



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Q.F.H.S.A. CONVENTION 1975

31st Annual General Meeting — May 9 & May 10

CONVENTION THEME:

Learning for Living

FATHERING TODAY

Family life

Teacher contract negotiations

Working Mothers

Human Sexuality

Elections awards

VALUES

Bill 22

The Volunteer

Mass media values

films

a new curriculum

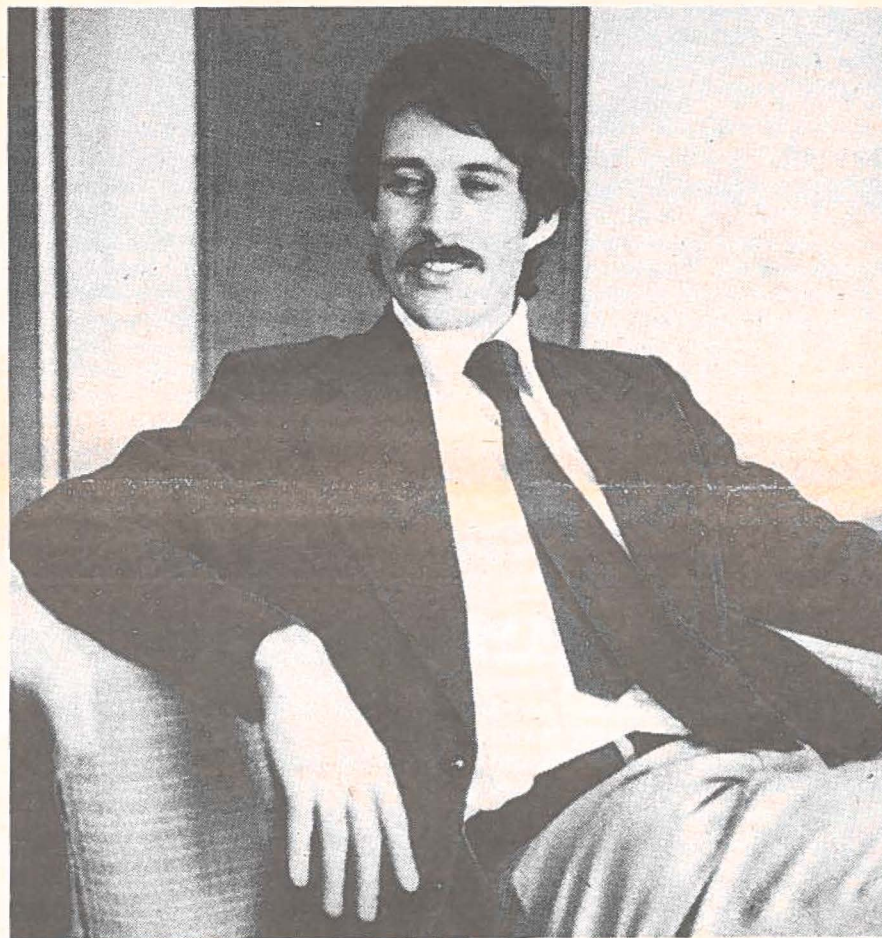
resolutions

Discipline and social order

Restructuration

Decisions for daughters

measurement & evaluation



Dr. Clive M. Beck, theme speaker at the Saturday Plenary Session of the QFHSA Annual Conference.

The author of many articles and books on Moral Education, Dr. Beck lectures on such topics as "The Logic of the Curriculum," "Developing Moral Theory for the Schools," and "The Philosophy of Value and the Nature and Role of Education" in Graduate Studies Faculty of the University of Toronto.

On Saturday morning, May 10, in the Plenary Session, Dr. Beck will speak on "Learning for Living: Moral Education," and will be present during the morning workshops for a Question and Answer Session on Moral Education with conference delegates.

Some of the participants at the conference:

- Dr. Ghislaine Roquet, sister of the Holy Cross, member Parent Commission, Multi-media administrator, Companion of the Order of Canada.
- Caroline Pestieau, Vice-President, Quebec Council on Status of Women.
- Dr. Clive Beck, Professor in philosophy of education at the Ontario Institute for Studies in Education.
- Kay Crowe, Vanier Institute of the Family.
- Carol Stoddart, National Film Board.
- Margaret Assels, Education Development Officer for Moral and Religious Instruction.
- Winton Roberts, Director, Elementary Education, Chateauguay Valley Regional School Board.

AND MANY MORE

Convention Program: pages 8 & 9
Resolutions: page 11
Restructuration: page 7
Spotlight on Magog H & S: page 14
Magic, Home & School Style: page 15
The Federal Grants: page 16

Come Join With Us: Learning For Living

Editorial Comments

Guest editorial: "The way things are"

Presently, the Quebec Federation of Home & School Associations is working hard, along with the PSGBM and other interested groups, to have Bill 22 tested in court to ensure that the Anglophone population of Quebec maintain existing rights.

After sitting in at two meetings (one at Quebec Federation and a PSBGM Board meeting) it was frustrating to realize that Bill 22 was of paramount concern to both groups.

What about bussing? What about inadequate lunchroom facilities? What about the deterioration of educational standards since our system has been centralized?

What about the unavailability of basic textbooks due to the suppliers going bankrupt? Don't other schools have these problems? Doesn't anyone care?

It finally occurred to me that although our problems at Morison are serious ones, the worst is yet to come! In spite of all these difficulties, we still have an English school in our immediate neighbourhood.

With the advent of Bill 22, many children wanting to attend Grade 1 at Morison will be directed elsewhere if they cannot meet the requirements set down by this Bill (i.e. sufficient knowledge of the English language, English surname, etc). If this happens, in three to five years our ratio will have dropped so drastically that it will no longer be feasible for the government to keep our school in operation.

This is the way things appear to me. I may be wrong, but in the light of this reasoning, I urge you not to take any chances. Let's get together and support the Home and School, School Committees, and any other group that is looking out for the welfare of your children.

Myrna Sweetman, President, Morison H & S.
taken from the Mori-Sun.

Behind The Official Policy — WHAT?

It can never be said too often that Quebec, like Canada, is composed of two principal cultures, French and English, and that the development of these two cultures on the basis of equality is the policy recommended by the B & B Commission and legalised in the Official Languages Act of the Federal Government.

Bill 22, on the other hand, undermines the concept of two equal cultures in Canada. It employs coercive measures to impose the French language on and government control over some of the chief institutions through which English culture in Quebec lives and grows. This English culture, moreover — part of the texture of Quebec life for two hundred years — is not the culture of a tiny minority or a handful of people. According to the 1971 Census of Canada, English was the language most often spoken at home in Quebec by 887,875 people. This number is considerably larger than the combined populations of Newfoundland and P.E.I., and than the combined populations of New Brunswick and P.E.I. It is larger than the population of Nova Scotia and nearly as large as the entire population of Manitoba or Saskatchewan.

In the metropolitan area of Montreal English is the language most often spoken at home by more people than the total population of any metropolitan area in Canada except Toronto and Vancouver. Montreal is thus the third largest English-speaking city in Canada, and the province of Quebec is the fourth largest English-speaking province of Canada.

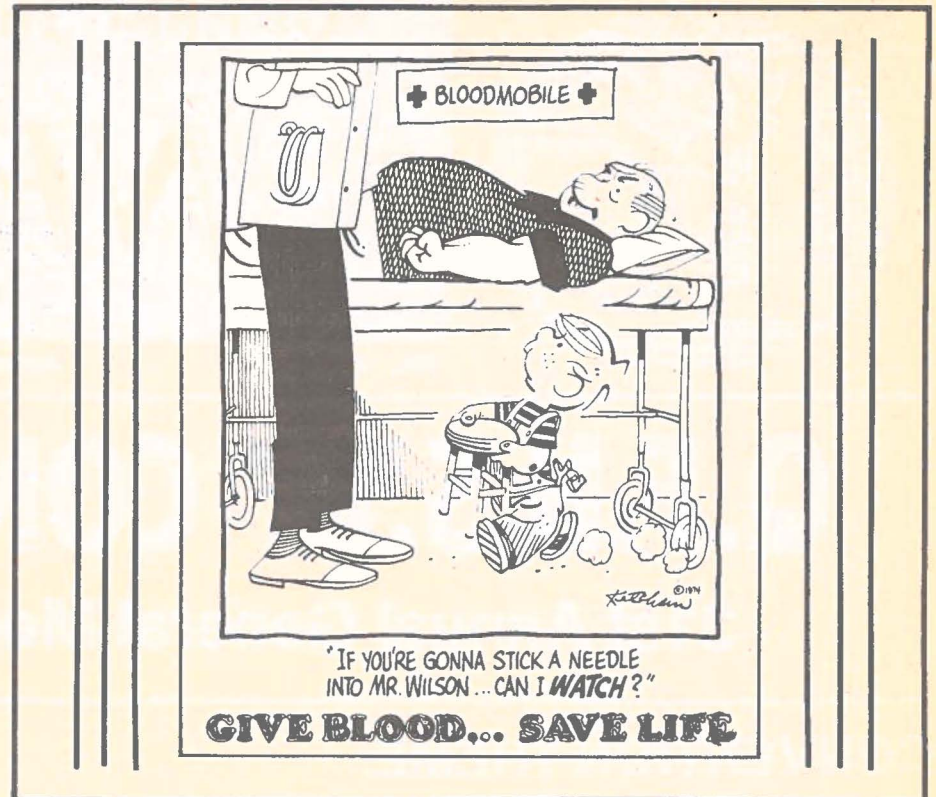
Bill 22, striking at the cultural rights of the English-speaking minority in Quebec, affects the vital interests of Canada as a whole; in our legal history 32 provincial acts have been disallowed on that ground. If Bill 22 is not disallowed by the Federal Government, or if pressure is not brought by the Federal Liberals for radical, positive amendments to Bill 22, the policies recommended by the B & B Commission and legalised in the Federal Official Languages Act of Canada become debased to a facade behind which shelters an increasing French unilingual nationalism.

W.P.

What It Really Means

Much reference has been made to the discretionary powers Bill 22 gives to the Lieutenant Governor in Council, to administrative bodies under his control, and to individual ministers. Yet very little concrete detail has been forthcoming to help the man in the street realize to what extent his individual liberties can, under Bill 22, be infringed.

Take, for example, just two sections of Bill 22 — Sections 76 and 77. Section 76 dispenses with Articles 834 to 850 of the Quebec Civil Code and with injunctions against the Régie. Article 77 of Bill 22 annuls any writ, or injunction inconsistent with section 76. Thus, the Régie de la langue française (the body formed to supervise and rule on the francization of businesses) is not subject to "mandamus," (ordering it to perform some act which law requires it to perform); "Certiorari," (providing for review of its decisions, and their possible setting aside by a court); "quo warranto" (requiring it to show by what authority it has acted); Injunction (ordering it to refrain from a particular act); or prohibition (forbidding it to take a particular action). Heights of license undreamed of by most governments are given to the Régie, and the individual citizen is shorn of those ancient and most valuable safeguards against abuse of power.



Board of Directors' Meeting Highlights

At the Board of Directors' Meeting held on January 25, 1975, at Westmount High School there were present 27 persons, members of the Executive Committee, Area Representatives, Committee Chairmen, Association Presidents, and a guest.

