes for English-speaking adolescents, school age children 8-12 (especially boys), and siblings groups of 3-4 children was underlined as a priority by all of the agencies.

The F.H.R.C. is developing a wide range of subjects and materials of in-

terest to home & school groups who are planning various programs and activities for their members. Slides, films, speakers and panels that include foster parents and social workers comprise the total "foster care information package" available for presentation from Feb.-May, and Sept.-Dec. 1973.

Groups wishing to further explore issues in foster child care including the special school needs of some foster children, are invited to write or phone the Foster Home Recruiting Centre for more information. The address is 4018 St. Catherine St. West (near Atwater) Montreal 215 — Tel. 935-2589.

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CANADIAN NATIONAL SPORTSMEN'S SHOW SPONSORS ARCTIC TOUR FOR HIGH SCHOOL STUDENTS

Because of the outstanding success of the 1972 students tour to Canada's Arctic, sponsored by the Canadian National Sportsmen's Show, "North of Sixty" will be repeated in 1973.

In making the announcement, CNSS President, Richard T.D. Birchall, stressed the importance of involving Canada's young people in that part of the country, now frequently referred to as "the last frontier".

As in 1972, "North of Sixty" is a national contest, open to all Canadian high school students attending public, private and parochial schools, who will have celebrated his or her seventeenth birthday but not yet attained his or her birthday on July 1, 1973.

Twelve winners will be selected, who will be touring the Arctic for twelve days in July 1973. All expenses will be paid by the Canadian National Sportsmen's Show, whose project will be co-ordinated by the Youth Science Foundation, Ottawa.

Places to be visited include Yellowknife, Hay River, Inuvik, Tuktoyaktuk, Sachs Harbour, Holman, Cambridge Bay, Bathurst Inlet, Coppermine, Snowdrift and Reliance in the North West Territories and Old Crow in the Yukon.

Students entering the contest will be asked to submit a 2000 - 2500 word essay on "Canada's Arctic", developing such specific topics as history, geography, ecology, demography, natural resources and their exploitation.

Entries must be post-marked no later than February 1, 1973, and mailed to "North of Sixty in Seventy-three Contest", c/o N.S. Helm, Contest Co-ordinator, Suite 1400, Toronto Dominion Centre, P.. Box 34, Toronto 111, Ont.

All entries must include name, date of birth, address and school, and will become the property of the Canadian National Sportsmen's Show.

A panel of eminent geographers, biologists, ecologists and educators will be appointed by the sponsor, to act as judges, whose decisions will be final.

The successful candidates will travel by commercial carriers to the staging area; from there the group will travel by charter Twin-Otter to points to be visited.

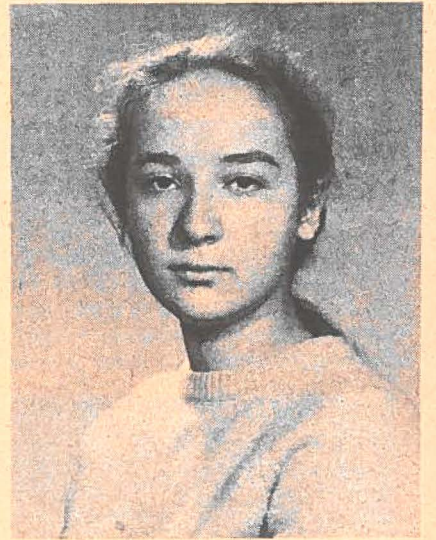
Announcement of the winners will be made during the 1973 Canadian National Sportsmen's Show, to be held at the Coliseum, Toronto's Exhibition Park, from March 16 - 25, 1973.

IN THE STUDENTS CORNER

REYHAN YAZAR Tops With 94%

The top student in all PSBGM Schools with an average of 94% (possibly in whole province but not yet officially confirmed) Outremont High School is indeed proud of the scholastic success of Reyhan Yazar who came to Canada with her family in 1964 from Turkey.

