

# QUEBEC HOME & SCHOOL NEWS

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## Federation Supports Biculturalism

### THE NEW EXECUTIVE



Newly-elected Quebec Federation officers for the 1965-66 term are seen here prior to the closing dinner of the Annual Meeting and Conference of Federation held October 22-23 in Montreal. Sitting front row, from left, are: Mrs. Pearl Dawe, Recording Secretary; Mrs. Mary Buch, Assistant to the President; Mrs. Dorothy Frankel, Executive Vice-President; and Mrs. Pam Reddall, Executive Secretary. Back row, from left, are: William Asherman, Robert Hector and Roy Buttery, Vice-Presidents; John Purkis, President; Charles Toeman, Vice-President; Barry Boardman, Treasurer; and Lloyd MacKeen, Vice-President. (Mr. Hector has since resigned and has been replaced by William Stevenson).

### Delegates Take to "The Forward Look"

Delegates, observers, panelists and special guests took to "The Forward Look" theme and voted Quebec Federation's 21st Annual Meeting and Conference as one of the best on record.

From the forward looking panel discussions to the "keep apace with change" resolutions brought from the floor, Federation showed that it was willing and able to take its place in the forefront of the educational revolution which is sweeping the province.

Delegates approved resolutions calling for the abolition of the confessional public school system in Quebec; the promotion of interaction and study among all parents and school children regardless of language, religion and color and to this end to promote the joint use of school facilities; the formation of a joint provincial council consisting of all Home and School and Parent-Teacher Federations in the province regardless of religion or language (see story below); and the establishment of

"Operation Grass Roots" to study the causes for the lack of broad based support and to develop a program to assist local association you secure broader and more general participation on the part of teachers and parents.

All the resolutions which were published in the last issue of the Home and School News were adopted, with the exception of two. Delegates defeated a motion from Edgewater Association which sought to have all resolutions brought to the Annual Meeting voted on without any discussion. The resolution on Class Norms introduced by the St. Lambert Association was withdrawn by that association. Delegates also approved switching the date of the Annual Meeting back to May, and the next one will, therefore, be held in May, 1966.

All panel discussions held during the two-day conference were very well received and the calibre of the participants drew the highest praise.

The panel on the future of Home and School, "Exploration in Space and Time", brought delegates face-to-face with the problems of tomorrow. Bilingualism, improved communications, better programming at the local level and the need to face up to the "new Quebec" were the main points brought up during the discussion.

Also very well received were the panels on Sex Education, Vocational and Technical Training and Exceptional Children. (More detailed reports of all the panel discussions will be carried in subsequent issues of the News).

Main speaker at the 21st Annual Meeting and Conference was Peter Millar, chairman of the Protestant School Board of Greater Montreal, who addressed the closing dinner. Mr. Millar reviewed the present state of Protestant education in Quebec and took a look into "The Future in Education". (Text of Mr. Millar's important address will be found on page 4).

### Purkis Elected 65-66 President

John H. Purkis of Montreal, an active Home and Schooler since 1953, was elected president of Quebec Federation at the Annual Meeting and Conference held Oct. 22 and 23. Mr. Purkis succeeds Mrs. Sandra Donovan.

Other officers elected for the 1965-66 year are:

Mrs. G. (Mary) Buch, Assistant to the President; Mrs. J. D. (Dorothy) Frankel, Executive Vice-President; W. Roy Buttery, R. Hector, Lloyd MacKeen, William Asherman and Charles Toeman, Vice-Presidents; Barry Boardman, Treasurer; and Mrs. Pearl Dawe, Recording Secretary.

E. Michael Berger, Q.C., H.E. Montin and Stanley Cohen were named as consultants to Federation.

### Neutral Schools; More French Top B & B Brief Recommendations

Quebec Federation has come out strongly in favor of biculturalism.

In a brief presented to the Royal Commission on Biculturalism and Bilingualism in Montreal on November 29, Federation listed several "positive steps towards the promotion of biculturalism", including a Canada-wide neutral school system and the widest possible use of French in the present Protestant school system in Quebec.

Other recommendations included easier transfer from schools of one province to those of another; teaching of a uniform history from bilingual text books where practical; a special course in civics; revision of geography books so as to treat Canada as a single geographic physical unit, emphasizing the natural interdependence of one part of the country upon the other; the yielding by the provinces of their jurisdiction in the field of adult education so that the federal government can institute a program of continuing education; and a broad and continuing program of teacher and student exchanges.

Federation's brief was presented to the Royal Commission by E. Michael Berger, Q.C. who, as a Federation Vice-President, was its editor. Other members of the Federation delegation at the presentation were John Purkis, Federation President, William Asherman, Vice-President, and Mrs. Pam Reddall, Executive Secretary.

While "welcoming French as the other language of Canada" and stressing the importance and necessity of biculturalism, Federation's brief stated that the spread of bilingualism and biculturalism would "not be accomplished by threats of separatism or secession nor can it be accomplished by threats that Quebec can do things on its own and ignore the rest of Canada."

"In the opinion of Federation, what is required at this time is accommodation... by which contacting individuals or groups gradually come to conform or fit to one another, particularly by eliminating elements of conflict."

The brief pointed out that Federation had urged some years ago to the Parent Commission on Education that Roman Catholic teachers be hired to teach French in Protestant schools in Quebec, and went on to say:

"The Federation repeats this recommendation at this time. But it goes a step farther. It recommends that this concept be broadened. It recommends that teachers be hired to teach in French not only the French language itself but other subjects as well. It recommends that teachers be hired regardless of their religious affiliation and that the only hiring test be their qualifications to teach. It also recommends most strongly that Protestant teachers be invited to teach in the French Roman Catholic school system.

"If it is established that it is both practicable and possible to introduce French as a speaking, every-day, working language to the pupils of the Protestant school



E. MICHAEL BERGER, Q.C.

system at an early age, the Federation would not only support but would encourage the introduction of that language."

Federation also called for the "complete separation of church and state in the area of education."

To this end it called for the establishment of a "Canada-wide neutral school system."

"The teaching of religion should be entrusted to the parents at home and to the religious institutions to which the parents belong. Financial support by Government shall neither be demanded nor expected nor extended to such religious institutions. It is felt that the school, while it should not neglect cultural and moral values, should be occupied primarily with the secular education of the child who should be taught to appreciate, tolerate and respect the religious convictions of others. It is for the home and religious institutions to educate in religious matters in accordance with the desires and convictions of the parents."

The brief recommended that a special course in civics "explain the political system of Canada and include the teaching of, the recognition of and the respect for individual and group differences and the need for inter-social recognition and tolerance."

It also suggested that the civics course include a "study of the British North America Act, the Canadian Bill of Rights, the merits of a strong Federalism which actually permits decentralization and a recognition of the fact that Confederation represents a political union between provinces and does not represent a union of races or culture."

(The complete text of Federation's brief to the Royal Commission will be found on page 6).

### Federation Ready to Join Other Groups in Provincial Body

Quebec Federation is ready to join with the English and French Catholic and French Protestant Federations to form a joint provincial council which would provide a unified parent-teacher voice in areas of common concern.

Decision to join in the formation of the provincial body was taken at the Federation Board meeting on November 27. The English Catholics have also voted in favor of the provincial council and are most anxious to proceed. The French Catholic and French Protestant groups have not yet reported on their progress but are expected to signify their official

approval in the near future.

Recommendation to form a joint body grew out of an "Ad Hoc" committee study by representatives from the four federations involved.

#### LATE NEWS

The French Catholic and French Protestant groups have now officially signified their desire to form a Joint Council.

Representatives of all four Federations are now working on the establishing the Council. An official announcement will be made shortly.