Among the items of business attended to were the following:

Accepted with regret the letter of resignation from Mr. John Goodchild and ratified the nomination and changes made by the Executive Committee to fill the vacancy created (see p. 3 for detail).

Legislative Committee: heard from Mr. Lyman Roberts that Mr. John Featherstonhaugh, Q.C. and Mr. E. Javet, Notary, have agreed to serve on this committee.

Received reports from Mrs. O'Connell on the National Conference on Smoking and Health and on the QFHSA Presidents' Emergency Meeting, and from Mrs. Pat Lewis on the plans for the March PAPT workshop.

Formed a Committee to prepare a QFHSA position paper on government regulations to implement Bill 22.

Unanimously elected the following to the Nominating Committee: Chairman: Mr. W.I. Miller; Board representatives: Mrs. Allison Irwin and Dr. C.C. Potter; local representation (island of Montreal): Mrs. Heather Thompson, Mrs. Lenore Rapkin; (off island) Mr. C. Bar-

nes, Mrs. B. Kerr; alternatives: Mr. S. Dutton, Mrs. Diana Meek.

Welcomed M. Roger Blais, president of the A.E.Q. (l'Association d'Éducation de Québec) who described the aims and activity of the association, and circulated informative literature. Passed a motion that the Board instruct the Executive Committee to maintain liaison with the A.E.Q. without having a mandate to vote.

Heard further reports from the Resolutions Chairman, Mrs. Joan Riches; from the News chairman, Mrs. W. Potter, who suggested that the Board be prepared to formulate an alternative method of delivery in case of a postal workers' strike.

Bill 22: Mrs. Riches reported that the QAPSB petition would be presented to the Federal Government around mid February. Passed a motion supporting the position of the QAPSB on Bill 22, but expressing concern about the QAPSB's failure to communicate effectively with the community.

Accepted reports on the following topics: Membership; Annual General Meeting; Parenting Conference — motion passed that QFHSA become a full sponsor of this tripartite (Vermont, New Hampshire, and QFHSA) conference, but with no financial obligation; and heard area reports from Mrs. Hunt of Saguenay Valley and Mrs. Milne Smith of the Lakeshore.

NOTICE OF BOARD MEETING: March 22, Mountrose School, hosted by the Mountrose Home & School Association.

We understand Mr. Trudeau's reluctance to disallow Bill 22 — his power base is in Quebec, and Bill 22 has been sold to the French-speaking citizenry as a mechanism for defending French-Quebec cultural sovereignty. But the rights of ALL Quebec citizens, French and English-speaking, are drastically curtailed by Bill 22 and the individual left without normal legal recourse.

When more Quebec citizens realize this fact — probably too late and to their sorrow — our Prime Minister may not appear the Philosopher King that we would wish him to be, but a mere politician moved by political expediency.

W.P.

The Quebec Home & School
News



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Winifred Potter, Editor
Joan Mansfield, Focus on the Locals
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PARENTS SPEAKING

The Editor, QFHSA News.

We speak and stress our opinions on culture; many of us collect antiques, any piece of Canadiana we can obtain, even china door knobs. For this we go to great lengths, but what about our children and their culture?

In our elementary schools Art, Drama and Music are hard to find.

I can recall my education in England where children were observed closely, and if found to be artistic or musical or more talented in these fields than in other subjects, they were encouraged and guided to continue along the paths which eventually led to fulfilling professions as Actors, Artists, and musicians — rewarding not only to themselves but to their adoring audiences!

Could we not get more in our schools?

Perhaps we of Home & School could do our part by having the Montreal Symphony Orchestra come to our schools with their marvelous programme which is set up especially for children.

Art can be taught by hiring local art students or artists. This could be arranged as a Home and School project after school hours.

Drama could be done in the same manner.

Is it so hard to remember our gifted children?

Let us try, all of us; after all, we are supposed to be living in the Cultural province.

Carol Bulow, Logan H & S

The Editor, QFHSA News.

The historic merger of Sir George Williams and Loyola has brought into focus what I have been considering for some time — the need for a history of English speaking Quebecers. The Irish have their historian in Tim Slattery; English speaking Montreal, Edgar Collard and his Gazette column "All our Yesterdays"; some literary work showing the role of the Jewish population in Montreal; but the contribution of New Canadians to Quebec generally has yet to be considered.

In the country where the English population in many cases broke the soil, there are histories, for example: Argenteuil County and Brome County; but no general history to my knowledge of the life of the English population and their history in rural Quebec.

I remember speaking to a friend from Argenteuil County and asking him when his great great grandfather broke the land with horses — to which he replied: "No, it was with oxen."

I have taken the liberty of sending a copy of this letter to people I know in public life in the hope that someone might pick up the idea. On this matter like the Dictionnaire Larousse, "Je sème à tout vent." Perhaps you are the people to arrange for the commissioning of such a history if the idea seems a good one.

John Fetherstonhaugh, Q.C.
(Mr. Fetherstonhaugh is a former Vice-President of QFHSA).

A MESSAGE TO THE MEMBERSHIP
from the Board of Directors

It is with regret that Quebec Federation has received the resignation of Mr. John Goodchild as President. Due to ill health Mr. Goodchild has been compelled to withdraw from this responsibility. Over the years Mr. Goodchild has made a major contribution of Quebec Federation activities, and we will welcome his participation in Home & School when his health returns.

This matter has been dealt with by the Executive Committee and the Board of Directors, and the following is an extract of minutes from the Board meeting of January 25.

Bill Clinton reported that the Executive Vice-President Mrs. O'Connell had received a letter of resignation from John Goodchild on January 24, 1975.

MOTION: Clinton/LeGresley: that the Board accept Mr. Goodchild's resignation with regret. **CARRIED** Bill Clinton reported on the emergency Executive meeting held the evening of January 24 to discuss the matter of vacancies at which the following persons were nominated:

Elizabeth O'Connell, President
Margo Bullen Executive Vice-President
Tina Lohoar Vice-President
Mr. Clinton then gave a brief outline of the nominees' participation in Home & School activities.

MOTION: Clinton/Roberts: that in accordance with Article V Section 7 (iii) of the Constitution, the above slate of officers be ratified. **CARRIED**

From the President...

by Elizabeth O'Connell

John Goodchild has been serving Home & School for many years and in several capacities. At Quebec Federation he has been a board member, a Resolutions and Policy Chairman, and this past year our President. Unfortunately, because of ill health John found it necessary to resign from this last office, and it was with deep regret that Quebec Federation accepted his resignation.

I am certain that you join with me in wishing John a speedy return to good health and in offering him our most sincere appreciation for his contribution to Home & School.

Subsequent to John's resignation I was appointed President, and one of the tasks I now have is writing this President's message to you. I have met and talked with many of you over the years in Hull, Noranda, Val d'Or, Quebec City, the Gaspé, the North Shore area, Port Cartier, Seven Islands, Magog, Chateauguay, and of course, the Montreal area, but this is the first time I have had the opportunity to "speak" to all the members.

There are two points I wish to draw to your attention at this time, namely the importance of having a sense of responsibility and of having clearly defined values. The responsibility for the success or failure of Home & School is everyone's responsibility. If we support the objectives of Home & School, then our first responsibility starts with membership, and continues with active participation at



ELIZABETH O'CONNELL

every level. Everyone has something to contribute.

Voluntary service in Home & School is a challenging and rewarding job. There is great satisfaction in doing something worthwhile for all children, and that is what Home & School is all about. The value the parents and educators place on the Home & School Association will determine its success. And too, our values must be determined in the home, school, and community before we can define what we mean by quality education.

The challenge of determining this is commencing at our Annual Conference. At this year's Conference we hope to take stock together of the Quality of our family life and the Quality of our children's experience as human beings at Home and at School. Your executive looks forward to meeting you there.

TEN CURRENT PROJECTS OF QFHSA

1. **Reduction of teacher-pupil ratios** — to allow for specialists in physical education, art, music, learning disabilities and second language teaching.

2. **Right of parents to choose** language of instruction for their children confirmed by Bill 63 but withdrawn by Bill 22.

3. The Federal government allocates **funds for second language** education to Quebec government. Federation supports English-language school boards' efforts to have a proportionate share of these grants spent on French programs.

4. All **school bus drivers** to be required to pass Dept. of Transport driver training program.

5. Setting of final **high school leaving exams** by individual school boards instead of province-wide examinations with centralized marking.

6. Reformation of **Provincial book buying policy** which cut down publisher's discounts making texts more expensive. Encouragement of government and publishers to stimulate more Canadian written text books.

7. To avoid future disputes, Federation wants **teacher salary negotiations** and professional classification shifted from the provincial to the school board level with province wide guidelines and salary scales. In 1974 under provincial regulations all declassified teachers received salary cuts although some may make up the reduction through summer courses.

8. Reclassification of **technical and vocational teachers** so that work skills as well as academic courses receive recognition in salary scales.

9. Discussions with Television Network to promote **better programming for children** during late afternoon and early evening hours.

10. A 1974 Federation brief on Government guidelines for **Measurement and Evaluation** of children stresses that a more reasonable student teacher ratio be achieved before more financial resources are allocated to this project. The brief also suggests that evaluation be left in the hands of local schools and boards, that teachers receive training in measurement techniques, and that all information on the child be strictly confidential and the property of the parent or child.

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March 14th

Dear Mom and Dad,
 We moved to our new Parkview
 on Monday and are we busy! It
 is super! Bill says that it will



its 5 minutes to Terry's school, only a
 step to the bus stop and about 2 blocks
 to the shopping centre. I'm really excited
 about my new kitchen and you should
 see the laundry room. You would

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on Sunday and I know we're going to
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 Mary

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 and Bill and I have joined it!



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CHILD'S NEEDS AND PARENTS' WISHES SHOULD PREVAIL —

QFHSA Brief on Bill 22 Regulations

In a brief sent to the Department of Education, the Quebec Federation of Home & School Associations states that the regulations to implement Bill 22 degrade the child by using him as a tool in the implementation of political objectives. The rightful goal of an educational system is the development of the potential in each individual child. Bill 22 and the regulations have lost sight of this goal.

mends that no such tests be imposed on any child in the province of Quebec.

It points out that far from "democratizing" education, the regulation creates six different categories — a hierarchy — of students, as well as compounding the difficulties of a seventh group — that 10 to 20 percent of children who have varying degrees and forms of learning problems.

The enrolment card — an invasion of privacy

One of the regulations concerns the new enrolment card which parents must fill in to register their child. In this enrol-

ment card the question asking whether a parent has a religion or not is not only an invasion of privacy, but may deprive any parent who designates himself without religion of the constitutionally guaranteed right in education that he has.

By asking questions about mother tongue, language normally spoken at home, and requiring a solemn parental declaration of exactitude, the enrolment card minimizes the religious guarantee and replaces it with a linguistic priority. The enrolment card is a tool in the strategy of undermining the guaranteed right of confessionality and substituting for it a language priority which is not guaranteed by the constitution but which is subject to manipulation through government regulation.

Negative tests that anticipate failure

As envisioned in the regulation, the tests will be negative tests looking for failure; there is no indication that the aptitudes of the individual child will be recognized in the mass categories of children to be tested. No small child should experience failure of the magnitude the tests imply. For the child who fails, is not only failing a test, he is failing to realize expectations that his parents may have of him in the sensitive area of linguistic group alignment.