Reyhan, who was awarded the J.W. McConnell scholarship by McGill University, as well as Birks Silver Medal, and the Alice Ruart, the Alfred Joyce and Fred W. Cook (Home & School) Scholarships, as well as the Julia Bradshaw Memorial Scholarship, is now in Biology Science at McGill University. She plans to study Medicine and wants to specialize in Psychiatry.



Reyhan Yazar

by Ruth Sembera

I sat reading the above announcement which I had just prepared for The News and began to wonder just what sort of a person could a girl be who can produce this kind of effort — so I went to find out...

Native of Turkey

Reyhan is a quiet young lady, slim with brown hair and gentle eyes, and with definite ideas of what she is, and wants to be. The daughter of an electronics engineer, with two sisters, one elder and one younger, she has been in Montreal since she was nine years old. She had already one year's English study at an academy in Turkey, but, as she said, school English did not help much. She attended Bedford and then Logan school before moving on to Outremont High. She says that she does not recall any difficulties in adapting to Canadian conditions and has always learned well at school. I asked her if she was nervous when writing exams and she replied "I never fail them so why should I be afraid of them".

A Agatha Christie Fan

Reyhan is a voracious reader — in fact she says she reads so much she wonders where she finds time for study. She does not like modern authors and thinks that their characters have no depth and goes a little farther back for her reading for this reason. I found to my relief that she was not only fond of novels but also, like myself, an avid Agatha Christie fan and also admitted to a liking for Ray Bradbur's brand of science fiction. English is really her

favourite study — and because she is interested in people and their characters she wishes to study psychiatry — wants "to really get inside people and see what makes them tick". She likes walking and swims and plays badminton — but so far has not become Canadian enough to be attracted to skating or skiing. Study comes easily to Reyhan. She says it is enough to read something until you understand it and then, poof, it is there and you don't forget it.

Following Sister's Footsteps

She is very happy at McGill and finds that the freer study style at the CEGEPS Level suits her very well. Her elder sister is also in Science at McGill, and her younger sister is in the 8th Grade at Outremont High. Reyhan believes that her little sister is "quite clever too." I found Reyhan easy to talk with and most interested in a great many subjects. In fact I found myself at various times on the opposite side of the interview, with her asking me all sorts of questions, and our projected half-an-hour had spread into 1½ hours before either of us had realized it.

Home & School Scholarship

I really feel proud that the Outremont Home & School Association Scholarship for the best girl student of the year, was one of those which will ease Reyhan on her first year's study and she certainly will, I am sure do us great credit. We will watch her future career with interest. The best of luck to you Reyhan, and every success.

HAPPY HANUKKAH

Did you know that many children don't have adequate clothing to attend school this winter? VERDUN ANTI-POVERTY ASSOCIATION, which is a self-help group, would be glad to receive any secondhand clothing (children and adult, clean and in good condition); also toys and other small articles for their

VAPA MART,
925 Church Ave., Verdun.

Pick-up can be arranged. For further information call Mrs. J. LIPTON, President, Verdun High, 766-8304. Show that YOU CARE for those who are less fortunate!

PLEASE

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

Kindly send to:
Mrs. D. Arrey,
11700 Elie Blanchard,
Montreal 390. Tel: 334-0180

The children already have one piece of equipment from Dominion Store sales slips supplied by Home & Schoolers.

MEILLEURS VOEUX

Q.F.H.S.A. MEMBERSHIP HONOUR ROLL.

(Each month, The News will publish the names of those Home & School Associations whose membership list renewals indicate an increase of their membership from the previous year.)