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22,000

QUEBEC HOME &  
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# New Trend in Quebec Schools

By STANLEY COHEN  
Reprinted from  
THE MONTREAL STAR

Quebec's confessional system of education — under which school boards, school buildings, taxpayers, teachers and pupils are categorized according to religious affiliation — is becoming the subject of increasing public debate and agonizing soul-searching by many of the province's educators.

The system is no longer being accepted as unchangeable; people are no longer reluctant to express opinions publicly on its merits. And views once considered inflexible are fast giving way to pragmatic reasoning.

### Double Protection

Confessionality in education is a protectionist device. It has guaranteed the minority the right to develop its own courses of study and run its own schools. It has enabled the majority to help preserve its culture, which, in Quebec, is so closely tied to its religious heritage. The roots of the system go far back into Quebec's history and its traditional religious divisions.

But confessionality is also an inhibiting device.

It permits one school board to enjoy a largess while financially depriving another board of equal educational facilities and opportunities. It prevents the best possible use and distribution of skilled teaching manpower. It separates children at a time when this country has begun to realize the price it pays for ethnic and religious misunderstanding. It makes communication on common problems at best difficult.

But is Quebec ready to abandon this system which few outside its borders are able to comprehend?

Most knowledgeable observers agree that this province is not prepared to accept public schools totally devoid of all religious reference — no matter what a vocal and well-organized minority might say.

But Quebec may be ready for a system in which Protestant and Catholic children would attend the same schools — and in which some time would be provided for religious study (on a released-time basis) or a facsimile (possibly a course in ethics or comparative religion).

Under such a system the public schools would be neither all-Roman Catholic nor all "Protestant" as they now are

### A Start Made

The die-hards insist it cannot be done. But it is being done — quietly and without publicity. And it is going to

increase with the opening of regional high schools and the proposed, non-confessional, post-high school institutions.

There are areas of this province in which one group is too small to finance or fill its own schools. Thus English-Catholic children in some districts are attending Protestant schools. The reverse is also true.

In the Gaspé community of Murdochville, without any fanfare, the department of education has permitted the existence of a completely mixed school. Catholic and Protestant children sit side-by-side; they separate for religious instruction.

The local community has given its full support to the school. And the bogeymen envisioned by the traditionalists have never materialized.

There has been an integrating of pupils in a school much closer to Montreal; in the Laurentian community of Ste. Adèle, where the total registration of 118 includes 50 Catholics. There are 30 Catholic children in the Protestant School of Baie Comeau.

It is easier, of course, to establish these isolated situations away from the major urban centres. The realities of population make-up and the costs of education demand some form of amalgamation in certain districts.

### Shared Campuses

The situation is bound to be repeated in the regional high schools being formed under Operation 55. Some regional planning committees have recommended shared campuses. Others have called for an absorption of the minority into the schools of the majority — without the imposition of the majority's religion.

What Quebec seems headed for is a school system divided not by religion, but by language. Many educators — particularly those in Protestant and English-Catholic schools — are not averse to this, provided some arrangement is made to preserve a religious identity among the pupils.

It would be impractical to suggest that the province could enjoy fully integrated schools in the foreseeable future. The language barrier — although it is gradually being chipped away — is still present. And it will be present for many generations, even if more English-speaking people acquire a conversational familiarity with French.

A completely integrated school system presupposes fully bilingual teachers instructing fully bilingual children with the highest quality education.

Meanwhile, there is increasing evidence of vaulting the barrier of religiously divided schools.

### Joint Council

The Quebec Federation of Protestant Home and School Associations, with the backing of its English-Catholic counterpart, is exploring ways of setting up a council of all home and school groups in the province for the handling of common problems.

The Provincial Association of Protestant Teachers and the Provincial Association of Catholic Teachers have just concluded their annual conventions which included a number of jointly sponsored activities. They were considered among the best teachers' meetings this province has ever had.

The Provincial Association of Teachers of History — drawing its membership from both Protestant and Catholic schools — has become a most meaningful organization. Teachers of English are now considering a similar association.

Lévis Sauvé, president of Fédération des Commissions Scolaires Catholiques du Québec, spent two days at the recent annual meeting of the Quebec Association of Protestant School Boards — not merely as an observer, but as a participant in many of the discussions.

There is still a great deal of suspicion on both sides. There is undoubtedly strong opposition in some areas of the province to anything beyond platitudinous comments on brotherhood. There is even fear that co-operation might be confused with subservience.

There are charges and counter-charges between English-Catholic and French-Catholic teacher organizations.

### See Pittfall

There is a worry by some Protestant teachers that in extending the olive branch too far to their English-speaking Roman Catholic colleagues, they might alienate the French-Catholic teachers. And this, they say, might prompt retaliation if all associations were someday merged into a single large provincial bargaining group.

One wonders, however, whether the vociferousness of those anxieties and suspicions is not out of proportion to the number of inflexible traditionalists.



Distributed by Voice of Women, Canada.

## AN APPEAL TO PARENTS

Have you noticed the increase in war toys each Christmas?

Toys are tools with which children learn to behave as adults. We must teach our children that war is obsolete — that international differences can no longer be settled by violent means. Can we expect war toys to equip the coming generation for the difficult task of building a secure world?

It is time to call a halt — plastic hand grenades, land mines, booby traps, automatic guns, toy missiles, etc., etc., the whole grisly collection must be repudiated.

We, the buyers, have the ultimate decision in our hands:— STORES WILL NOT STOCK WAR TOYS IF THEY DO NOT SELL WELL.

WE URGE YOU TO REFUSE TO PURCHASE WAR TOYS THIS CHRISTMAS.

### QUESTIONS AND ANSWERS ON WAR TOYS

1. CHILDREN HAVE ALWAYS PLAYED WAR. WHAT IS THE HARM IN IT?

Yes, and we have always had wars. Now, however, when war is no longer hand to hand combat, but a mechanized mass killer of whole populations, we must stop encouraging children to make a game of killing with mechanized flame-throwers.

2. ARE YOU PROPOSING TO RAISE A GENERATION OF MEN AFRAID TO FIGHT?

No. Mechanized war toys do not require courage or develop courage. They are substitutes for courage. They lead children to think that everything can be settled by pushing a button or pulling a trigger and also that the more destructive your weapons are the safer you are. Nothing could be further from the truth in the nuclear age.

3. IF CHILDREN ARE DEPRIVED OF THESE TOYS, HOW WILL THEY RELEASE THEIR COMBATIVE TENDENCIES?

Football, soccer, baseball, all competitive sports are good. Punching bags, etc.

4. IF YOU SUCCEED IN CURBING WAR TOYS, HOW WILL YOU STOP CHILDREN PICKING UP A STICK AND SAYING, "BANG, YOU'RE DEAD"?

Picking up a stick is preferable to picking up a toy hand grenade, or automatic gun. Supplying these toys interferes with a child's efforts to deal with a situation at his own level.

5. IS YOUR CAMPAIGN AGAINST ALL TOY WEAPONS? (POP-GUNS, WATER PISTOLS, BOWS AND ARROWS).

No. While we feel they are all undesirable, our foremost concern at this time is with "war toys", by which we mean toy replicas of past or current equipment of the armed forces.

6. WHAT THEN, IS YOUR MAIN OBJECTION TO WAR TOYS?

The fact that they are conditioning children to accept something unacceptable. An all-out war. If they, as adults, try to use these weapons, they will fail — and the human race will be the victim.