These tests, moreover, will enforce a pattern of unilingualism, by discouraging and making extremely difficult the switching from one linguistic stream to another.

The Home & School Federation recommends that no such tests as described in the regulation be imposed on any child in Quebec; that the needs and aptitudes of the child and the wishes of the parents be paramount in the decision-making processes concerning the future of children, and that no child be assigned to an educational institution the language of instruction of which is not the choice of the child and his parents.

A misleading picture

Moreover, by asking for "mother tongue" (defined as "first language learned and still understood") and for the language normally spoken at home, a distorted and misleading picture of what actually is the operative language of the pupil concerned can result, and lead to discrimination against students whose mother tongue is not English, but whose operative (i.e., they are proficient in it) tongue is English and who wish English as their language of instruction.

As for the testing of students, the Home and School Federation questions the value of the tests on moral, social, and educational grounds, as well as a measure of linguistic ability, and recom-

Children "used" for nationalistic motives

Bill 22 and its regulations treat children as an anonymous faceless mass to be used and moved as nationalistic priorities determine. To treat children in this manner is abhorrent to the parents the Quebec Home and School represents. The bright hopes that were kindled a few years ago at the time of the Parent report in both English and French communities for the future of education in this province have dwindled in Bill 22 to the level of kindergarten conscription to satisfy nationalist priorities.



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<p style="text-align: center;">BROSSARD</p> <p style="text-align: center;">PARKVIEW — ASTERVILLE 7 NEW 1974 MODELS \$35,990 to \$52,490</p> <p style="font-size: small;">Directions: Cross Champlain Bridge; take Autoroute Exit 1 (Brossard) and go left on Milan Blvd. Turn left at Maupassant St.-you'll see the Parkview homes 678-4980</p>	<p style="text-align: center;">BROSSARD</p> <p style="text-align: center;">PORTO BELLO 6 MODELS \$34,990 to \$47,990</p> <p style="font-size: small;">Directions: Cross Champlain Bridge and take Tashereau Blvd. on your right (exit La Prairie). Right on De Rome to Pelletier. Right on Pelletier to models 672-3580</p>	<p style="text-align: center;">DOLLARD DES ORMEAUX</p> <p style="text-align: center;">FAIRVIEW HEIGHTS SUPERB GARDEN — HOMES \$27,980 to \$32,180</p> <p style="font-size: small;">Directions: Exit 33 on Trans-Canada. North 1 mile on St. John's Road to Lake Road and turn right. 626-9313</p>

In Brief:

Project Hearing Aid

Several weeks ago the Special Projects Branch of the Ontario Ministry of Education directed an appeal to Canadians from coast to coast to send in their used and discarded hearing aids to be made available, at no cost, to hard-of-hearing children in commonwealth Caribbean countries. To date over 100 hearing aids, some almost new, others with long years of service, have arrived from individuals, organizations, manufacturers, and retail outlets.

Arrangements have been made with the Electronics Department of George Brown College of Applied Arts & Technology for the units to be serviced by students there, and the Head of the Audiology Department of a Toronto hospital has volunteered his services to ensure that the proper tests and fittings are carried out.

If Home & School members would like to help needy, deaf West Indian children, they are invited to locate a discarded hearing aid and forward it to Project Hearing Aid, Ontario Ministry of Education Warehouse, 26 Breadalbane St., 2nd floor, Toronto, Ontario. M4Y 1C3.

Small Private Institution Combines High School & CEGEP Instruction

In 1951 the Annex Coaching School was set up to help pupils in Grade XI who had failed Grade XI courses and wished to be tutored for the August supplementals. The results of this experience over the years have encouraged those involved to continue, and in 1969 Centennial Academy began as an outgrowth of this Annex Coaching School experiment. It is run on the same basis as the original coaching school: small classes, good teachers, and constant contact with the home. James C. Logan, M.A. Director General of the Academy, is a former teacher of high repute at Mount Royal High School, and Home and Schoolers will be interested to know that Mr. John N. Parker, chairman of the Board of Governors of Centennial Academy, is a former president of the Quebec Federation of Home & School Associations, and a former president of Monklands Home & School.

Centennial Academy has the distinct feature of combining a high school and a CEGEP under one roof so that a Cegep student lacking a high school subject may make up the high school deficiency



QFHSA meets with Department of Education officers in Quebec: Front row, l. to r.: Joan Riches, QFHSA Resolutions chairman; Betty O'Connell, QFHSA President; Aldis Lee, Chairman, QFHSA Metropolitan Bussing Committee. Back Row, Dr. C.C. Potter, QFHSA Treasurer; Sylvester White, Associate Deputy Minister, Protestant; and M. Labelle, Assistant Deputy Minister, Elementary & Secondary Education.

On February 4, 1975 QFHSA officers met with Sylvester White and M. Labelle in Quebec City to discuss concerns in education. Mrs. O'Connell initiated discussion by remarking that many of the recommendations in the Commel report on conditions in small schools reinforce earlier resolutions from the Quebec Federation of Home and School Associations. Mrs. Riches, Resolutions Chairman, concentrated on last year's resolutions, stressing the need for an English version of "Education Québec", a change in the terms of the federal grant for bilingualism, and the need for subsidizing children's theatre in English schools. The government's "politique du livre" — the book-buying policy, was having a disastrous effect on the purchasing of books in the English sector; all agreed that there had to be a more satisfactory (i.e. less destructive of English text book sellers) way of encouraging the Quebec publisher.

Mrs. Lee expressed the dissatisfaction of parents on the present bussing situation — the policy of the department was

simultaneously with a full Cegep year. In its Cegep programmes Centennial Academy offers the two year academic programme in all the Sciences, Health, Pure and Applied as well, as the Social Science and Commerce Programmes. Successful students after four semesters receive from Quebec the Diploma of Collegial Studies.

To bridge the gulf between high school and college it issues a mid-semester anecdotal report on each student at the college level, and keeps a careful check on each student. Its hope is to remain small enough for every teacher to know

to bus, not to build. Problems arose from children's poor bus behavior, from bus scheduling, bus and road markings, conditions of bussing contracts, interpretations of regulations, cost penalties for hazardous area bussing, monies for lunch monitors when Kindergarten busses are used, and drivers inexperienced in dealing with children as passengers. Nor were these the only sources of bussing problems.

Dr. Potter, QFHSA Treasurer, explained the QFHSA financial and operating statement which had been received by the Department, and why a core grant was needed for office and province wide operations. Mrs. O'Connell summarized the activity of Home & School at the National and International levels, and the meeting ended with picture taking (see above), and a commitment made by the Associate Deputy Minister for a day in LaSalle on March 21, to visit LaSalle High School and to attend a performance of Youtheatre sponsored by the Home & School in Lachine Rapids School.

most of the student body, while each year adding another course or two to the curriculum. In 1974 a modest physical education programme began with Tac Kwon Do, hockey, swimming and a gym programme.

Centennial academy is the only completely private English-speaking college of Cegep status in the province. As an educational institution which offers a "second chance" to students wishing to make up a failed high school subject while not missing out on the Cegep year, Centennial Academy provides a unique service.

En Bref:

MFQ vows Linguistic Guerrilla Warfare

(from Le Devoir, Feb. 25, 1975. p. 3. QFHSA trans).

During a press conference the leaders of the MFQ (Mouvement Quebec-Français) alleged yesterday that the franco-phone population of Quebec has a legitimate right to all means of resistance so that mechanisms for transfers from French schools to English Schools and the registration of non-anglophones in English schools, as well as the closing of French schools and the opening of new English schools, be prevented.

Noting that the anglophones have already received \$70,000 (this probably refers to money promised on the John Robertson telephone campaign, plus the \$50,000 alleged given by Pan Canada to the QAPSB for the legal contestation of Bill 22 — QFHSA ed). The MFQ is launching a campaign with a \$45,000 objective. These new funds will allow for the efficient coordinating of a linguistic guerrilla warfare ("la guérilla Linguistique") with a massive and systematic diffusion of information on what is happening in Catholic and Protestant school boards, an unceasing attendance at school board meetings, and sit-ins, picketing, petitions, and boycotting of courses...

(The article continues with the reasons for the MFQ action). According to the law, immigrants who speak neither French nor English should automatically go to the French school; but the law leaves them the possibility of going to the English school if they learn English. Therefore the English sector has organized "parallel" schools, so that immigrant children will know English by the time they are old enough to register at school.

It is necessary to block this action immediately by making this network of parallel schools illegal. Bill 22 must be amended so that only the French school will be open to those who are not anglophone.

QUEBEC STUDENT EXCHANGE PROGRAMME

has as its goal the creating of understanding between the two linguistic communities of Quebec. The cost of the programme to the applicant is \$15.00 including transportation and supervision. Information and Application forms are obtainable from the Quebec Student Intra-Exchange Programme, 1117 St. Catherine St. West, Room 521, Montreal H3B 1H9



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MEMBERSHIP HONOUR ROLL

* An asterisk indicates that the association so designated has not only increased its membership over the previous year, but has increased its membership over that of the two immediately preceding years.

Included in this list are Baie Comeau, a newly affiliated association, and Dorval High and Valleyfield, reactivated after the lapse of a year.

Special congratulations are due to the membership chairman and president of Willowdale Home and School whose membership has not only consistently increased in the past three years, but which has more than doubled in the last year; mention should also be made of

Lindsay Place, Glencoe, and Julius Richardson Associations, which are almost, bar a few members, in the same category as Willowdale.

High commendation should also go to the membership chairmen and presidents of Beaconhill, Roslyn, Sunnyside Park and Westminster Home & Schools. Although slightly lower in membership this year, these associations, in proportion to the number of families in their schools, have achieved a consistently high membership over the past three years: 234, 418, 308, and 464.

All figures in this report are taken from the QFHSA membership record as of March 14, 1975.