ASSOCIATION	MEMBERSHIP CHAIRMAN	1971-72	1972-73	NET INCREASE	% OF INCREASE
Prince Charles	Mrs. C. J. Katz & Mrs. M. Anakin	19	60	41	210
Roslyn	Mr. R. Glaymon	231	378	147	64
Dorval Gardens	Mrs. D. Logan	55	85	30	55
Christman Park	Mrs. K. Pickford	153	207	54	35
Howick	Mr. G. Garand	16	20	4	25
Willingdon	Mrs. J. Rapoport	151	165	14	10
St. Brund	Mrs. R. Campbell				
	Mrs. B. Leiter				
	Mrs. V. McKeen	69	76	7	10

Membership Committee:

Mrs. Dorothy White, Chairman,
Mrs. D.E. Holroyd,
Mrs. F. Richardson.

continued from page 3)

Mr. Smethurst discussed bulk membership, whether the idea was feasible and, if so, how much each association would be obliged to pay in order to join their total family membership. Here again, it was necessary to consider the fee structure and the overall fiscal operations of Federation and its requirements. Mr. Smethurst solicited ideas from the Presidents present.

Mr. Harrison spoke on the question of the separation of Federation and Local fees. He felt that in those areas where there is no local Home & School association, perhaps we could consider a different class of membership on a school basis. This offered possibilities of greatly increasing our membership and yet it might at the same time result in a reduced individual, family membership.

Mr. Miller dealt with membership renewal and the need to bring about a complete revampment of the system of registering members on a year-to-year basis as is presently done. Mr. Miller pointed out that as a result of the gigantic task each year of hundreds of local associations having to re-sign their members anew, that it would be more expedient to maintain a permanent membership record and merely

make those changes necessitated by the following years additions or deletions of membership. As presently carried out the final membership list is not completed until the month of February in each year, resulting in great loss of efficiency, time and money. With a centralized, permanent system, membership renewal notices would be sent out during the summer on a Province wide basis and Locals would only be required to follow up in those instances where renewals had not been received.

Following the panel discussion there were questions from the floor. At 2:15 p.m. the analysis of the morning discussion sessions were presented by the 12 recorders, each recorder giving a brief verbal presentation to be followed by a fuller and more detailed written report. The "mini-conference" adjourned at 3:15 p.m. with Mrs. Arrey expressing her gratification at this most successful Presidents conference and thanking the Presidents and other officers for having attended an all-day Saturday event. "From the enthusiasm displayed," said Mrs. Arrey, "it was obvious that the Presidents Conference was a wonderful idea and that if would most likely become an annual event."

*To all our members we wish to
extend our best wishes for a
Happy and Joyous Holiday
Season.*

*The Executive and Board of
Directors, Quebec Home and
School Association.*

Denise Arrey

President

Random sampling of resolutions adopted by Quebec Teachers Corporation

(The largest teachers organization in this Province, the CORPORATION DES ENSEIGNANTS DU QUÉBEC (C.E.Q.) or, the Quebec Teachers Corporation, held its 22nd Congress at the Chanteclerc Hotel on July 10th. The delegates adopted well over 100 Resolutions of which it is only possible to cite some at random.

The resolutions were dealt with under four general broad headings, namely: (a) the protection of the teacher in his status as a worker within the judicial system (b) helping the teacher to become a true agent of social transformation by directing his fight in a more and more political perspective, (c) placing the syndical struggle of the teachers within the social, economical framework of Quebec by confirming its linguistic policy, and (d) Improving the operations and working conditions of the organization.

In publishing a sampling of these resolutions, two points must be borne in mind by the reader. First, the passages of the resolutions cited are not intended to represent a "balanced" or over all perspective of decisions reached by the C.E.Q. but, as already pointed out, have been selected at random in order to provide an insight into the teachers' thoughts, on certain basic issues. Secondly, the passages cited have been translated from the french text and in some instances, one must treat with caution the degree of exactness in translation.)

To protect the teacher in his status as worker within the judicial plan

— by utilizing to the full the judicial resources in a perspective of offense

1. Judicial harassment

That the C.E.Q. undertake a judicial harassment struggle in order to protect its members not only by defending them but by counter-attacking on various fronts, be it against the decree, the Education Act, and the other laws and regulations concerned, in collaboration with the other central unions.