Delegates to the Annual Meeting and Conference have the visual and reflex testing machines explained to them by Leo Pettit of the Licence Bureau in Montreal at the Driver Education Committee Display Booth at the Meeting. From left are Robert Stein, Edinburgh Home and School; Mrs. Alexander Dickson of Sherbrooke; Mrs. Lila Lisk, Edinburgh, and Mr. Pettit. Seated is Ken Scott of Chelsea.

## Audio Visual News

By Mrs. J. Hewitson  
Chairman, Audio Visual Committee

Here are a few suggestions on films you might like to use during our meetings:

### EDUCATION, GENERAL

"THE CHILD OF THE FUTURE" — How might he learn? Shown at the Annual Conference. It shows some of the ways technology is used in the classroom and the child's reaction to new techniques and electronic aids. Host and narrator is Dr. Marshall McLuhan, University of Toronto. Black & White. 58 mins. 6 secs. Available from Macdonald College Extension Film Library. Telephone 453-8580, local 227.

"TO BUILD A SCHOOLHOUSE" — A Ford Foundation film on new concepts in the use of space for educational purposes, with examples of modern schools in the U.S. Very stimulating and interesting, rated by all who have seen it as excellent in its field. Colour. Approx. 29 mins. Available from Association-Industrial Films, 135 Peter Street, Toronto 2B. Book well in advance.

### FAMILY LIFE

"JAMIE - The Story of a Sibling" — The problems of a middle child, and the attitudes of his family towards him. Black & White. 27 mins 58 secs. Available from Macdonald College Extension Film Library.

### HEALTH & GUIDANCE

"BOY TO MAN" — Reviewed several times before, but worth mentioning again for those associations studying the subject of sex education in schools. Excellent film dealing with sexual changes in a boy as he grows. 16 mins. Black & White print available from Macdonald College Extension Film Library; colour print available for rental from Educational Film Distributors Ltd., 577 Jarvis Street, Toronto 5. Cost \$5.75; order well in advance.

"A QUARTER MILLION TEENAGERS" — Excellent film on venereal disease in teenagers. Colour. 16 mins. May become available from Macdonald, if not, order from Educational Film Distributors. (Churchill Wexler Films, the makers of the above two films are in the process of making another in this field, to be entitled "GIRL TO WOMAN").

"LET'S DISCUSS SMOKING" — A group of students discuss the subject of smoking with Dr. Wake, a psychology professor at Carleton University. Black & White. 16 mins. 26 secs. Order from The Canadian Film Institute, 1762 Carling Ave., Ottawa 13.

Films on ALCOHOL, SMOKING & NARCOTICS are available free of charge from the Canadian Woman's Christian Temperance Union. Write to Mrs. F. R. Crawford, 5175 McDonald Ave., Montreal 29; telephone 489-8829.

It is strongly urged that before use, each film be previewed by a programming sub-committee, to make sure it answers the needs of your particular association, and to plan how to make best use of the film, and how to build the evening's programme harmoniously around it. There should always be a well-thought out introduction, and planned follow-up in the form of talks and discussion.

On the commercial circuit is a most excellent film "NOBODY WAVED GOODBYE" — See it if you get a chance. It expresses with great understanding the irritating but poignant rootlessness, lack of direction and rebellion against conformity that is currently in the thinking of many of our young people.

## Mrs. Dow Honored by New Carlisle

It was with pleasure that the Board of Directors learned at the June Board Meeting that Mrs. Cameron Dow, O.B.E., of Port Daniel West, has been made an Honorary Member of the New Carlisle Home and School Association.

Mrs. Dow was a member of the Committee which organized the first meeting of the Provincial Council of Home and School in June, 1940... the forerunner of what was to become, in 1944, Quebec Federation of Protestant Home and School Associations.

In 1940, Mrs. Dow was President of the Quebec Women's Institutes, which held their Annual Convention at Macdonald College. The framework for a meeting of Home and School people had been laid in Montreal by members of the Protestant Committee and the Mental Hygiene Institute, among others. Dr. W.H. Brittain, Vice-Principal of the College, invited the Women's Institute members to join with other interested groups in assisting in the new venture.

The first officers of the Council were: President, Dr. W.H. Brittain; 1st Vice-President, Mr. Leslie Buzzell; 2nd Vice-President, Mrs. Roswell Thomson; Secretary, Mr. Herbert Gilbert; Treasurer, Miss Alice Dresser. (Mr. Buzzell, Hon. President of Quebec Federation and a member of the Superior Council of Education at the present time, was in 1940 a member of the Roslyn Home and School Association, as was Mr. Gilbert. Mrs. Thomson and Miss Dresser represented the Q.W.I. and Miss Dresser also represented the P.A.P.T. on the new Council).

An executive committee was also elected at that first meeting, consisting of: Mrs. H. Moore, Mr. D.E. Pope, Mrs. Donald Bailey, Mr. Alex Sim, Dr. Harry Hall, Mrs. Archibald Stalker, Mrs. Cameron Dow, Mrs. Kuhring, Mrs. W.T.B. Mitchell, and the President of the P.A.P.T., Miss Beryl Truax.

Born Sara Etta Hall in Sackville, N.B., Mrs. Dow graduated from Acadia University and from Feller Institute in Montreal. She taught five years in Montreal before moving to the Gaspé Coast. She met her husband while teaching in Port Daniel. Mrs. Dow has one daughter, Mrs. Oliver Watt, who, like her mother is a very active person.

(Continued on page 5)

## Stop, Look and Listen

By Mrs. Ruth B. Cohen  
Chairman, Driver Education Committee

**STOP!** If you are agitated, tense, nervous, impatient or irritated, these feelings will affect your driving and cause you to throw caution to the winds. So, stop and get your feelings under control before you enter your car. Otherwise, you will subconsciously use your car as a steam vent for your emotions.

**LOOK!** Look at the statistics that appear in the newspapers daily and particularly after a weekend. The rapid rise in accidents, injuries and fatalities is staggering and sobering. Look at your driving habits carefully and adjust them, if necessary, before you become a "candidate for a statistic."

**LISTEN!** You will have only yourself to blame if you ignore the following advice:

1. Keep a safe distance from the car ahead.
2. Drive so a sudden stop will not cause a collision.
3. Slow down if road or weather conditions are less than perfect.
4. Signal whenever you want to change lanes or make a stop.
5. Start slowing down well before a turn. Avoid sudden-braking skids.
6. Always s-l-o-w down to a stop.
7. Check in the rear-view mirror before you slow down or come to a stop.
8. Dim your headlights whether or not the oncoming driver does likewise.
9. Switch on your headlights at the first sign of darkness. Dim them for on-coming drivers.
10. Have your headlights checked. Good lighting cuts down glare.
11. At night, drive so that you can stop within your field of light.
12. **STOP** when a school bus stops to take on or discharge children, whichever direction you are going That is the law.

**SAFE DRIVING WEEK** is observed from December 1st to December 7th. Every day should be regarded as "Safe Driving Day"

Driving a motor vehicle is a heavy responsibility. It is time that this responsibility be assumed properly by the motorists on the roads. Drive as if your life depends upon it — because it does!

To close on a less morbid note, here — exactly as received by the Ontario Safety League — is a letter to command wide attention: "Here is something should be done to Prevent Accidents — there should be a guard between driver and girl friend so there wouldn't be anything to interfere with His driving. I see lots of Hugging and Kissing going at fast speed. So see if you can do anything about it!". Uh-huh!

## Mrs. Gilker Named to School Board

At the October meeting of the School Board of the Municipality of Chaleur Bay, Mrs. A. L. Gilker was appointed a member of the local Board.

Mrs. Gilker, who is a Director of Federation and a former President of the New Carlisle High Home & School Association, is the first woman member to be elected to this position.