SCHOOL	PRESIDENT	MEMBERSHIP	73/74	74/75
Ahuntsic	Mrs. Helen Baby	Mrs. Roula Kefalas	113	118
Baie Comeau	Mrs. J. Darby		20	
Briarwood	Mrs. Joan Hofman	Mrs. Sally Hodgson	99	99
*Bronx Park	Mrs. Marion Roberts	Mrs. Barbara Hunt	30	45
*Cedarcrest	Mrs. H. Mikus	Mrs. R. Saad	66	81
*Christmas Park	Mrs. Anne Greenhalgh	Mrs. Anne Edge	216	235
	Mrs. Laurie Clayton			
*Courtland Park	Mr. Jeff Hall	Mrs. Jane Findlay	144	157
Dorval Gardens	Mrs. Anne Coppard	—	61	83
Dorval High	Mr. L.R. Tisshaw	Mrs. Grace Lindstrom	—	69
Dunrae Gardens	Mrs. G. Klassen	Mrs. F. Barna	225	225
*Edinburgh	Mr. Ralph Pellat	Mrs. J. Mendelsohn	160	170
Elizabeth Ballantyne	Mrs. Kathleen Banks	Mrs. Barbara Good	104	111
*Gardenview	Mrs. Marion Wolfe	Mrs. Thelma Share	198	223
*Glencoe	Mrs. A. Keith	—	93	175
*Greendale	Mrs. S.E. Anderson	Mrs. J. Poesl	116	141
*Hampstead	Mrs. June Hickey	Mrs. Pamela Morrison	181	201
*Herbert Purcell	Mrs. Ellie Dewitt	Mrs. Sheila Pringle	45	76
Howick	Mrs. Evelyn Lamb	Mrs. M. Templeton	15	28
*Hudson	Mrs. Helen Foody	Mr. J. Sterling	127	137
*John Rennie	Mr. Fred Parnell	Mrs. A. Wilson	196	210
*Joliette	Mr. R. Hardy	—	66	72
*Julius Richardson	Mrs. Heather McCunn	Mrs. A. Bauer	31	64
*Keith	Mr. Lloyd Varner	Mrs. Ethel Penny	75	91
Kensington	Mr. H. Pascal	Mrs. P. McDevitt	46	51
*Lakeside Heights	Mrs. Glenna Adams	Mrs. Joyce Gunn	307	342
*Lindsay Place	Mr. Wally Evans	Mrs. Joyce Wainwright	98	189
Logan	Mrs. D. Cons	Mrs. C. Bulow	127	150
*MacDonald	Mrs. Heather Sullivan	Mrs. Isabel MacArthur	419	460
*Maple Hill	Mrs. C. Fyfe	—	74	75
*Meadowbrook	Mrs. Irene Donaldson	Mrs. A. Cockhill	125	160
*Mountröse	Mrs. A. Odinotski	Mrs. S. McCallum	118	163
New Carlisle	Mr. Wilfred Hocquard	Mrs. Ruth Tozer	61	62
Northmount	Mrs. E. Damie,	—	3	28
	Mrs. R. Massey			
*Oakridge	Mrs. Maybelle Durkin	Mrs. Barbara McDonald	74	97
*Shigawake	Mrs. Audrey Acteson	Mrs. Leonard	29	34
*Somerset	Mrs. Valerie McFall	Mrs. Cross	96	98
*South Hull	Mr. John McCallum	Mrs. Judy Laframboise	27	57
*St. Lambert	Mrs. Susan Lea	Mrs. Norma Morris	189	196
*Thetford Mines	Mr. Ralph Stewart	Mr. Kenneth Power	72	121
Valleyfield	Mr. J. Milton	Mrs. M. Roussel	—	36
*Valois Park	Mrs. H. Newbigging	Mrs. B. Johnston	119	150
Willingdon	Mrs. Georgii Mikula	Mrs. Olive Gervais	141	145
*Willowdale	Mrs. Barbara Jones	Mrs. S. Base	105	225
*Westmount High	Mrs. Mary Dodge	Mrs. Sally Miller	136	169
*Westmount Park	Mrs. Sally Hooff	Mrs. Mary Jane Younis	160	170
*Westpark	Mrs. R. Arnold	Mrs. E. Merlin	156	242

DEADLINE FOR NEXT ISSUE: MAY 8

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Coming Events

Logan Home & School Association: 22nd Annual Friendship Dance, April 19th, at the Logan School with Steve Michael's Orchestra. Everyone welcome, tickets \$4 per person, refreshments included.

hotel room and registration. Contact Federation office if interested.

Vermont and New Hampshire PTA's in conjunction with QFHSA: invite groups of Home & School members (possibly students, educators, parents, community workers) to meet from 10:00 a.m. Tuesday April 8 to 4:00 p.m. Wednesday, April 9 at the Ramada Inn, Burlington Vermont, for a conference to consider EDUCATION FOR PARENTHOOD. \$24.50 per participant, includes dinner, two lunches,

Mount Royal High Home & School Association: Art Evening, featuring a 'Silent Auction' of sixty works of art at the asking price, and a regular auction of works by celebrated artists. Entry \$1.50 covers a wine and cheese refreshment. Opening time 6 p.m., auction begins 8.30 p.m., on Saturday, April 26th, 1975.

Quebec Federation of Home & School Associations: Annual General Meeting, May 9th and 10th at Hotel Bonaventure, Montreal. All members invited to attend.

BED WETTING INFORMATION

Many procedures, such as restricting liquids and taking children on a schedule to the bathroom do not usually end bed-wetting. We are a total Canadian organization and will provide, free of charge, a booklet that will answer many questions on this problem.

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PLAIN TALK ON SCHOOL BOARD REORGANIZATION

a personal view by Winifred Potter

The time is fast approaching when parents on the island of Montreal will be faced with further reorganization of Montreal school boards. By the terms of Bill 71 the Island Council was to present an interim report on school board restructuring by Dec. 31, 1974, and a final report by Dec. 31, 1975. Although they are running somewhat behind time, not having yet submitted their draft plan, the reorganization committee and the bureaucracy incumbent on it are proceeding apace, and the plan, if not ready by the end of this year, will be forthcoming shortly thereafter. It may well be that the government will follow what seems to be a pattern — as in the case of Bill 27 and 22 — and bring out the legislation for the new board structure in the late spring or early summer of '76 when teachers, parents and children — those most concerned — are scattered.

No one would deny that at one time some reorganization of the school board patterns in Quebec was necessary. There were gross inequities in many respects, and an unwieldy number of small boards both off island and in Montreal unable to provide proper facilities to their students. But some reorganization has taken place, and the overall jurisdiction of the Department of Education has made uniform many of the activities that were once a school board's individual prerogative. Now the pendulum has seemingly swung in the other direction, and far too many decisions are made in Quebec City, and far too few are made by the local people concerned.

The Situation today

At the present time education in Quebec is under religious boards, Protestant and Catholic. These religious boards are constitutionally guaranteed by the B.N.A. Act. While Protestant schools are, on the whole, English language schools, there are French Protestants who require instruction in the French language; and in the Catholic sector, while the majority of students are French-speaking and go to French language schools, there are also English-speaking Catholics, many of whom have English language schools under Catholic boards.

What are the Choices?

1) We can stay with the system we already have — confessional Boards, Catholic and Protestant. For these we do have a guarantee in the Canadian Constitution.

2) Linguistic Boards — English and French language boards, with French Protestants in a wholly French language board, and English Catholics and English Protestants in a wholly English language board.

3) We could forget the distinctions of language and religion and just have children in a board without linguistic or religious affiliations — that is, unified boards.

Initially, this last choice appeals to many people, so, let's examine the consequences of this type of schooling. It can be depicted in a very attractive manner — children of both linguistic communities going to the same school, playing together. "We'll all be the same," we're told. "There'll be no more problems."

How untrue this is! We will only all be the same if the English-speaking population in Montreal agrees to give up its culture and become assimilated to the French-speaking milieu. Within unified boards, we should be the minority, speaking to a board where the English voice would be the minority voice. We already

know what that is like on the Island Council which is a 'unified' structure. We know how bitterly the English Catholics (who are in a unified board system with the French Catholics) feel about their minority position, and the little respect their priorities and needs are given.

While, as a philosophy, unified boards seem appealing, at this time in the history of education in Quebec, a time of aggressive French language nationalism, to enter willingly into a unified board structure is to invite English cultural suicide. Just as we understand and respect the French Canadian's justifiable desire to develop and flourish in his own language and traditions, so we believe that English-speaking Quebecers should have the same right to the retention and enjoyment of their culture. But equality and respect for the two cultures is not in the air we breathe these days. It is majority versus minority — and you close your eyes to this at your peril.

What about the school?

Continuing on the subject of unified boards, it could be argued that, under a unified board system, we could have both English and French language schools, but a unified system of personnel and educational services. But here one needs a definition of that simple word 'school.'

A 'school' is a basic concept; most people think of it as a structurally independent building with a principal, administrative staff, and teachers following an agreed upon curriculum. But when the rules are changed, you sometimes find that the usual assumptions do not follow. In Bills 71 and 27 there was no definition of a school as a structurally independent building with its own principal, common curriculum, etc. A 'school' for English-speaking children under a unified board could well be a couple of rooms in a French language school building with a couple of teachers in those rooms, no principal of their own, set in a complex where everyone else spoke a different language and followed a curriculum that was in many respects dissimilar to yours.

Meeting with the Protestant Committee

In this connection it is interesting to note that on March 3, 1975 ten officers of the Quebec Home & School met at a supper meeting with some of the members of the Protestant Committee of the Superior Council of Education. This Committee, the members of which are appointed by the Government, have to ascertain the 'Protestant' quality of, for example, the texts the children in Protestant schools use; one of the specific tasks of the Committee is to designate a school as Protestant. To a question directed to Mr. William Munroe, Chairman of the Protestant Committee, as to whether he would designate as a Protestant school a handful of rooms occupied by English students studying Protestant approved texts in an otherwise French school building run by a French principal and staffed by French-speaking teachers, Mr. Munroe replied that he would so qualify it as a Protestant school.

This being the case, under a unified school board system, where the English-speaking would be a minority anyway, English schools in independent buildings would tend eventually to disappear. This would happen very quickly in the more rural areas where the English population is scattered, but would eventually spread province-wide. The quickest way in which to achieve French unilingualism in this province is to bring in unified Boards.

Linguistic Boards — An acceptable alternative?

If we choose linguistic boards, English boards and French boards, this to many would seem to solve the difficulties of the English Catholics and the French Protestants. Certainly, the English Catholics are numerous enough that, under a linguistic board system, an accommodation would be created for English Catholics within an overall English board.

But there is no constitutional guarantee for language boards, and here Bill 22 and the infamous article 40, the "chopper", comes into play.

The Chopper

This article gives the minister of Education the power to cease or reduce instruction in English if the minister considers that the number of pupils whose mother tongue is English is not large enough to warrant it. Note that this does not mean the number of pupils who speak English, but only the number of pupils whose mother tongue defined as "language first learned and still understood" is sufficient. This definition neatly eliminates for consideration all those adherents to the English-speaking community who as infants learnt and still understand the tongues of their immigrant parents. Under linguistic boards, then, there is no guarantee of the continuation of English schools or schooling. Indeed, linguistic boards, because of Article 40 of Bill 22, will eventually lead to unilingual French schools.

There is no alternative

To all those who wish to retain their English language culture in Quebec while enjoying the benefits of the positive

aspects of the French culture of their neighbours, there is no alternative; until a more rational and a healthier climate prevails, with a respect for minority rights, we have to insist on confessional boards, Protestant and Catholic, even though these denominations may no longer suit our 20th century Quebec and Canadian needs. Confessional boards are the only tangible guarantee we have, based on the B.N.A. Act, that by being Protestant we can persevere with the right to an English language culture.

The Statusquo?

It is a common trick of denigrators of confessional boards to accuse their supporters of wanting to retain the status quo, of wanting to retain privilege for some and inequality for the many. How false this is! What has been the status quo for the past dozen years in education for the parental community sending its children to Protestant schools? It has been an accommodation to ever-increasing change in education and an ever-increasing accommodation to the priorities and demands of the majority. As parents we have supported many changes in education, but along with change must go a recognition of the cultural rights of both English and French communities, and at the moment this is not occurring.

