

QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

Volume 3, No. 6

Montreal, P. Q.

July, 1966

EDUCATION REMAINS A PRIORITY



Quebec Federation delegation to the Canadian Home and School and Parent-Teacher Federation meeting in Fredericton, New Brunswick in June is seen here with the new National President, C. V. Madder of Manitoba (seated, left). The Quebecers are Mrs. Dorothy Frauke (seated), Executive Vice-President of Federation, and standing, from left, John Purkis, President; William Asherman, Vice-President; J. Lloyd MacKeen, Vice-President; and Wolfe Rosenbaum, a Past President. Quebec was honored at the meeting when Mr. Purkis was named National Chairman of the Board of Trustees and Mr. Rosenbaum was named Treasurer of the national body. Mrs. Mary Kucharsky, Chairman of Quebec Federation's Family Life and Sex Education Committees, was named National Family Life Chairman. (See stories page 2).

PAGÉ TELLS ANNUAL MEETING :

Consultation and Dialogue Guide Education Revolution

The Parent Commission's recommendations to change Quebec's education system will take at least a decade to become law, Joseph L. Pagé, associate deputy minister of education, told delegates to Quebec Federation's 22nd Annual Meeting in May.

Outlining what he termed "a long drawn-out crash program" to correct "four centuries of inequalities", Mr. Pagé cautioned delegates attending the luncheon session not to expect results immediately.

"Democratic consultation is always a slow process in comparison with arbitrary, top-level, administrative decisions. But consultation and dialogue is the way we have chosen and the way in which we shall persist", he said.

"That there will be irritations, vexations and criticism must be accepted as inevitable. An undertaking of this nature can advance only by stages, according to priorities, and within the resources of a society which has many other urgent needs", he added.

Mr. Pagé also defended the norms established by the Department of Education, some of which, particularly those relating to building specifications and teacher-pupil ratios, have been criticized by Protestant educators.

"Norms obviously have to be established with an eye to both needs and resources", he said. "The building norms have been selected in comparison with those regarded as generally acceptable. Obviously, vocational education facilities provided under Federal-Provincial agreements must satisfy federal standards which include class-

rooms and other facilities as well."

He emphasized that the "same norms apply to everybody" and said they must be regarded within "the litany of our fundamental choice, 'Every child — every child — has the right to maximum schooling according to his aptitudes and aspirations'".

"...ask yourself still another question: 'Do I really believe in a disparity of opportunities for children resulting from the comparative wealth of their parents and their communities in a society where there could be enough for all?'" (See page 3 for the text of Mr. Pagé's address).

A panel discussion at the meeting touched on some of the recent reforms in Quebec's education system.

Dr. John McIlhorne, director of English-speaking classes for the Montreal Catholic School Commission and a member of the Parent Commission, praised Protestant high schools in Montreal for pioneering the idea of subject promotion.

Calling for further reforms, Dr. McIlhorne said that English-speaking schools "have been guilty of trying to shove everyone through an academic program." He advocated summer schools for able students, as well as slow ones, and more reading improvement courses as desirable innovations.

Another panellist, Lucien Perras, associate director-general of the Lakeshore Regional school board, spoke on Regulation I, which cuts down elementary schooling from seven to six years and provides for continuous ungraded progress. He called it a "subtle" document whose "changes are so deep and far reaching, they will require years for full implementation".

The Annual Meeting also passed a resolution asking the Department of Education to set up evening teacher-training school programs for the benefit of those unable to leave their families or their employment to enroll in summer courses normally available at MacDonald College or Bishop's University.

Other resolutions called for the removal of school rental fees required of home and school groups which sponsor activities; for provincial government legislation regarding nursery schools; and for the provision of special facilities for gifted students.

The delegates also amended the constitution in order to open membership to individuals and groups, other than those connected with Home and School associations who "support and promote the aims of the Federation." (See page 7 for the complete wording of the Constitution change).

John Purkis of Beaucaumont was re-elected president of Federation. (See page 7 for complete list of officers).

N. U. GOVERNMENT TO CONTINUE EDUCATION REFORM PROGRAM

Education will remain a top priority under Quebec's new National Union Government.

Associate Education Minister Marcel Massé stated in Quebec City that the Johnson Government will continue the drive to reform the Province's education system started by the previous Lesage Administration. He said that some of the programs would even be accelerated.

The Associate Minister also promised that the Johnson Government would continue the policy of consulting groups interested in education which had been initiated by former Liberal Education Minister Paul Gérin-Lajoie.

This includes consultation with various school, teachers and parents' groups, including the Quebec Federation of Protestant Home and School Associations.

to power after the June 5 election.

The 30 year old associate minister and former teacher's speech made in the absence of Education Minister Bertrand, drew loud applause from the 600 delegates, representing a membership of 49,000 French-speaking Catholic teachers.