Meanwhile, at a recent meeting of the New Carlisle High Home & School Association, held in the Auditorium of the High School, a presentation of a gavel and an accompanying framed inscription was made to Mrs. A. L. Gilker, who was President of the local association for several years.

Prefacing the presentation, L. R. Hayes, Supervising Principal of New Carlisle High School, voiced the opinion of all members when he enumerated the many ways in which Mrs. Gilker has been active in both local and provincial educational work.

## Royal Vale Hears Neutral School Talk

At their second general meeting held on Oct. 21, the Home & School Association of Royal Vale School had as their guest speaker, Dr. Henry Morgantaler who spoke on "Neutral Schools."

Dr. Morgantaler, a practising physician, is president of the Neutral School Committee.

Representatives from other schools in the Snowdon area, such as Hampstead, Iona and St. Malachy's also attended this meeting.

Dr. Morgantaler explained the purposes and aims of the Neutral School Committee and this was followed by a question and answer period and many interesting points were discussed on this controversial subject.

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# THE FUTURE IN EDUCATION

Main text of the Address by Peter Millar, chairman of the Protestant School Board of Greater Montreal, at the closing dinner of Federation's 21st Annual Meeting and Conference.

The Home and School movement in general has had a tremendous impact on educational thinking. It has initiated or inspired many innovations and has in many cases thrown strong support behind the school boards and the professional staffs in their efforts to keep our educational system in tune with the times we live in.

In the past few years especially, the Quebec Federation has made a notable contribution in its analysis of the quite complex educational problems facing our Province and in suggesting ways and means of meeting and overcoming these problems. This relatively new development demonstrates the maturity of your organization and supplements very nicely the valuable work you are doing at school level where a greater harmony now exists because of a better understanding of the cooperation which can be achieved without infringing on the authority of the school personnel.

Speaking as a school board member I would like to take this opportunity of expressing our appreciation and thanks for the excellent support and cooperation you have given us at the school level and in the studies you have made in the wider field of curriculum and school planning. We are also very appreciative of the work of your Federation in the higher councils and committees now striving to hammer out the future shape of the Quebec educational system. There is no doubt the voice of the minority group, which we are, is greatly strengthened by your active participation and interest.

### The Future in Education

The desire to perceive and comprehend the future of education is not peculiar to your Federation by any means. All branches of society having concern over the welfare of our young people, our economy, our preservation as a nation, or even our existence as a human race are earnestly endeavouring to discern the shape of things to come in the field of education.

All are agreed that education is the cornerstone on which the future will be built and all are concerned lest the cornerstone we are fashioning will be inadequate for the job it must do.

We are all practical people very conscious of the mounting cost of education and are fully aware of the possible waste of time and money if we have not got some kind of reliable flight plan to follow. In many areas throughout North America this appears to be the great lack in the educational field. We must ask ourselves not only, "Do we have a plan?" but also, "Do we know where we are and are we headed in the right direction?"

Fortunately for us concerned with Protestant education in Quebec we can answer these questions in the affirmative. We have not yet got all the answers to the future but we have enough to allow us to proceed with confidence into the next phase and that is what really matters.

### Review of Protestant Education Today

What evidence is there that Protestant education in Quebec is on a proper course? In my opinion there is sufficient evidence to justify us taking real pride in our accomplishments in the past.

Let us look at the system as it exists today. Does it compare favourably with other systems in its ability to meet the needs of this age?

We are all aware of the tremendous advance of Protestant education over the past 20 years. In practically all areas of the Province there are to be found not only good elementary schools but within reasonable reach good high schools also. This was accomplished at a time when the need for secondary education was not receiving too much attention in the Province.

Fortunately for all of us the Greater Montreal Board was able to provide leadership by reason of its greater resources and numbers. Our policy was to keep in touch with developments elsewhere, to experiment and test new ideas, and to recommend to the old Protestant Committee such changes as seemed desirable. In this way the Protestant Committee was able to pass along to the rest of the Province the benefits of our experience.

Not all of our innovations reached throughout the Province but the essential features did and as a consequence I feel that sufficient progress has been made to justify the statement that Protestant education in Quebec compares favourably with other areas.

It is unwise at any time to accept your own assessment of a situation as being correct without making reference to outside independent opinion if it is available. In this case we are fortunate in having the findings of a very responsible and highly respected body to support my statement, I refer of course to the Parent Commission.

It has been a source of great satisfaction to the Greater Montreal Board to notice that, apart from the addition of courses which we were not previously authorized to offer, the recommended programme for elementary and high schools is essentially what we are offering today. The commission endorses not only our type and arrangement of courses of study but also the manner of conducting our classes with active pupil participation. It is true some modifications will have to be made but in general it would appear that, after an extensive study of school programmes across Canada and in a number of other countries, the Commission of Enquiry has reached the conclusion that the type of school programme being offered by our schools is best suited to the needs of the youth of Quebec at this time.

### Implementing the Parent Report

The Report leaves little doubt regarding the shape of things to come as far as Quebec education is concerned. The basic pattern has been established. There will be changes and modifications before the Report is adopted but it is reasonably safe to assume that the basic features will remain unchanged. We should, therefore, be directing our attention towards the early implementation of these recommendations which introduce new elements into our school programme.

We are well aware of the problems being faced by many areas in the Province in the organization of Regional School Boards, the

development of regional high schools, the acceptance of the activist school, the introduction of a wide choice of options, the re-orientation of the programme and the care of handicapped children.

To the average school district these are all innovations which would normally require years of study and development before they could be brought together into a well coordinated school system. Enormous expenditures of time and money could go into such a programme if you had to start from "scratch" and work your way through all the difficulties. Fortunately, this is not necessary since many of the features I have mentioned are to be found in the Greater Montreal Protestant school system and the benefit of our experience is being offered freely to any Board, Catholic or Protestant, which cares to make use of it, just as it has been in the past.

Shortly after the Report was published we offered to the Minister and Department officials our full cooperation and invited any-one concerned to consult with our administrators and visit our schools in order that they could become familiar with our system and obtain first-hand information on the problems involved in implementing many of the recommendations in the Report. I am pleased to say this offer was accepted most eagerly and as a consequence we have had many groups, Catholic and Protestant, French and English, from all over the Province come and discuss their problems, visit our schools and carry away considerable information which will be very helpful to them in setting up their own system. This is a contribution the Greater Montreal Board is glad to make to the progress of education throughout the Province and the offer still stands to the Board in your community if it has problems we can help them solve. I do not want to create the impression that we consider our system to be perfect. Far from it. However, as I have said we have had the opportunity and resources to tackle many problems and we are most anxious to share with others the results of our work.

Time will not permit me to deal with many of the new features in the school of the future but there are three areas which I would like to mention as their solution will require close cooperation between the Home and School. These are:

- (a) Vocational Education
- (b) Guidance
- (c) Teaching of French

### Vocational Education

One of the main features of the Parent Report was the emphasis placed upon Vocational Education. This is an area in which we are all starting from "scratch" because it did not fall previously under the jurisdiction of School Boards. Our programmes were exclusively of an academic nature by reason of the fact that this was considered to be the function of the publicly financed schools. This concept has now changed and we are required to develop vocational training programmes. While the Parent Commission visualizes all pupils participating in technical and vocational training to some degree we are not convinced that this is necessary or desirable.

There are some students who are clearly destined for university to study subjects not in any way associated with the technical or vocational field and we feel their time should be devoted entirely to the acquisition of knowledge more in their chosen field.