The only guarantee for the retention of an English culture at the moment is through the retention of religious boards. All others lead to unilingual French educational schooling and the elimination of the English fact in Quebec. Too many English parents, who do not read

Continued on page 11

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31st Q.F.H.S.A. ANNUAL CONFERENCE

CONFERENCE PROCEEDINGS

Friday, May 9th

9 a.m. Registration
 9.30 a.m. Plenary session: ANNUAL MEETING (Part I)
 to 11.45 a.m. Official Welcome Minutes, Reports, Elections
 12 noon Lunch break
 Displays Activities

CONCURRENT STUDY GROUPS

2 p.m. to 3.30 p.m. 1. **The Rural School**
 The COMMEL Group on education in the rural 'commissions élémentaires' has recently recommended changes in norms and administration for small school boards, and a review of educational objectives for such schools. A Task Force is at work to implement some of these recommendations. What effect is the COMMEL report likely to have on both rural and urban schooling? With Winton Roberts, Director of Elementary Education, Chateaugay Valley Regional School Board.

2. **Montreal Island Reorganization**
 Review of the objectives of the reorganization of Montreal's school boards and how these might be fulfilled. December 1975 remains the deadline for the Island Council report to the Minister of Education.

3. **Contract Negotiations**
 Government, school board and teachers' unions are entering negotiations for a new contract. What are the priorities for each group? What are parents' priorities?

4. **Measurement and Evaluation**
 Discussion on the function of measurement and evaluation in relation of the child, the teacher, the parent, the school and the Department of Education. Clarification of the principles involved.

5. **The Volunteer**
 Assessment of the present status and functions of the volunteer in the school and review of how the volunteer is selected, trained and managed.

6. **Bill 22 and All That**
 Review of activities stem-

ming from Bill 22 and its regulations —past, present and future.
 3.30 p.m. Coffee or tea break
 4 p.m. Continuation of study groups, where desired, to consider action or policy recommendations to the executive of QFHSA.
 5.30 p.m. "Challenge for Change" — Working Mothers" NFB short films, with discussion led by Carol Stoddard, National Film Board.

"Sexuality and Communication" film by Drs. Chernik of University of Western Ontario.

Westmount High School Stage Band

6 p.m. Home & School Dinner
Guest Speaker: Kay Crowe, Vanier Institute of the Family
 Subject: "Learning for Living: Family Life"

CONCURRENT WORKSHOPS

8 p.m. to 9.30 p.m. These workshops are designed to give a closer look at human relations within the family and to suggest projects which might be undertaken by local associations.

1. **An Experience in Family Life Education**
 Three groups led by:
 (a) Mrs. Vivian Shane, Family Life Education Service
 (b) Mrs. Freda Rashkovan, Jewish Family Services
 (c) Mrs. Mary Kucharsky, C.M. Family Life Educator

2. **Background to Human Sexuality**
 Another approach to helping parents understand their own and their children's natures. With Mrs. Margaret Capes, Human Awareness Consultant, P.S.B.G.M.

3. **Youth, Alcohol and Drugs**
 Information and discussion on the problems of alcohol and drug abuse in the family, the school and the community.

4. **Fathering Today**
 Fatherhood has never been as sacred as motherhood. Should it be? With Dr. Albert Wener, psychologist, Montreal Children's Hospital.

For many parents life with its constant change, increasing pace, lack of time for contemplation, and fast-shifting values — is a hassle. Parents often wonder if they are doing the "right

The theme — "Learning for Living" — and the thrust of discussion at every level zeros into the FAMILY and its intricate relationships with the SCHOOL and the COMMUNITY.

Feature speaker Kay Crowe, of the Vanier Institute of the Family, will explore the milieu of the family — and delegates will spread out into a multiplicity of workshops to trade ideas and feelings on such topics as "Family Life Education", "Human Sexuality" (to help parents understand themselves and their children's sexual attitudes). There will be an information session on "Alcohol and Drugs" and a special session on "Fathering" — a much neglected but vital aspect of family functioning.

Dr. C.M. Beck of the Ontario Institute of Studies in Education (OISE) will clarify the confusions in moral education — before delegates join workshops which go deeper into the subject. There will be a presentation of the new Moral and Religious Instruction Curriculum being introduced next year into all elementary and high schools. An important session on "Clarification of Values" will trace the route of how society makes its values

clear through decision-making in schools and the community. This workshop might interest a great number of people who ask themselves how students can be taught values which in the future will enhance — not destroy — our political and community institutions.

A study of the "Values of Mass Media" workshop will give parents the opportunity to criticize and clarify and even seek change in the values churned out daily through newspaper, television and films.

The "Decision for Daughters" workshop was set up because of the changes brought to our lives through the thrust of the women's liberation movement. Women do see themselves and their roles very differently than they did even five years ago — what are the implications for the education of our daughters?

One of the most controversial workshops will probably be the one on "Discipline and Social Order in the Schools." Discipline seems to go back to the values of the home and the moral climate of the family. Parents are frankly confused because sometimes their own standards vary widely from the values demonstrated

9.30 p.m. Reconvene with Kay Crowe, for questions and summing up.

10 p.m. Social Hour

Saturday, May 10th

9 a.m. Plenary Session: "Learning for Living: Moral Education"
Speaker: Dr. C.M. Beck,
 Department of History & Philosophy of Education
 Ontario Institute for Studies in Education

10 a.m. Coffee break

CONCURRENT WORKSHOPS

10.30 a.m. to 11.45 p.m.

1. A New Curriculum

Presentation of a new curriculum for "moral and religious instruction" in elementary and secondary school, by Margaret Assels, Educational Development Officer for Moral and Religious Instruction in Protestant Schools, Department of Education.

2. Clarifying Values

Demonstration of classroom techniques for values clarification for decision-making as part of a program of moral education, by Ms. Dena Davis, Education Specialist with the Protestant Education Service, Department of Education.

3. **Question and Answer** on moral education with the speaker, Dr. C.M. Beck, O.I.S.E.

CONFERENCE: LEARNING FOR LIVING

*thing" for both themselves and their children.
That's what this year's Home and School Conference is all about.*

or demanded in the school and community.

Right up front at this year's conference on Friday afternoon are a group of workshops where parents will have to deal with the reality of our present school system.

Recent recommendations for rural school organization flowing out of the little-known COMMEL REPORT will be viewed, criticized, and assessed. Another study will be made of the uncertain future of educational organization in Quebec through discussion of Montreal Island School Board Reorganization. It has been said that "the pattern set for Montreal will be followed by the rest of Quebec." Will we have unified school boards, language boards, confessional boards — how will these changes slated for 1976 affect the quality of education in the province?

A group of teacher union representatives will be on hand at the "Contract Negotiations" workshop to explain just what teachers want in their new contract. Both parent and teacher priorities will be aired.

Although last year the Department of

Education's measurement and evaluation of students, through the Student Cumulative Record, was sent back to the drawing board for revision because too many parents felt it demanded an unwarranted amount of personal and confidential information about students — a new cumulative record form is being drafted. Parents will want to discuss how far they believe storage and release of this kind of information should go.

The nagging, all-important issue of Bill 22 will be thoroughly aired in a special workshop. A study of the ramifications of its regulations will be presented — and its past, present, and speculation of its future explored.

The National Film Board has set up a program called "Challenge for Change" — a group of films followed by guided discussion on the changes brought to family life by the working mother. This is a new venture for the Film Board — an effort to gather an input of information and ideas.

This year's program touches a wide variety of bases. Tell your friends, teachers, school principals about it — anyone interested in education is warmly invited to join us May 9 and 10 at Hotel Bonaventure.

**JOIN WITH US, MAY 9 AND 10,
IN LEARNING FOR LIVING.**

**Awards Luncheon Speaker:
Dr. Ghislaine Roquet**

Dr. Ghislaine Roquet, a former member of the Parent Commission, received her doctorate in philosophy from the Sorbonne, has been a professor of philosophy at the University of Laval, was formerly a Canadian delegate to the Human Rights Commission of the United Nations, worked on the Canadian Commission for the UNESCO Faure Report, and is now with the Department of Education in the Multi-media programme for the development of human resources.

She is a strong advocate of education based on the principle of self education and of continuing education. Education in the modern world, Dr. Roquet believes, has to be transformed into a continuous process, something which you carry on all your life. Dr. Roquet is also a member of the congregation of the sisters of the Holy Cross.



Sister (Dr) Ghislaine Roquet



Carol Stoddart

Mrs. Carol Stoddart, formerly with External affairs, now with the National Film Board, will present a film on the Challenge of the working Mother and conduct a discussion on this topic at one of the Friday afternoon workshops.



Margaret Assels

Margaret Assels, Education Development Officer for Moral and Religious Instruction in the PSBGM, presently on loan to the Department of Education with special responsibility for the preparation and introduction of the new course in moral and religious instruction. Mrs. Assels will conduct a workshop on this very important subject.

4. Values and the Mass Media

What values are emphasized by print, television and film media? What values would we like to see given more prominence and how?

5. Decisions for Daughters

In the context of International Women's Year, a look at influence in and out of school which affect the decisions our daughters make. With Caroline Pestieau, Vice-President of the Council on the Status of Women in Quebec.

6. Discipline and Social Order in the School

Moral education as the business of everybody in the school, raising questions of authority and discipline. The school as a model of moral order.

AWARDS LUNCHEON

12 noon

Speaker: Ghislaine Roquet, Sister of the Holy Cross, former member of the Parent Commission, and a multi-media administrator with the Department of Education. Dr. Roquet will speak on Learning for Living as a continuing process.

1.45 p.m. to 4 p.m. **Plenary session:**

ANNUAL MEETING (Part II)
Resolutions
Study group recommendations
Installation of Officers
Closing

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Bill 22 petition presented to Federal Government

The Quebec Association of Protestant School Boards (QAPSB) and other concerned Canadians, including the Quebec Federation of Home & School Associations, on February 17 petitioned the Federal Government to refer the Official Language Act of Quebec (Bill 22) to the Supreme Court of Canada for an opinion as its constitutional validity. If the Federal Government refuses to refer the Act to the Supreme Court, or if the Supreme Court decides that the legislation is constitutionally valid, the petition also asks that the government disallow the Bill.

Below is a petition asking for the disallowance of bill 22. Many thousands of signatures to this petition have already been presented to the Government; if

you have not already done so, sign the petition, and send it immediately to the Home & School office, 4795 St. Catherine St. W., Montreal H3Z 1S8. If you require more copies of the petition, write or phone the office (933-3664).

How You Can Help

You can generate support for this petition by writing immediately to your respective local federal M. P. supporting the request for immediate reference to the Supreme Court of Canada of the constitutionality of Bill 22. Write other federal M. P.s with whom you may have some contact too. Write a personal letter — this is better than a 'form' letter — and GET OTHERS TO WRITE TOO!

PETITION FOR DISALLOWANCE

Petition to the governor general of Canada to disallow Bill 22 (1974) the official language act of the province of Quebec, assented to on July 31st, 1974.

The petition for disallowance is to be presented on the basis that legal counsel; the firm of Howard McDougall, Ewasew, Graham and Stocks, has advised that in its opinion certain sections of Bill 22 are ultra vires the provincial Government.

We the undersigned are desirous that our names be included in this petition.

SIGNATURE

PÉTITION DE DÉSAVEU

Pétition adressée au gouverneur général du Canada pour désavouer le projet de Loi 22, (1974), Loi sur la langue officielle du Québec, sanctionnée le 31 juillet 1974.