"I will not hesitate to reaffirm the need for Quebec to continue the reforms which have been undertaken and even step them up.

FIRST STAND

Mr. Massé's statement, made July 1 at the opening of the Corporation des Instituteurs et Institutrices du Québec's annual meeting was the first solid stand taken by the new National Union government on education since it came

"It would be tragic, if for exclusively political reasons, any government whatsoever, slowed down the multi-dimensional progress of Quebec — particularly in the field of education."

(Continued on page 8)

Statement On The Parent Report Issued By Quebec Federation

The Quebec Federation of Protestant Home and School Associations speaks for a large number of members in local associations across the Province. We feel unable to speak meaningfully on their behalf until they have had an opportunity to study the final Volumes of The Parent Commission's Report and to tell us their views.

We think that to study means to read and to consider the entire Report (not only the Recommendations) and to take part in thoughtful discussions, and this cannot be done in a day or a week.

The Report of The Parent Commission is not law. It is a blueprint for future development, and like any other plan it can be modified.

There is no need for panic, although we do see a need for immediate study of the report.

A long, cool and collective look will be essential before representation can be made to the Provincial Government which will enable the latter to implement such changes as are desired by the public to serve the needs of Quebec's children.

The members of the Quebec Federation of Protestant Home and School Associations are already on record — and have been for many years — as being supportive of

(Continued on page 8)

CIRC. OVER

22,000

QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

QUEBEC HOME & SCHOOL NEWS is published by the Quebec Federation of Protestant Home & School Associations at 4795 St. Catherine Street West, Montreal 6. Telephone 933-8244. Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Editor is David Novek. Printing by Les Editions du Richelleu Ltée, Saint-Jean, and typesetting by Typographie Eclair Ltée, Montreal.

A PROGRAM FOR LEADERSHIP

In place of our regular editorial this month, we print below the highlights of the President's Report delivered by Federation President John Purkis at the Annual Meeting in May. Pointing out the highlights of the past year's activities and the plans and hopes for the future, Mr. Purkis spelled out Federation's major role in Quebec's educational revolution.

The President's report this year coming after just six months in office cannot be considered more than an interim reporting on our activities to date.

Last October, you will recall, that I did set before you three objectives for our Federation.

(1) To extend the work of the Ad Hoc groups to develop a Parent-Teacher Council in participation with the French Catholic and Protestant and the English Catholic Parent-Teacher Federations.

(2) To take a new look at our organization in the light of the changing school pattern of regional and comprehensive schools.

(3) To promote memberships and widen our horizons to become truly representative of the Protestant population of Quebec.

Some progress has been made with each of these endeavours but much more remains to be done. During the year we have begun to realize the full magnitude of these objectives and the extent to which their achievement will require a broader study of Home and School organization.

Consequently the Parent-Teacher Council, the Grass Roots Home and School organization study, and a broader membership structure have not yet materialized. Each of these must remain as our continuing projects for 1966-67.

Although the confessional aspects of the Protestant and Roman Catholic groups are respected and provided for in separate committees under the Superior Council of Education, which is a consultative council to the Minister, the organization and financing of education in Quebec is now approaching a common standard.

To Quebec Federation this has meant greater interest among associations for closer liaison with the 90 English Roman Catholic associations, who are organized into a separate Federation. It has also promoted a closer relationship with the French language groups, both Roman Catholic and Protestant.

Since our Federation represents only the English-speaking Protestants, which amount to less than 10% of the school population of Quebec, we are endeavouring to establish a "Quebec Parent-Teacher Council" to consolidate the French Catholic, the French Protestant and the English Catholic Federations into one unified group capable of speaking for this Province more effectively in areas of common concern to the two languages and two religious groups.

Guiding the birth of this Council is not an easy one and much necessary dialogue must continue between the groups to ensure a successful organization. During the year several meetings have been held with the four Feder-

ations and we are at present hopeful that a Provincial Council will emerge before year end.

During the year, we have also introduced the "Education Forum" open to the public, firstly at our Annual Meeting last Fall with three forums running concurrently entitled:—

- (1) Sex Education - responsibility of the Church, the Home or the School?
- (2) Exceptional Children.
- (3) Technical and Vocational Education - a tour of the new Vaudreuil Institute.

The forum on "Sex Education" resulted in the formation of a special committee which has presented to the Ministry of Education a suggested plan for implementing Sex Education in the curriculum.

More recently an Education Forum entitled "Confessional Schools — Abolition or Change" was presented as a public meeting to air differences and assist in formulating opinions on a very current and controversial subject.

For this Annual Meeting, a forum entitled "Quebec's Changing Educational Scene" was presented this morning and included panelists on Elementary, Secondary and post-Secondary levels.

During the year several Briefs were prepared from local associations' studies and presented to authorities as follows:

A Brief to the Royal Commission on Bilingualism and Biculturalism. A Brief to the Belanger Commission on Taxation.