We do agree there is a great need for technical training both in high schools and technical institutes. There is also need for vocational training for those proceeding directly from school into business and industry. At this point however we must be sure of our objectives and of the proper approach so that these objectives can be attained. For example, Vocational Education should not be thought of as the answer to the drop-out problem. This would be a negative approach. In any case there is sufficient evidence to show that Vocational Education in itself will not solve the drop-out problem. Students will drop out of vocational courses just as frequently as from any other course if their interest is not stimulated and maintained.

The vocational courses to be successful must be meaningful and challenging to the student. He must have the feeling that his training will lead somewhere beyond the mere acquisition of the rudiments of one particular dead-end job. We believe courses can be set up to meet these desires and planning along these lines is already underway. However, before becoming too deeply committed in this programme the boards must have the answers to three questions:

- (1) What subjects?
- (2) How much?
- (3) How many students?

(1) The prime objective of a Technical and Vocational programme is two-fold. It must equip the student with skills which will permit his entry into business or industry directly from high school or provide the basic training leading to more advanced studies in institutes or in some cases even university.

To develop a programme to meet these needs is not an easy task. To serve the group going out to a job the training must be geared to local conditions and job opportunities. On the other hand, the students going to advanced studies require a good grounding in basic subjects of a much wider scope because their ultimate field of activity is not yet known.

We propose to consult with local groups having a knowledge of the business world before deciding which subjects should be offered. I would expect your Federation to be among those asked for assistance and I am sure your cooperation can be counted upon. As a result of this kind of community effort we hope to offer a broad programme to meet the requirement of both groups I have mentioned. This exploratory study will take some time and consequently it is too early yet to announce what specific courses will be available at any one school.

(2) The question, "How much?" which I have in mind is not the financial aspect although that is a very important one. I am more concerned with how much of a student's time should be devoted to pure technical or vocational training. It is open to question (and it is being questioned) whether or not the schools can give sufficient vocational training in the high school to equip any young person adequately enough to get him, or her, started in a satisfactory job. The problem is compounded by reason of the fact that there exists the possibility the job will be non-existent within a few years. This certainly gives us reason to pause and consider "how much" of a student's time can be devoted to training if it is

(Continued on page 5)



Pictured prior to the closing dinner of Federation's 21st Annual Meeting are, from left, Leslie N. Buzzell, Hon. President of Federation; Peter Millar, chairman of the Protestant School Board of Greater Montreal and guest speaker at the dinner; Mrs. Sandra Donovan, Immediate Past President of Federation; and John Purkis, new President of Quebec Home and School.

# THE FUTURE IN EDUCATION ...

to be at the expense of his general education. A proper balance must be maintained between training and education if we are to develop the full potential.

(3) Determining how many technical and vocational students to provide for is of great concern to the School Boards. To build schools for this type of programme involves expenditure of time and money far beyond what is required for an ordinary high school. We cannot afford to waste either time or money and consequently we must have a pretty definite idea of how many are to be accommodated.

The data available at the present time is far from satisfactory. It seems to point several ways at once. For example, competent authorities claim only 20% to 25% of our student body is of university calibre. On the other hand, in the recent survey made by the Department of Education about 75% of the students made it clear their aspirations were for a university degree. There is great diversity here and these two figures have to be reconciled if we are to arrive at a proper assessment of our needs for not only technical and vocational facilities but also for university facilities.

Examination of experience elsewhere is of some help but we are not at all sure the pattern in Quebec is, or should be, the same as elsewhere. Protestant education has provided a high proportion of the leaders in business and industry in the past and I don't think any of us wish to deprive our young people of the opportunity to participate as freely in the future if they have the capability to do so. It is for this reason I hesitate to accept a figure of say 40 to 50% of our students in technical and vocational programmes just because this is found in Ontario or other provinces. We must work out our own potential and our own educational needs.

But how can we determine the path which our students are to choose and follow? Few will deny each student the exclusive right to make this decision for himself.

## Guidance

The rest of us can merely assist through guidance and that brings me to my second point.

In this age of multiple choices great stress is placed upon adequate guidance services in the schools and we are developing this branch of our activity as rapidly as possible. It should not be assumed, however, that guidance is primarily the responsibility of the school. All the school can do is point out strengths and weaknesses and suggest a program which the student may accept or reject. The big job of guidance can only be done in the home through serious discussion and persuasion. In this the school analysis should play a full part.

At this critical stage in a student's life quite frequently the one requiring most guidance is the parent. Too often the over-ambitious parents permits his or her secret dreams and aspirations to influence the decision. The apparently natural inclination to expect wonders from their offspring leads many parents astray. It is most difficult for these parents to admit that Johnny just hasn't got what is needed for the particular field they favour and at the same time they are frequently blind to the fact that he could excel in some other area where he could be happy and effective.

To err at this point is to ensure an unsatisfactory and frustrating future for the person you are trying to help.

Let us assume for the moment that the parents have accepted the situation and are prepared to counsel Johnny to try another path within his capabilities. What then? Johnny's own ideas can be examined and dealt with on their merits. In exploring the possibilities there will be ample opportunity to suggest reasonable alternatives which may arouse his interest. If this can be done the problem is more than half-way to solution because the greatest impediment to guidance counselling is the negative attitude. To overcome the negative attitude requires

(Continued from page 4)

great skill and patience. Somewhere, somehow, someone has to inject enthusiasm or inspiration in sufficient quantity to make the possibilities of the new career interesting and attractive. If this is done honestly, without undue pressure, the way may be opened for a career far more rewarding than what would be achieved by over-estimating the young person's potential for a life's work that would not bring him as much satisfaction or a sense of accomplishment.

## French

No serious study of the future of education in Quebec can ignore the importance of a knowledge of the French language in day-to-day living. The study of French has been compulsory in our schools for many years but the results obtained have been far from satisfactory. This has been a matter of concern to school boards, teachers, and parents for quite some time.

Changing conditions demand that this problem be given more attention. The reasons for our inability to produce students reasonably fluent in the second language must be identified and the deficiency corrected. The importance of this cannot be over-emphasized if, as I have already said, our young people are to qualify as leaders in business and industry in this Province. Some corrective action is being taken in the schools already with the introduction of more French specialists and starting the teaching of French in the kindergarten or Grade I and this will doubtless be followed by other changes designed to raise the standard of competence.

Something more, however, will be necessary if we are to achieve our minimum objective which is ability to communicate with our French-speaking compatriots in their own language. We must have the full support and cooperation of the parents in awakening a genuine desire in the children to succeed and even excel in this important subject. This I feel is most important because the success of the French programme depends greatly on our ability to change an attitude which has been with us too long and which has offset much of the work done in the school. I refer, of course, to the general feeling among English-speaking Quebecers that French was not necessary — we can get along very nicely without it. This has been a sad mistake and has led to much of the disunity now prevalent. By combined effort of the home and the school we can, without doubt, break down this barrier and thereby make a worthwhile contribution towards the future of a united Canada.

## Conclusion

We have just scratched the surface tonight but I do hope I have been able to convey to you some reasons why we should have confidence in our school system and in its ability to adapt itself to changing conditions. I have also probed into some areas where I feel you as parents and as members of Home and School can work more effectively than any school authority. These are real problems worthy of your time and attention. In your role as interpreters to the public on all aspects of school affairs you can do much to smooth the way for the change that lies ahead. With your continued support there is no reason why we should have any hesitation in stepping out bravely on our onward way.



Federation Vice-President Bill Asherman (left) displays Federation's 21st birthday cake to the representatives of the Catholic Parent-Teachers Associations who attended the Annual Meeting and Conference as representatives. From left are Mr. Asherman, Arnold Chapman of the English Catholic P.T.A. Federation, Maurice Vallières of the French Catholic organization, and Bill Deacon of the English Catholic group.