L'argument sur lequel on doit se baser pour présenter cette pétition de désaveu est que les conseillers juridiques, Howard, McDougall, Ewasew, Graham et Stocks, nous ont recommandé, qu'à leur avis, certains articles du projet de Loi 22 sont hors de portée du pouvoir du gouvernement provincial.

Nous, soussignés, sommes désireux d'inclure nos noms sur cette pétition.

RÉSIDENCE

HOME AND SCHOOL SUPPORT BRINGS CRIPPLED CHILDREN ALMOST \$7,000.



In a letter to Quebec Federation of Home and School Mr. Tony Shorgan, Executive Director of the Quebec Society for Crippled Children, thanks Home and School for contributing to the success of the 1974 campaign.

"Through your cooperation with our Society, twenty-one schools under the jurisdiction of the Protestant School Board of Greater Montreal were able to raise \$6,853.47, representing an increase of \$273.90 over last year's results of \$6,579.57. We enclose a breakdown of the schools that have participated in our last Tag Day and the amounts collected per school.

Ahuntsic	1 School Depot	40 Boxes	\$ 251.32
Algonquin	1 Home Depot	60 Boxes	41.59
Beechwood	1 School Depot	30 Boxes	84.19
Bronx Park	3 Home Depots	30 Boxes	280.52
Carlyle	1 Home Depot	120 Boxes	691.02
Cedarcrest	1 School Depot	50 Boxes	548.24
Connaught	1 Home Depot	40 Boxes	279.58
Dunrae Gardens	2 Homes Depots	60 Boxes	344.19
Edinburgh	1 Home Depot	40 Boxes	270.41
Glencoe	1 School Depot	200 Boxes	511.11
Herbert Purcell	1 Home Depot	50 Boxes	251.73
Iona	1 School Depot	150 Boxes	744.60
Kensington	1 Home Depot	70 Boxes	267.54
Laurentide	2 Home Depots	40 Boxes	74.28
Logan	1 School Depot	60 Boxes	275.43
Merton	1 School Depot	230 Boxes	782.26
Morison	2 Home Depots	60 Boxes	130.74
Outremont	1 School Depot	30 Boxes	66.67
Rosedale	1 Home Depot	50 Boxes	168.28
Surrey Gardens	1 School Depot	60 Boxes	164.95
Westminister	1 Home Depot	120 Boxes	624.82
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	17 Home Depots		

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RESOLUTIONS 1975

Report by Joan Riches, Resolutions Chairman

There will be 13 resolutions presented to the general membership at the Annual Meeting on Saturday, afternoon, May 10th. These 13 resolutions have been generated by 12 associations and two committees. Delegates will be responsible for considering whether the concerns and suggestions proposed by these associations and committees should form part of the policies of the Federation as a whole, and a large part of the on-going activity for the coming year.

Bussing and Bill 22

We have received resolutions that point up the importance of work being done by our Bussing Committee. The lack of supervision and the difficulty under present rules of using busses for field trips are the subjects of two resolutions. Two resolutions deal with our efforts on Bill 22. One is support for the maintenance and extension of the work already done; the other specifically relates to the position of parents who have chosen to teach their ancestral language to the children in infancy, and who now find the maternal language (language first learnt and still understood) is the operative factor in whether or not their children may attend English language schools.

The Norms and Teacher Negotiations

It is suggested that we reiterate our desire for specialists to be provided

outside the norms, and that we register our support for those positions, compatible with our policies, being taken by the teachers in the upcoming teacher negotiations.

Curriculum

The provision of special education in outlying areas is a concern of the Resolutions Committee. Resolutions directed toward curriculum include one regarding the teaching of English grammar and one concerned with our children's ability to make sense of the bewildering world of independent personal finance. On the ever-present difficulties surrounding school leaving examinations the objective-question nature of the senior history examinations is severely criticized for promoting the collection of facts rather than the development of understanding.

On the monetary side, the increased rates for school pay phones will be considered as well as the still unresolved question of some board's policies regarding payment for the use of school facilities by Home and School Associations.

The session will begin with consideration of the Commel Report with its recommendations on conditions in rural schools, and end with the resolutions on Bill 22. Careful study and preparation for this session in local associations will help to ensure that when we speak publicly with our united voice, we say what we mean and what we are

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The objective of this course is to bring the participants to a level equal or superior to that of "Voix et Images de France 1" or "Dialogues Canada 1", and to enable the students to speak French with some degree of fluency by the end of the six week course.

The teaching consists of a three hour daily course during five weeks (except Saturdays and Sundays) in groups composed of a maximum of twelve students. A sixth week will be devoted to various exercises during which the students' acquired knowledge will be put into practice.

Optional intensive activities in the afternoon and evening, designed to progressively create total immersion in French, both socially and culturally as well as linguistically, will be offered.

INFORMATION: École française d'été,
McGill University,
Peterson Hall, 3460 McTavish,
Montreal, Quebec,
Canada. H3A 1X9
Tel.: (514) 392-4678 or 4679

prepared to continue to work for.
(Full texts of these resolutions will soon be received by the presidents of all Home and School Associations. These will then be subject to amendments proposed by interested associations, and voted upon and resolved at the Annual General Meeting. Texts of the resolutions passed will be printed in the next issue of the News. ed. QFHAS.)

Continued from page 7

the French press and do not follow the reports of French school board meetings in the French press do not realize the antipathy with which the English language is treated by some, not all, but a good many of those who sit on French public school commissions and committees of influence. Just today comes word that the Montreal Catholic School Board, the largest in the province, has decided against extending the teaching of English down to begin at Grade IV in their schools.

We must therefore stay with what we have, and what we have a guarantee for — Religious Boards, Catholic and Protestant.

Will we be able to do so?

Even if the entire English Protestant minority rose up 100% with one voice to demand the retention of their Protestant right, we cannot be assured that we will be able to keep it. Again, Mr. William Munroe, Chairman of the Protestant Committee, felt that the future held unified boards. What is certain is that if we give only a feeble indication of a preference for religious boards, our voice will be like a whisper in the wind to the government. We shall not be heard, and we shall have the kind of educational system that the majority decides upon for us.

This situation now confronting us is not new in the history of English-French relations in Quebec. It has happened before, and when the English-speaking have been firm and decided in their support of their culture, they have always

managed to retain it. What really remains to be seen is whether this time also we shall be strong enough to insist upon our right to survive as a cultural community. If we are passive, apathetic, if we are not strong enough, loud enough, indeed, aggressive enough to insist on our rights as a community, then we must give up our patrimony, our heritage in this province, and go elsewhere, or renounce for our children English traditions and language and assimilate to the French community.

Continued from page 14

the hands or feet. The combination of eyes and hands is necessary for achievement in many classroom experiences. Then there were two bean bag games. The bean bags that Mr. Doherty had made were of different sizes and textures and make a fine game for developing fine and gross muscle development. It is important to help children develop individual finger strength and finger coordination. Finally the children were back together in a group, and joining hands they all danced together and in pairs to a record playing a bouncy song in the background. Rhythm is the flow of body movement, and through rhythmic development the child gains good muscle growth and motor coordination.

Such a program cannot cure all the problems our children have, but it can give them the confidence they need, while aiding their motor development. ■




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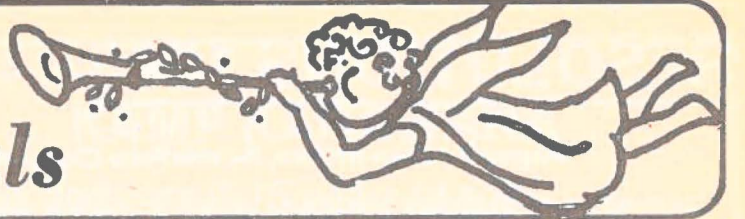
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Ahuntsic Home & School

Ahuntsic School has had several money raising events since the beginning of the school year. Our chocolate bar drive in October showed the children's outstanding salesmanship ability. In November, able and willing mothers pitched in to serve up a special lunch hour treat consisting of hot dogs, chips, doughnuts and kool-aid at rock bottom prices! This event was so enjoyed by the children that popular demand prompted us to hold another Hot Dog Day on March 19th. Our annual Christmas Bazaar and Bake Sale was held in early December with teachers, principal, parents and children participating to make this event extremely successful. The children will benefit from these proceeds through new books for

our library, new teaching aids and partial financing of field trips.

Some \$450 has been donated to the school for books, equipment and art-and-craft materials, some of the money being raised by a Skate and Ski Boot Sale in October. A School Supplies project comprises a one-hour-a-week 'shop' for the sale of pencils, eraser and stationery.

The 'Parlons français' program runs twice a week after school with three teachers and eighty five children taking part. On the other side of the scale, the Association canvassed vigorously for signatures to the Bill 22 petition to good result, and has announced its support for the QAPSB action concerning this controversial legislation.

Allencroft Home & School



Allencroft Home & School Association executive committee.

Left to right, the members are: Robin Taylor, David Hill, Helen Hulme, President Keith Sutherland, Mae Wilson, Principal Graeme Smith, Sally Perodeau, Sheila Chadwick, Barbara Jardine, Margaret Williams, and Lois Smith.

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Beacon Hill Home & School

One hundred per cent membership is the achievement of this Association. A solid turn-out was recorded for an infor-

mation meeting on Bill 22 and its implications for English-language education.

Chambly-Richelieu Home & School

At the William Latter School on February 10th Lyman Roberts of Quebec Federation spoke to the Association on Bill 22, followed by a very active question and discussion period. Signatures to the petition against Bill 22 were collected

in the hundreds and two resolutions were passed requesting more vocal opposition to Bill 22 from the Quebec Coalition on Human Rights and registering objection to Bill 22 as unfair and discriminatory.

Dorset Home & School

Besides fund-raising activities, Dorset H & S was a sponsor of a combined meeting on "The Future of English Lan-

guage Education in Quebec (Bill 22)" held at Macdonald High School on January 14th. Mr. Bonar Lindsay, QAPSB,

Dr. Calvin Potter of Quebec Federation, Mr. E. Beebe of Quebec Coalition on Human Rights, and Mr. Robert Stocks, legal counsel to the school boards, were

the speakers, with Mrs. Connie Middleton-Hope as chairman. Other H & S sponsoring the meeting were Macdonald High, Oakridge and Hudson.

Dunrae Gardens Home & School

A community skate and ski exchange took place in the Town of Mount Royal Recreation Centre with all local H & S both French and English, Catholic and Protestant, participating and profits going to the TMR Learning Project. A Recycling Sale in December raised \$310 and gave a chance to the children to buy inexpensive gifts for family and friends, while emphasizing the idea of conserving and recycling resources. A strong team effort and good timing resulted in all goods being sold out long before closing time!

The subject of 'Discipline' was discussed by a panel of professionals at an open meeting in January and, after pointing to areas of common concern, it was agreed that there was more to say and explore on the topic. Discussion would continue on a professional day in the near future.

The H & S and School Committee newsletter put out by his school is a fund of information for parents in a very professional style.

Hudson Home & School Association

The H & S is soon to take delivery of a van funded by a Nut Sale before Christmas. A steering (!) committee for use of the van has been set up.