38. English speaking teachers

That the C.E.Q. not agree to any special plan and not revise any of its official policies with the sole purpose of facilitating the integration of PACT and PAPT.

46. A. That priority be given to the training and organization of militants at the level of schools.

49. D. That the C.E.Q. promote the role of the teacher as an agent for pedagogical, social and political change.

starting with the working environment of the teacher by using the file "The school in the service of the dominant class".

51. That the C.E.Q. declare and seize every occasion to denounce and demonstrate the socially disastrous consequences of the transmission of capitalist ideology in the schools, and to this end adopt the file "the school in the service of the ruling class", and undertakes to make it known to all its members so that these latter may express their opinion.

54. A. That the C.E.Q. take the necessary measures to unmask the pseudo-democratization of the school and the existence of two systems of education in Quebec, the one private for the privileged class and the other for the "ordinary" people.

55. That the C.E.Q. in taking its position concerning schools, combat all decisions, methods, programs or pedagogical initiatives which would serve to perpetuate the capitalist system.

69. That the C.E.Q. reaffirm the urgent need of proclaiming French, the national language of Quebecers, as the only official language of the state of Quebec.

70. That the C.E.Q. demand and take all measures to have the infamous "Bill 63" repealed.

71. That the C.E.Q. affirm that French should become the only official language as well as that of labour relations, business, administration and communications, public services and the educational system.

72. That the C.E.Q. reject the Federal Government's policy which, under the guise of an extremely subtle official bilingualism and ambiguous multiculturalism, aims to make of the people of Quebec a simple ethnic minority in an essentially Anglophone whole.

73. That the C.E.Q. accuse the Quebec Government of complicity with the sources of enslavement of workers within the linguistic and cultural framework.

77. A. That the C.E.Q. support the action of parents' groups who have undertaken to fight against the expansion of bilingual kindergarten classes.

a) that, in the curricula English be excluded at the elementary level;

b) that, at the secondary level, English become an optional subject just as the other foreign languages.

94. That the C.E.Q. promote the election of its members or of any citizen whose ideas are compatible with our movement and who offer valid guarantees to represent the working class to positions within public organizations, such as the administrative councils of the universities, the CEGEP's, the hospitals and the school boards.

(Editor's Note: Each issue of The News carries a guest article written on a subject of education and related matters. This month's article, IN MY OPINION is submitted by Mrs. Winifred Potter, Area Representative of the Town of Mount Royal.)

My child is learning French in a class that is too large and that has no French specialist. I am concerned about this, and there are many parents in this province who have this same concern. Educators, when questioned, point out that this situation is caused by the norms (teacher-pupil ratio) set by the Department of Education. And everyone agrees that the root cause is money, or, more precisely, the lack of it.

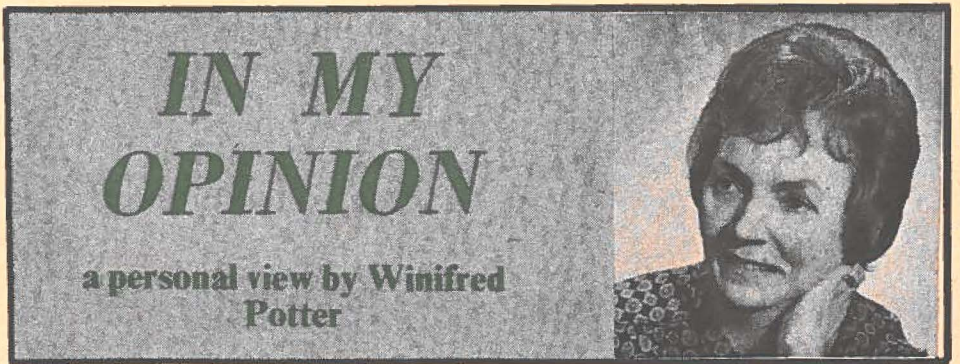
But I wonder if this is really the whole explanation.