# Home & School Centennial Project

By William Asherman  
Federation Vice-President

It will be recalled that the two main plans under the Home & School Centennial Project adopted by the majority of local associations across the country, who took part in a vote arranged early this year by the Canadian Home and School and Parent-Teacher Federation, are 1) Children's Reading and Library Project; and 2) Efforts to improve educational opportunities of Canadian Indians.

Associations have been advised of this and of the Centennial Project Fund, requesting a minimum contribution of \$19.67 per association through a kit, which went out in spring.

To make the Centennial Project in general and the Children's Reading and Library Project in particular a real success in this province Quebec Federation has decided to form a Centennial Committee, which the writer has the privilege to chair.

The slogan of the Children's Reading and Library Project is "Place a book in the hands of your child". This project is designed to meet the problem whereby a distressing number of Canadian children are denied full growth of mind and spirit for lack of books in the home. It is one of the major causes behind school drop-outs, unfulfilled minds and human failures.

The main objects of the project are:

1. Encourage parental responsibility in developing the interest of pre-school children in pre-reading activities.
2. Encourage the provision of an adequate Home bookshelf.
3. Assist in the establishment of adequate School and Public Libraries.
4. Develop a "Reading Army" (i.e. people who would read to pre-schoolers, or the underprivileged, or for listening pleasure).
5. Provide authoritative information on all aspects of Children's Reading.

With the co-operation of local associations and through an intense information drive it is hoped to reach all parents over the next two years and alert them to their responsibility of developing in their children an interest in books and to improve their reading habits.

A special pamphlet for parents will be available shortly with helpful hints for a Home Bookshelf and with a list of books no child should miss, compiled by experienced librarians.

If high school associations feel that the Children's Reading Project is more for elementary school associations although the third object, to assist in the establish-

ment of adequate School and Public Libraries, is certainly applicable to them as well, they are free, as pointed out in the Centennial Kit, to undertake any other kind of suitable project. One suggestion, that comes to the mind of the writer, would be a study on Proper Teaching of Canadian History.

The writer is at the disposal of associations for any required information.

The Centennial Project is the means by which all Home and Schoolers as members of the largest voluntary organization in Canada can help celebrate the Centennial in a worthy manner. Let us give to the Project and to the Project Fund our wholehearted support and let us remember that the primary beneficiaries of this kind of celebration are all our children.

## Mrs. DOW ...

(Continued from page 3)

It was in Port Daniel that Mrs. Dow became interested in Women's Institute work, being a charter member and first secretary of the Quebec branch.

Bonaventure County Women's Institute was organized in 1923 and Mrs. Dow was the first president, serving until 1926 and again from 1935-39.

As Provincial President and later as National President of the Federation of Women's Institutes of Canada (1943-1947), Mrs. Dow hoped to see a National consciousness develop in every member.

In September 1940, Mrs. Dow was awarded the Order of Agricultural Merit of the Province of Quebec for bringing the Q.W.I. in contact with the Department of Agriculture.

Mrs. Dow was appointed an Officer of the Civil Division of the Most Excellent Order of the British Empire "for outstanding service and leadership to patriotic war causes" in 1946.

In 1953 of the 11 medals granted to Quebecers by the Queen in commemoration of Her Majesty's Coronation, one was awarded to Mrs. Dow.

# AWARD WINNER



Mrs. Ruth Scott of Magog was presented with the 1965 Buzzell Award, Federation's highest honor, at the Annual Meeting for her outstanding service to Quebec Federation and to the cause of furthering the aims of Home and School. Here, Mrs. Scott shows the award to Howard S. Billings, Associate Deputy Minister of Education (left), while educator Lloyd Mackeen of Cowansville, a new Federation vice-president, looks on.

# Text of Brief to B & B Commission

1. The Quebec Federation of Protestant Home and School Associations, represents approximately twenty thousand family membership in approximately one hundred and eighty-five associations located in all parts of the Province of Quebec, wherever Protestant schools are located.
2. In its submission, the Quebec Federation of Protestant Home and School Associations will refer to itself as "The Federation".
3. In the opinion of The Federation, the terms of reference of the Royal Commission are designed to dictate an inevitable conclusion, namely, that Bilingualism is not only necessary but desirable. The purpose of the Commission appears to be not to question the premise but rather to establish ways and means or to assist in establishing ways and means of accomplishing this end. It is taken for granted that coercion is not implied or intended and that freedom of choice in some form or another will be permitted.
4. The existence of the French language is a fact. It is a fact multiplied by nearly six million persons who speak that language, the majority of whom are concentrated in the Province of Quebec and the remainder scattered throughout Canada. It is a fact rooted in history because according to the terms of The British North America Act, French is definitely one of the official languages in the Province of Quebec and is one of the official languages in the Parliament of Canada. The Act states in Section 133:—  
"Either the English or the French language may be used by any Person in the Debates of the Houses of the Parliament of Canada and of the Houses of the Legislature of Quebec; and both these Languages shall be used in the respective Records and Journals of these Houses; and either of these Languages may be used by any Person or in any Pleading or Process in or issuing from any Court of Canada established under this Act, and in or from all or any of the Courts of Quebec. The Acts of the Parliament of Canada and of the Legislature of Quebec shall be printed and published in both these Languages".
5. The Federation is unambiguous in its assertion that it considers it a cultural attribute and a positive quality to be able to speak a second language. For reasons of history, for reasons of proximity, for reasons of common courtesy, and above all, because of its inherent faith in the future of Canada and in the capacity of the French Canadian and the non-French Canadian elements to accommodate to each other, The Federation welcomes French as the other language of Canada. The Federation regrets that this very worth while cultural attribute should have become a political football or a source of discord. The Federation regrets that the capacity to speak another language and to appreciate, in this particular instance, the French language and to read French literature in the native tongue should have become a question of debate and of acrimony.
6. The Federation in its Brief submitted to what is now known as "Parent Commission on Education" urged years ago that French Roman Catholic teachers be hired to teach French in Protestant Schools. The Federation repeats this recommendation at this time. But it goes a step farther. It recommends that this concept be broadened. It recommends that teachers be hired to teach in French not only the French language itself but other subjects as well. It recommends that teachers be hired regardless of their religious affiliation and that the only hiring test be their qualifications to teach. It also recommends most strongly that Protestant teachers be invited to teach in the French Roman Catholic school system. The simplest thing to do is to teach the French language — to teach it by those who are most expert to do so — to teach it at an age when it can be easily acquired by those attending school. Indeed, if it is established that it is both practicable and possible to introduce French as a speaking, every-day, working language to the pupils of the Protestant school system at an early age. The Federation would not only support but would encourage the introduction of that language.
7. The Federation is of the opinion that it should be possible for persons to communicate with the Federal Government in Ottawa in either the French or English language and to receive answers in that language. It considers it improper and impractical to suggest, however, that an English-speaking person in Vancouver or an English-speaking person in Halifax, when he is communicating with the Federal Government, be compelled to be able to speak the French language or that if he visits the Province of Quebec, that he should require either an interpreter or be compelled to speak the French language. Similarly, a person from French Canada visiting either the Maritimes or the Western provinces should be able to make himself understood in the French language, but at the same time, he should be prepared to be able to understand and speak English. What is required is neither a spirit of chauvinism nor of insularity. What is ineluctably required is a feeling of tolerance and a desire for mutual language intercourse.
8. The Federation believes that it is both illusory and unrealistic for the terms of reference to speak about "steps to develop the Canadian Confederation on the basis of an equal partnership between the two founding races". Many factors, many ethnic groups, peoples, ideas and habits from many origins have gone into the development of what we refer to as the Canadian Culture. You cannot legislate in favour of a partnership, you cannot legislate equality as such, you cannot legislate for people to live harmoniously together. It is tragic but true that you can legislate against certain things and you can pass laws forbidding certain practices, habits, or methods of expression.
9. It must be acknowledged by all who are fairminded and who are not afraid of the truth, that French Canadian isolation, insecurity and insularity spring from certain factors which French Canada chose as being necessary or desirable for its own particular development or its way of life. It created its own walls within which it lived. It created a rigid religious hierarchy, a narrow classical educational system, a refusal to mingle with the outside world in order to preserve those values which it held dear to itself. This was voluntary; this was not imposed. The fact that these practices, or shackles, or beliefs, are being cast off by the French Canadian, is a new approach to the twentieth century which actually all persons and especially non-French Canadians welcome. However, it should be borne in mind that a feeling of guilt should not result in placing false blame on innocent parties.
10. In the opinion of The Federation, what is required at this time is accommodation. Accommodation has been defined as the process by which contacting individuals or groups gradually come to conform or fit to one another, particularly by eliminating elements of conflict. It has been said that when accommodation is conscious or purposeful one can term it adjustment. It is significant perhaps that accommodation is a French word derived from the Latin "accommodatio".
11. In the context just mentioned, therefore, the Federation is of the opinion that once recognition is given to the need and the wisdom of making the French language as popular as circumstances and as conditions will permit, the degree to which there is reciprocal accommodation between all the groups which make up the Commonwealth of Canada becomes an individual or exclusively group problem or factor. If a particular group wishes to observe a particular set of customs or habits without demanding that other persons or other groups ape, imitate or copy such customs or habits, then it is entirely possible, indeed, it is necessary that this practice be followed and that each group may therefore while