In January parents and students had a good chance to quiz CEGEP representatives on the objectives and organization

of these post-secondary institutions. Dawson, John Abbott, Marianapolis and Vanier were represented, together with Mrs. Connie Middleton-Hope of the Nadeau Commission on Collegial Education.

Keith Home & School

Membership is up 15% over last year and still growing.

The collection of soup tin labels made possible the acquisition of new sports equipment. Field trips and the purchase of additional filmstrips, books and records were made possible by the donation of \$1,000 to the school, \$550 of this raised at a Bazaar in November.

Bill 22, bussing, and measurement and

evaluation have been the subject of study by the executive and recommendations made.

Activities for '75 include participation in the Keith Winter Carnival, a general meeting in combination with the School Committee in February, sponsorship of a students' chocolate bar sale in March, and a Fashion Show in April.

Lachine Rapids Home & School

Though profits were made, these were secondary to the experience of working and creating together as the executive of this Association prepared for a Handi-

craft & Rummage Sale held in November. Not only was it a useful community service, but it helped develop a true spirit of willing cooperation to boot!

LaSalle High Home & School

December 6th was the date for a social gathering for teachers and parents at LaSalle High School, which went well, though more parents attending would have made the organizers feel more

satisfied.

Fund-raising in February took place in the form of a 'Cupid Auction', to be followed in April by a rummage sale.

Lindsay Place High Home & School

Education program in this school and demand never drops. It also runs Keep Fit classes for adults and supports the school with volunteers.

To raise \$2.00 for musical instruments, a sale of refrigerator deodorizers was undertaken, with student salesmen, during November.

Willowdale Home & School

Nutrition was the subject of a panel at a meeting in November, at which the school nurse explained the Board's new nutrition policy and its purpose, a dietician offered advice on budgeting and preparation of food, and a physical edu-

cationist emphasized the necessity of physical exercise for a healthy body.

A esthetic course, on make-up and skin-care, was sponsored for members during January and February, and Yoga



classes, through the John Abbott Continuing Education Department, began in February.

Enough food slips, \$1,000,000 worth, have been collected by students to provide the Royal Victoria Hospital with a kidney machine — did they eat that much food?

To subsidize field trips, a fund-raising

Julius Richardson School

A strong campaign is recruiting an expanded membership at this school. Community service is being demonstrated with the donation of funds raised by hot dog sales at the school to the

Rosedale Home & School

A good time was had by all who went to the November dance of the Rosedale H & S, and those who did not go are still regretting the oversight. More people turned out than there are families in the

St. Lambert Home & School

The H & S continues to sponsor an Orff music workshop and four recorder groups with music teachers of high calibre.

A workshop for School Committee members was organized at Chambly County High School early in November, drawing over eighty people from fifteen schools on the South Shore. The role of

Fashion Show will be sponsored by the H & S this spring.

Volunteers in the school help children with learning difficulties, and teach girls basic knitting, sewing and crochet.

Double last year's membership is the achievement of the membership chairman and team. The H & S now has 216 members. Congratulations!

local Meals-on-Wheels.

Now hardwork is underway in preparation for the Association's Spring Fair in May.

school, which must be a record.

The financial gain was solid, too, so every minute of work must be counted well worth while.

the School Committee was discussed and then mock committee meetings were held, with, as the agenda, items such as curriculum, measurement and evaluation, and volunteer participation.

Five schools fall into the province of this H & S Association and the fine H & S Bulletin provides a useful communication link.

Greendale Home & School



Mr. J. in Dillon, Vice President and Area Director Greendale H. & S. with Mrs. Maybelle Durkin, one of the guest speakers at the Education Evening at Greendale School on February 26th, 1975.

At 'Meet the Teacher' Night, money for gym supplies was raised by means of a raffle, and fund-raising continued in November with a Military Whist to buy spe-

cial education equipment.

Conversational French classes have been started as an extra-curricular activity with the aim of preparing children

planning to take the French Immersion course next year.

Parents are working hard as volunteers in classrooms, on field trips, in the library and with the special education program. Movie shows provide entertainment as well as some profit. The H & S sponsors a Ballet Group which is well-supported.

The 'Magic Tom Roadshow' taped at Greendale last year is to be shown again on April 30th to children and parents.

"The Future of English Education in Quebec" was the subject of the keynote address by G. W. Leet, Chairman of the Lakeshore School Board at a meeting on February 26th. Four workshops then took place, with guests Lucien Perras, Director General of the Board, Knute Sorensen, Director of Research, School Commissioner Herb Jordan and Maybelle Durkin, a past vice-president of Quebec Federation.

Montreal West Home & School

Paperback books sold like hotcakes at a Book Fair held in November in the High School auditorium. It was regretted no hardcover books were available for gift-giving.

In December, the auditorium was the site of a Bake Sale, with white elephant table, Christmas decorations, and some books. Children sang carols and coffee and dessert were served. An oh, how the money rolled in!

Twice a week the Association serves coffee to adult evening students, as well

as at other functions such as school concerts, with a small but regular financial return and a good service rendered.

Carol-singers, parents, students and teachers, went out into the streets on December 16th — an annual event for this school.

Bill 22 was the concern of the January 22nd meeting with a speaker from the Quebec Coalition on Human Rights and with other nearby H & S Associations invited.

Morison Home & School

The December issue of the award-winning MoriSun publishes six pages of student contributions in prose, verse and puzzle. Letters from the principal, the School Committee and the H & S Pres-

ident keep parents informed and solicit participation in activities. 'Welcome to New Teachers' gives brief biographical details of new members of staff — a good ice-breaker.

Mount Royal High Home & School

Prime Minister Trudeau opened the Education Symposium at Mount Royal High School on February 20. The following week, each day saw experts and professionals from the arts, sciences, and education meet together to help parents, teachers and students celebrate the 25th

anniversary of the school, and to discuss different aspects of the Symposium's theme — "Future Shock — Where are We Going?" The symposium was a combined operation of the school, Home & School and the School Committee.

Mountrose Home & School

Community resources are being sought out to participate in a safety program for parents and children, with the aim of emphasizing the rules of the road, and what to do if an accident does occur.

Social events this term include a January Skating Party with evening entertainment to follow, a Box Social, and an Amateur Night.

New Carlisle Home & School

The school year started with a great deal of activity in the school library, unpacking, cataloguing and setting out on shelves several hundred books, and the drawing up of a roster of volunteers to

keep the library open to students on a regular basis.

A 'Mardi Gra' ball, a parent-student supper and other activities are to be held this term in order to swell the coffers.

Northview Home & School

This term's plans feature a school Open House and Science Fair on March 5th, with prizes donated by the H & S.

In April a workshop is planned for both School Committee and H & S executive, on the subject of their relation-

ship, responsibilities and the co-ordination of their activities for the best effort on behalf of the children.

For fun, fellowship (and funds), a dance will be held on April 19th, with live music, door prizes and a buffet.

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To all Home & School Associations:

Judging by the response to my letter and the Program Reports returned to me, we are all heavily into the business of raising money. It would be very interesting to assess on a province-wide basis how much our efforts are contributing to the funds spent on educational activities, and for what activities.

A note to the office or to my address totting up your Home & School's contribution to school costs and where specifically the funds raised were allocated might make for some interesting reading.

How about it? How much have you raised and given to schools or spent on schools? What did you spend it on?

Joan Mansfield
Program Chairman, Quebec Federation
Box 234, R. R. 1., Hudson, Que.

In the meantime, thank you, all those who sent me Reports. I have used the information in the Focus on the Locals as promised. So now those of you who want to know what others are up to can just run your eye over the pages and hope to get a new idea for you.

All About Us

SPOTLIGHT ON MAGOG HOME & SCHOOL

by Barbara Kerr, President, Magog H. & S.

One of a series of articles designed to "introduce" different local associations to the general reader

The Magog Home & School Association was established in 1949 when the school was situated on St. Patrick Street West, in Magog. Because of the increasing number of students, plans were made to build a larger and more modern facility, and land was purchased in the southwest part of the city on Bellevue Street West. Formal application was made to the Governor General of Canada seeking permission to name the school "The Princess Elizabeth High School", and on November 17, 1951, royal permission was granted.

The school is about five minutes walk from Lake Memphremagog, and Merry's Point is a popular spot for class picnics in Jube. The windows of the upper class rooms on the west side provide a beautiful view of the lake and of Mount Orford, which must often prove a distraction for the dreamers among the students.

The grounds about the school are well-kept. There is ample room for outdoor sports and in winter there is a skating rink. There is a well equipped Gym and an auditorium with a stage and dressing rooms. The library, facing east, is an attractive room, and is often used for small meetings, providing a more intimate atmosphere.

The graduates of Princess Elizabeth High School can be found all over the world; they are lawyers, doctors, nurses, radio announcers, law enforcement officers in the RCMP and Provincial Police Forces, a member of the Olympic Ski Team, and a Rhodes scholar. The first person to swim Lake Memphremagog from Newport, Vermont to Magog was a Princess Elizabeth High School student.

Until 1969 the school served grades one to eleven, and there were approximately 590 pupils. Children from the townships of Austin, Fitch Bay, Cherry River, Orford, and Georgeville attended the school. But in 1969 the Alexander Galt Regional School opened its doors, and

Princess Elizabeth High School became Princess Elizabeth Elementary School under the jurisdiction of the Lennoxville District School Board. The present principal is Mr. Thomas Bean. Now the school provides classes from kindergarten to Grade six, with an enrollment of 315 pupils. It is a feeder school for Alexander Galt Regional High School in Lennoxville, approximately forty-five minutes drive from Magog.

Our Princess Elizabeth School can be likened to a Community Centre, for it is always open to Youth and Adult groups. It provides classes for Adult Education, Community School, badminton, basketball, hockey, and other activities.

The Home & School Association has been instrumental in providing numerous services for the students. One very great achievement is the continuing supervision of the school cafeteria, serving nourishing meals to underprivileged children at no cost, as well as to those who are able to pay for them; providing treats at Christmas and Hallo'een. 1954 saw one of the most important services provided by the Home & School — the setting up of a Dental Clinic at the school which has proved to be of great benefit to many students.

In the past the Home & School sponsored the Community School, a drama Club was formed within the group, and a substantial amount of money was raised by the various productions staged by this group. The receipts were put to good use. The Student Loan Fund was established whereby many students benefited from a grant, and students at Alexander Galt School can still take advantage of this fund.

In 1965 a member of the Magog Home & School Association, Mrs. A. Scott, won the Buzzell Award, which Quebec Federation of Home & School gives to an individual for outstanding service to Home & School.

They seem vague about their size (seen when they try to crawl under something or squeeze through a narrow space); they are confused about where their body parts are, and they may not appreciate the difference between the right and left sides of their body. Sometimes they are not even aware of the differences among their fingers, using the whole hand as if they were wearing mittens. Another problem is poor ability to combine movement and vision. Many children are unable to guide their hands with their eyes, cannot follow moving targets, cannot judge distance or direction by vision alone. Activities like catching or batting a ball or shooting at a target are very difficult for such children.