Since 1969 English schools in Quebec have been required by law (bill 63 and Regulation 6) to teach an increasing amount of French, the goal being "to enable the pupils to acquire a working knowledge of French as a second language, before the end of the secondary course." Few English-speaking parents in Quebec would dispute the need for this goal. But why does the Department of Education impose such a regulation on the one hand when, on the other, it specifically denies for the implementation of this regulation the money granted to it by the Federal Government for the promotion of bilingualism?

On the advice of the Commission on Bilingualism and Biculturalism a special fund was set up by the Federal Government to help provincial departments of education provide instruction in a second language. In the year 1970-71, for example, Quebec got the lion's share of the grant, \$29,986,803., out of the \$50 million made available to the provinces under the federal programme to develop bilingualism. Isn't it reasonable to assume that this federal money designated for the promotion of bilingualism would be most appropriately used in our schools, both English and French, to promote the learning of the second language? Yet of this more than twenty-nine million dollars, none went to the teaching of French in our English schools, because the Department of Education has decreed otherwise.

In a footnote to the preamble to Regulation 6 this denial of these funds is made explicit: "This regulation has no connection with the federal provincial programme of cooperation in matters of bilingualism in the field of education. Amounts recovered by the government of Quebec by virtue of the agreement between the government and the federal government are so recovered, in fact, for instruction to be given in the English language, and for teaching the English language as a second language, English being in Quebec the language of the official minority, as French is the language of the official minority in the other provinces.

But wait, isn't it strange that the French Catholic system nowhere has its equivalent of Regulation 6 for the teaching of English to its pupils, but that it is the one entitled to the necessary grants for the teaching of the second language,



whereas our English school system with a compulsory regulation of extensive second language teaching is denied the federal grants which are specifically designated for the promotion of bilingualism?

How can a person believe in the good faith of a government and of a department of Education that legislates as if part of the Quebec population does not exist? that treats Quebec, in this instance, as if it were a monolithic, unilingual French-speaking province, whereas the truth is that Quebec has 1,200,000 Quebecers whose first language is not French. One million, two hundred thousand people, this is a larger number of people than the population in six of the other Canadian provinces. But the Department of Education chooses to act as if we do not exist as far as the distribution of federal grants for bilingualism is concerned.

On the whole, I believe that English-speaking Quebecers sympathise with the Quebec government's concern for the maintenance of the French fact in the province. This concern, however, does not justify the government's ignoring of other Quebecers' needs and rights, nor does it justify the denial to English-speaking Quebec of federal money for the promotion of bilingualism. There is a need, long overdue, for the Government of Quebec to govern for the well-being of all Quebecers, both English and French-speaking, and not, as it increasingly seems, for only one segment of the Quebec population.

There is a need also, I believe, for the Federal Government to assume more responsibility in its granting of money for the promotion of bilingualism in Quebec than it has been willing to shoulder. These grants should not be allowed to become a vehicle on the part of the provincial government for discrimination against one language group.

But there is another body whom I believe to be also at fault — you and I and all of us, English-speaking parents who acquiesce in this arbitrary, discriminatory interpretation of the distribution of the federal grant. If we continue to remain silent, if we do not speak up to elected officials, if, increasingly, we accept unjust legislation which is racist in intent, we will deserve the fate that undoubtedly awaits us. But our children do not deserve this fate.



Deadline For Next Issue:



January 15th, 1973

As part of QFHSA's current campaign to bolster off-island Home & School association memberships, three members of our Provincial Executive held a series of meetings in the Quebec City area where they met with representatives of various schools recently. In the above photo, left to right: Betty O'Connell and Wally Evans, Vice-Presidents; Mrs. Margot Bullen, President of the St. Foy Association; Catherine Knox of Holland Elementary school; Mr. B. de Boer, Area Representative from Thedford Mines; and, back to camera, Mrs. Denise Arrey, QFHSA President.

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