contributing to the greater good, continue still to be itself. However, this cannot be accomplished by threats of separatism or secession nor can it be accomplished by threats that the Province of Quebec can do things on its own and ignore the rest of Canada. This is unrealistic and it is impractical. The mere physical presence of the remainder of Canada and of the Western Hemisphere, mere numbers, the language of international trade and commerce and debate bespeak the consummate unreality of this proposition. Even if Quebec became a huge nationalistic, unwilling enclave designed to preserve the particular characteristics which it cherishes most, whatever those characteristics may be, it would lead only to inbreeding and frustration on a vast scale. At a time when the rest of the world is opening windows upon The Twentieth Century, Quebec cannot, should not and will not pull down the shades and extinguish the lights.

12. It is difficult to speak of the basically Bicultural character of our country. After all, the culture of Canada is the accumulation of all of the concepts, usages, associations, instruments and skills which have developed in this country since it was first founded. Obviously, many peoples have contributed to what Canada is today and many inponderable and indefinable and indivisible factors have left their gradual imprint upon the fabric of what is called Canadian Culture. It is like a chemical compound which cannot be broken up into its component parts. Indeed, it is not necessary to assess or evaluate the relative merits or the relative weight of the contributions made by individuals or groups which have resulted in the evolution of the Canadian Culture. Rather is it important to nourish and encourage the continuation of those positive factors which have contributed to the emergence of what is known as the Canadian Culture.
13. However, it is possible to state that legislation can in certain areas promote Biculturalism to the extent that more recognition is to be given as such to the existence of the French fact in Canada. Again we must caution that respect must be paid and credit given to all elements. Again we must repeat that we give recognition to the French fact because it is a fact, because it is an important fact, and because, above all, we wish to promote the harmony and the unity of Canada. We give recognition not because of fear nor do we do it under duress. At the same time, we give it gladly, proudly, and with confidence that if such recognition on our part is spurned, that nonetheless a viable state can and will continue to exist.
14. As positive steps towards the promotion of Biculturalism, the Federation would recommend the following:—
  - a) THAT the school systems of Canada should be so organized that there can be an easy transfer from one province to another without loss of status of grades and without a feeling of strangeness or alienage;
  - b) THAT a uniform history be taught, and that the text books used be bilingual where practical, that is to say, that one page be French and its translation on the opposite page be English;
  - c) THAT such history books at all times stress the social aspects and the cultural aspects in the sense that many groups and many people and many practices and many beliefs and many hopes and dreams have contributed to the evolution and the development of Canada;
  - d) THAT a special course of civics be taught to explain the political system of Canada and that such course include the teaching of the recognition of and the respect for individual and group differences and the need for inter-social recognition and tolerance;
  - e) THAT the Geography books be revised to treat Canada as a single geographic physical unit emphasizing the economic interplay and natural interdependence of one part of the country upon the other, and to demonstrate how the exchange of the resources from one part of the country to the other benefit all the parts;
  - f) THAT there be complete separation of church and state in the area of education and to this end that there should be established a Canada-wide neutral school system. The teaching of religion should be entrusted to the parents at home and to the religious institutions to which the parents belong. Financial support by Government shall neither be demanded nor expected nor extended to such religious institutions. It is felt that the school, while it should not neglect cultural and moral values, should be occupied primarily with the secular education of the child who should be taught to appreciate, tolerate and respect the religious convictions of others. It is for the home and religious institution to educate in religious matters in accordance with the desires and convictions of the parents.
  - g) THAT the provinces be invited to yield their particular jurisdiction in the field of education insofar as it effects adult education or as it is now better called "continuing education" in order that the Federal Government assisted by Provincial Advisors may institute a form of continuing education which would:
    - (i) Take into consideration the fact that not all persons, especially adult persons can acquire or have acquired academic education;
    - (ii) Recognize the population explosion;
    - (iii) Give special attention to the impact of automation and early retirement;
    - (iv) Promote useful second careers for individuals who are still both employable and educable;
  - h) THAT the course in civics mentioned earlier include a study of the British North America Act, the Canadian Bill of Rights, the merits of a strong Federalism which actually permits decentralization and a recognition of the fact that Confederation represents a political union between provinces and does not represent a union of races or culture;
  - i) THAT Provincial Ministers of Education in co-operation with the Federal Government provide a broad and continuing program of teacher and student exchanges.
15. In the final analysis, it is respectfully suggested that status has to be earned and recognition has to be achieved. It is not by appointment to important positions that any group, whether it is a French Canadian Group or a non-French Canadian Group, will really achieve the pinnacle of true success or real recognition and status. It is by learning and earning, by striving and driving, by demonstration of worth, by a feeling of dedication, and by a determination to excel that an individual or a group will rise to achieve that success and merit, that recognition against which neither prejudice or legislation nor myopia can or will prevail. If a French Canadian or a non-French Canadian merits recognition, praise and status, no force, no power, no legislature, nor indifference can possibly withhold his due reward.
16. The Federation dedicates itself to promote such recognition, to assist in the achievement of such recognition, and looks forward to embracing it, to strengthening it and to forming such an alliance with it that bound in partnership together both will promote the ever growing health, welfare, unity and strength of Canada.

Respectfully submitted by:

THE QUEBEC FEDERATION OF PROTESTANT HOME AND SCHOOL ASSOCIATIONS

Per: E. MICHAEL BERGER, Q.C.,  
Editor

**PRESIDENT'S REPORT**

# 64-65 A Gratifying Year

Report by the outgoing President, Mrs. Sandra Donovan, to the Annual Meeting

Following the formation of the Ministry of Education your Federation was asked to submit names for the Superior Council of Education, the Protestant Committee, the Provincial Advisory Planning Committee of Operation 55, the Advisory Planning Committee of Operation 55 for the Protestant School Board of Greater Montreal, and the various Commissions dealing with Elementary, Secondary, and Higher Education.