The Body Image Box

Early identification of physical problems in children may prevent later development of many learning disabilities, for learning disabilities or learning barriers are sometimes rooted in physical rather than psychological problems. The day I was at the gym the children en-

tered quietly accompanied by their teacher, Mrs. Sanye, and upon direction from her they ran to the different types of gross motor equipment. The Body Image Box reminds you of a large doll house painted in geometrical design. There are openings on each of the five faces in all different shapes, such as a triangle, rectangle, oblong. The children must go through the openings in single file and not touch the side or top of the opening as they enter. Once in the center the child raises his arms and stretches, and this gives him a sense of spatial awareness of his body. If a child can develop a good image of his body, he will have a sound base upon which to build the perceptual skills which will be needed in future classroom activities.

The Climbing Board

A young boy scrambled up the large brightly painted Climbing Board that leaned against the gym wall. Funny cartoon characters smiled down at him as he placed his feet into the openings made especially for this purpose, and climbed

to the top and back again. This activity is excellent for emphasizing spatial awareness. A child must be able to identify his body position with that of his surroundings (space), and he must also realize the course of movement which he must follow in order to change from his present position to his destination (direction). The child's awareness of space and direction helps him to read from left to right, and to place written thoughts on paper in an organized manner.

Smaller aides in the gym

The Balance Board is a smaller piece of equipment eleven inches in diameter on the top and a three inch diameter circle underneath, made of half inch plywood. The children must stand on this with their two feet and maintain their balance tipping to the right and then to the left. The ability to balance is essential to all basic locomotor tasks. The Eye Tracking Ball that hangs down from the ceiling challenges the children to keep their eyes on the ball as it is batted with

(Continued on page 11)

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At present, although our Home and School Association is interested in many projects, its main concern is the school cafeteria, where an average of one hundred and fifty meals are served each school day. Donations from Magog service clubs help provide the free meals

for needy families. Right now, however, much of the equipment needs to be replaced, and the Home & School Association and School Committees are busily engaged in raising funds for this purpose.

Next Issue: Spotlight on the District of Bedford Home & School Association.

A HOME & SCHOOL RESPONSE TO GROSS MOTOR AND PERCEPTUAL PROBLEMS IN ITS CHILDREN

by June Coones, Mary Gardner Home & School

In the spring of March 1973 the Mary Gardner Home & School decided to purchase Gross Motor Equipment to be used by children who have perceptual motor problems in the school. This equipment was made by the students of Chateauguay Valley Regional High School Woodwork Shop, painted under the direction of their art Department, and received by the Mary Gardner Home & School in January 1974. I was interested to learn more about visual-motor problems and just how the Gross motor equipment would benefit our children, so one day I went to the school and was fortunate in being able to spend a few hours in the Mary Gardner School gym with Mrs. Audrey Deville, Co-ordinator of Special Education, and Mr. Dave Doherty, Physical Education instructor for the school.

Problems children have

As parents we all know that no two children develop in exactly the same way. Some children, however, have a poor awareness of their own bodies.

"Magic 1975" — a Fairy Tale for all Home & School Associations

Once upon a time there was a Home & School Executive which at the beginning of the school year asked itself what it was there for, what on earth was it to do? Everybody else around had things to do — teachers teaching, mothers mothering, learners learning, and so on. So because it had volunteered and found itself on the spot, it looked around for something to be busy doing like the others.

Now the special thing which made the Home & School Executive different from everybody else around it so busy doing things was that it had a special sort of magic — sometimes called Service. With this magic it could make Good Things Happen.

When the school opened its doors for its students at the beginning of the year, things looked very dark. "Our children are not going to be able to go out to meet other schools on the sports field and in the gymnasium," said everybody. "The

Bad Fairy in Quebec has taken away the pretty yellow busses and our children will all have to stay close to home; no tests of strength on the wrestling mat, no rushing up and down the football field in armour hurtling at each other on the nice green playing field. Oh, how we miss those pretty yellow busses!

So the Home & School Executive came to think it had found Something to Wave its Magic Wand Over! It would try to bring back the pretty yellow busses full of boys and girls in their colored outfits, all practised up to score baskets and touchdowns and the like.

The first thing the Home & School Executive did was to go for The Big One. Dressed in her most magic clothing and smiling a magic smile, the President of the Home & School Executive went to pay a call on the Minister of Sports and Recreation.

"Mr Minister," she said, "you like sports and recreation and want to do

Good Things for people who want sports and recreation. Our children have no more pretty yellow busses to go to other schools to play football, or volley ball, or badminton. Please, do you have some play money to buy our children new yellow busses?"

"Well, Mrs. President," said the Minister, "I am so glad to hear that you want to help your children play sports and have recreation. Yes, I will give you some play money for a new yellow bus! How much would you like?"

"Why, thank you, Mr. Minister," said the President, "\$2,000 will do just fine."

"Here you are, Mrs. President," said the Minister beaming all over his face like a Good Fairy.

So the Home & School Executive marvelled at the President, looked at the play money, and decided that it was Just The Beginning! The best thing would be not to rent yellow busses and have nothing left at the end of the year, but to buy

a smart little bus of its own to use, not only for sports but for educational recreation, like field trips. But they would need some more play money to do that.

Magic is that Home & School Executives have a lot of, so they decided to use a little more and waved a magic wand, and Mr. Planter sent over some nuts in smart aluminum tins. The children in the school learnt what the Home & School Executive was up to, and they and their teachers said, "We'll help!" which was an extra bit of magic, because Home & School Executives never know how children and teachers are going to feel about what they do.

The nuts were given out to the children and, where the children were very small, to the mothers, and they sold them, and when it was all added up, there was another \$1,500 worth of play money — all for a smart new bus!

The little children said, "We don't play football in red and white uniforms, nor are we old enough for badminton. Would you please use some of your play money to buy us a ladder and trestles for our gymnasium?"

"Why, certainly," said the Home & School Executive, which by now had so much play money that everybody thought them the richest and most magical people in the world.

Now, the moral of this tale is that not all the Ministers in Quebec are Bad Fairies, and that Home & School Executives have lots of magic when they rub their magic wands together, say please, and, most of all, think of a Good Thing to Do.

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SUBJECT	No. writing exam	No. of passes	Highest Mark
GRADE XI			
English Lit.	23	21	86%
English Comp.	23	21	96%
Writ. French	26	26	89%
Oral French	27	19	88%
N.A.L.	17	13	79%
Biology	29	29	87%
Chemistry	13	13	89%
Functions (regular)	21	21	94%
Functions (enriched)	21	21	85%
Physics	8	8	87%
Economic Geog.	10	10	77%
World History	17	17	90%
GRADE X			
English Lit.	19	18	86%
English Comp.	20	18	95%
French	19	19	90%
Maths	19	17	88%
Can Geog.	15	15	89%
Can History	19	19	87%

N.B. 1. Students passed 94% of all examinations.
2. Verification of results above available at school office to interested students and parents.

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THOSE FEDERAL GRANTS!

From the Home Province, only TWO M.P.'s reply!

Herewith another chapter in the ongoing saga of the federal grants. The January issue of the QFHSA News announced that QFHSA was sending a letter to all federal M.P.'s concerning the federal-provincial programme for the promotion of bilingualism in education. In the letter the following concerns were expressed:

"The programme, which began in 1970, provides for the teaching of the "minority" language and for the teaching of the "second" language. For the purpose of making payments under this programme, the "official minority language" and the "official second language" have been defined as English in the province of Quebec. When this programme was renewed for a five year period commencing April 1, 1974, no change was made in this interpretation of "minority" and of "second" language.

This interpretation, however, does not allow for the teaching of French as a second language to English-speaking Quebec students, although one of the stated objectives of this programme is "to enable Canadian students to learn as a second language the other official language of Canada."...

That the acceptance by the federal government of this definition of English as both the minority language and the second language ignores the presence of that 20% of the Quebec population (1.2 million people) whose first language is not French and treats the province as if it were a monolithic unilingual province instead of a linguistic

duality, is again a cause of serious concern to us."

Acknowledging receipt of the letter were secretaries or assistants to the following ministers: the Prime Minister, Pierre Trudeau; Minister of Transport, Jean Marchand; Minister of Urban Affairs, Barnett Danson; Public Works, C.M. Drury; Industry, Trade & Commerce, Alastair Gillespie; Revenue, Ron Basford. As one might expect, these acknowledgements were merely form replies.

Direct replies, however, were received from Allan Maceachen, External Affairs: "I appreciate receiving your views and you can be assured they will receive every consideration" — one is tempted to consider this also a form response. From Mitchell Sharp, President of the Privy Council, a qualified response: "You may be sure that I will have your representations in mind should this matter come up for discussion in the House of Commons or in Cabinet." And from Robert Stanfield, Leader of the Opposition: "This is simply a note to acknowledge your letter regarding the program for the teaching of the "minority" language and for the teaching of the "second" language. I will take this up with the Minister concerned."

Outside of Quebec the following M.P.'s replied:

Harvie André, Calgary Centre: "There appears to be a great injustice perpetrated on the English speaking students of Quebec through the implementation of this programme in the Province of Quebec, and I will bring your view to the attention of the Commissioner of Official

Languages, Keith Spicer, and the Chairman of our Caucus Committee."

Walter Baker, Grenville-Carlton: "I don't really know what is happening in the province of Quebec in terms of language. Bill 22 concerns me, and now you have raised another point which I intend to pursue."

Peter Bawden, Calgary South: "I agree with your position that English schools should receive a portion of the grant allotted to the teaching of secondary and minority language, and you may be assured of my full support."

Joe Clark, Rocky Mountain: "Until reading your letter, I had not appreciated the discrimination against English speaking students in Quebec who wish to have help in learning French."

Ray Hnatyshyn, Saskatoon-Biggar: "I appreciate having this information."

Leonard Jones, Moncton: "I believe that it is time that this nation realize, if we are to be a bilingual country, then the education system of our country must be bilingual from sea to sea... I honestly believe that this is possible and can be accomplished if the so-called leaders of our country would get off their political pedestals and concern themselves with the need for an educational system that meets the needs of the nation, rather than concerning themselves by dividing the nation to get votes."

Alan Martin, Scarborough: "As a former resident of Quebec City — where I spent the first 23 years of my life — and as one who has some degree of concern in the subject of bilingual ability at an early age, I read your letter with considerable interest. I intend to follow up the point

that you are making."

D.C. Neil, Moose Jaw: "I might say I share your concern... I have placed a question on the Order Paper asking for details of grants paid to the various provinces for each of the years 1970 through to 1974 for the purpose of promoting a) English, b) French. On having received this information, I will be pursuing the matter further with some of the other members of Parliament."

Robert Wenman, Fraser Valley West: "I have written on your behalf to the Secretary of State, Hugh Faulkner."

From the Province of Quebec — only Two Replies!

Adrien Lambert, Bellechasse: "Il est entendu que je ferai part de vos préoccupations au Ministre responsable, et que je communiquerai de nouveau avec vous, dès que possible."

Ian Watson, La Prairie: "I am in full agreement with your letter regarding the Federal-provincial programme for the promotion of bilingualism in Education. Together with all the other M.P.'s from Quebec, I intend to bring maximum pressure upon the government to make changes in the way these funds are presently spent. I will keep you informed of any future development."

In the meantime, English schools either go without satisfactory French teaching for their children, or in order to afford French specialists, they go without music, art and drama specialists, and in some schools crowd two and three (!) grades of children in English classes in to one room.

It is a scandal and a disgrace and should not be allowed to continue.

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