It was with great pride and pleasure that we learned that our Honorary President, Mr. Leslie Buzell, had been named to the Superior Council of Education; and following that, Mr. Al Hasley, a former Vice-President, and Mrs. George Buch, a current Vice-President were named to the Protestant Committee.

Our Past-President, Mr. Wolfe Rosenbaum, was named to the Provincial Advisory Planning Committee of Operation 55; Mr. Charles Southmayd, a member of our Board, was named to the Advisory Planning Committee of Operation 55 of the Protestant School Board of Greater Montreal, and became its chairman, and subsequently Home and Schoolers throughout the Province were named to service on their respective Regional Planning Committees.

More recently, Mr. Southmayd was appointed a member of the Protestant School Board of Greater Montreal.

In January 1965, the Minister of Education held a Colloque (or seminar) in Quebec to explain the full programme envisioned by Operation 55, and 6 members of Quebec Federation attended. Thanks to information supplied to them by Federation, they found themselves very well prepared to make a useful contribution to the discussion.

During the summer, Quebec Federation was invited by the Family Superior Council to present its views on a number of Questions regarding the family and its welfare in this Province. A Brief has been prepared from the information collected over the years from many sources, and has just been submitted to the Government.

Federation's Leadership Training Committee has participated in seminars in a number of different parts of the Province including the Gaspé, the Eastern Townships, the Lakeshore, and Western Quebec. Federation organized seminars for Training Montreal Area Home and School Executives were also offered last Fall.

A special Federation-organized meeting was held in the Ile Jesus area last February, and supported by the attendance and participation of members of the Department of Education, School Board representatives, School Administrators and Teachers, on Operation 55 and the Regional School Boards. This produced an attendance of over 400 people and did much to explain to parents the proposed Regional School Board for that area.

Federation's stand with regard to the unfortunate situation with regard to this year's High School Leaving results is now a matter of record as those who have read the last issue of the NEWS will know.

Today many educational changes are coming about and the role of Home and School groups is to interpret the changes to parents.

There is no doubt that in the years ahead many more changes will come about — how they will benefit our children and to what extent those children will take advantage of the changes depends very largely on the alertness and understanding of parents, and their willingness to work with the professional educators to see that the highest standards are reached and maintained, which offer a diversified curriculum to allow the individual to develop to his fullest capacity.

Quebec Federation, as the recognized voice of non-Catholic parent-teacher groups in this Province, should not be afraid to voice its feelings should it become apparent that there is a need, but it can only do this effectively if the parent-teacher groups it represents accept their responsibilities, — so that when representations are needed, they are based on well-studied, carefully presented facts.

However hard the professional educators may work for improvement, there will be many occasions when their efforts will require the voice of parents to support and bring about the desired goals, and draw attention to possible flaws.

Also, unless the educators are prepared to treat parents as partners in the education of the child, the home environment can negate their well-intentioned efforts.

Believe it or not, we parents regard ourselves as the professionals in the Home, — and since this is HOME and SCHOOL both professional educators and professional parents must work together.

## The Old and the New



With her term of office completed, outgoing Federation President Sandra Donovan was presented with the President's Award at the closing dinner of the Annual Meeting and Conference. Making the presentation is former President John Parker, acting for the immediate past president, Wolfe Rosenbaum, who was unable to attend the dinner. Looking on are two former presidents, Jack Chivera (extreme left) and Douglas Walkington (center), and the new president of the Quebec Federation of Protestant Home and School Associations, John Purkie (extreme right).

### Children's Bookshelf

(New Revised Edition)  
By The Child Study Association of America  
(Bantam Paperback, 95¢)  
Reviewed by Dr. S. R. Laycock

This up-to-date guide to books for and about children has been prepared by a committee of the Child Study Association of America. The first 60 pages consists of short articles on such topics as how to encourage reading, how to build a home library, the case for fairy tales, when teens reach for adult books, and primer for parents of first readers.

The first part of the main section of the book consists of annotated list of 2000 books for children of all ages and is also arranged by topics. The last section is an annotated list of 300 books about children and family life and covers a wide variety of topics.

This book is meant first of all for parents at home but is also useful to parent groups (PTA's, Home and School Associations). Teachers, guidance counsellors and social workers will find a special section for them.

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with helpful suggestions.



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## BLUEPRINT FOR GUIDANCE IN CANADIAN SCHOOLS

Reviewed by  
**S. B. Montin, M.A.**

Parmenter's book *Blueprint for Guidance in Canadian Schools* is a good attempt to wrap up everything worth knowing in Guidance with regard to philosophy as well as the actual running of a guidance department. It seems to be an attempt to establish a model to be sold to any part of Canada in need of such a model.

The best noted concepts of Guidance are well conveyed by the author, but his definite structure of guidance services might well seem somewhat overwhelming. It can be argued that a well established concept may often prove a barrier to the perception of new ideas. Maybe better and more efficient guidance practices can be developed if the needs are not as preconceived and defined as Mr. Parmenter has them.

His model is in most aspects

very similar to those which have been working for some time, particularly in the educationally more advanced, or at least more progressive, communities of Massachusetts. There is a danger in starting with such a model. This super structure might impose more inconveniences than actual aid in such parts of the country that realize the need for guidance but do not know where to start.

Such schools or communities would rather need more basic, or at least less elaborate, help to structure a program. It has become evident in some places that unless the Guidance Department grows from within the school, it is not wanted and is doomed to fail. Without the support and confidence of the teaching staff and the trust of the children, its usefulness is drastically minimized.

Mr. Parmenter's books is well composed and easily read and

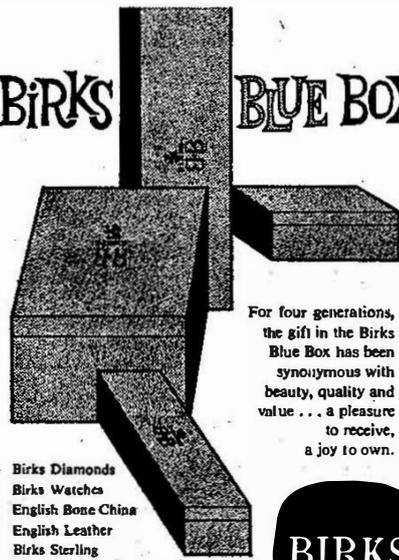
certainly is an excellent guide for guidance departments already well established.

Lacking seems to be some foresight with regard to guidance in elementary schools. If we believe the research findings of the mental hygienists, it becomes imperative to have, if not organized guidance, at least teachers trained to recognize of illness or disturbance. This early detection service must be emphasized in the future and encouraged at the elementary school level.

If we believe, as do Tiedeman and O'Hara, that "The function of Guidance is to liberate the individual", it seems necessary to recognize the need for an introduction to the widest possible range of occupational choices at the earliest possible range of schooling. We know fairly well how quickly a behavior pattern and an attitude become "fixed"

(Continued on page 8)

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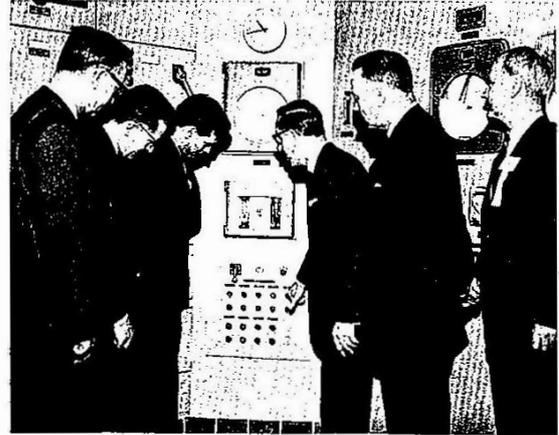
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