A Brief to the Family Superior Council on Family Life and Welfare in Quebec.

A Brief on confessional education to the Superior Council, and A Brief on Guidance to the Ministry of Education.

Although membership has dropped with the introduction of family memberships and the growth of regional schools, we now represent 30% of the eligible 60,000 Protestant families in Quebec with 128,000 students. For next year, we are aiming for 40% representation, with an active programme. Consequently, 1966 has been a year of transition and we are looking forward to development and growth both in numbers and organization in 1967.

For the coming year our objectives, therefore, will call for completion of the existing projects. I would emphasize that the need for membership is of prime importance if we are to remain fully representative and provide effective leadership for English education in Quebec.

The changes in education in this Province are inevitable and are radical and participation on the part of parents through study and familiarity with Quebec's changing educational scene is necessary to the success of education today.

QUEBEC DELEGATES SEEK TRULY NATIONAL HOME & SCHOOL & PARENT — TEACHER FEDERATION

Quebec Home and School delegates were elected to important offices at the Canadian Home and School and Parent-Teacher Federation's annual meeting held in Fredericton in June. Quebec President John Purkis was appointed chairman of the National Board of Trustees, while Past President Wolfe Rosenbaum was named Treasurer of the national body. Mrs. Mary Kucharsky, chairman of Quebec Federation's Family Life and Sex Education Committees, was appointed national Family Life Chairman.

At the national meeting, New Brunswick Premier Louis Robichaud stressed the major role Home and School Associations have in securing educational advances. His remarks are printed below. At one of the sessions, Quebec Federation's delegation made a strong plea for a "truly national" association that would recognize French-speaking students and parents and the French languages. Text of the plea made by a Federation spokesman is printed immediately below.

Mr. Chairman, I would ask your indulgence in permitting me to present a Quebec point of view at this session. Our delegation, believe me, has no interest in being different or obstructionist but rather we believe that perhaps for its own sake we might have a unique role in trying to develop, this Federation into becoming a truly national association.

A clarification of current usage of terms would be useful. We regard ourselves as a national organization representing Canadian parents and teachers. I speak now only as representative of an English-speaking Protestant - Jewish segment of my province. It would be preposterous of me to pretend that we represent Quebec. For French-speaking Canadians the term national as used in English connotes English Canada, not Canada. Consequently the common usage of the term "Two Nations" has evolved.

I criticize none when I say that our delegation is saddened by the fact that at our national conference not one word of French has been used in our formal deliberations. Is it any wonder that this Federation, even if known widely in Quebec, would interest my province little?

You and I long for peace and understanding throughout the world and in particular in this mosaic we call Canada. Each one of us has felt pride that New Brunswick and this beautiful capital are Canadian. I would ask you to be cognizant of the unique position and the challenge of your Quebec Federation as a link between English and French Canada.

I would ask the consideration of the incoming executive that the 1967 Centennial Conference of this association attempt to begin to make our

Federation a truly national one in the English sense.

1. I would urge that Federation through its Quebec Provincial begin a dialogue with the three other Quebec Parent-Teacher Associations in my province this fall in a sincere attempt to have Quebec represented by French speaking observers at the Centennial Conference. Specifically, I would suggest that seven French-speaking observers from Quebec be invited as well as one English Roman Catholic.

2. I would urge, too, that the Federation request each of the other provincials, New Brunswick excepted, to try to have French-speaking observers attend.

3. I would urge that the 1967 Conference be arranged as follows:

a) Joint bilingual sessions with instant translation service available, at which recommendations presented by either section could be discussed and those approved forwarded to the respective authorities as representative of Canadian parents.

New Brunswick Premier Praises Role Of Home And School

"If we are to take education seriously in our communities, then we must secure imaginative, effective citizen involvement".

This was the message given to delegates of the Canadian Home and School and Parent Teacher Federation meeting in Fredericton, June 1, by New Brunswick Premier Louis Robichaud.

"The Home and School movement and other education action groups, have a major role in securing the educational advance necessary to the nation at this time", he said.

Paying tribute to "the very considerable contribution made by Home and School Associations... in every province of Canada", Mr. Robichaud called for more in the way of constructive criticism and supportive projects within the school system.

"It is, of course, true that the Home and School Association is not designed to take direction of the school out of the hands of the principal and professional staff, or



The Editor's Notebook

b) That separate sessions, one English as we have now and a second in French for our guest observers, be held concurrently.

Mr. Chairman, a national association of our stature at a time in our history when the very survival of the nation is in question must join forces with other national organizations to alert and give to the vast majority of moderate Canadians of all ethnic origins who cherish this land and are determined that Canada will not just survive but develop into an independent nation, which will again have the respect and the confidence in the councils of a world in conflict. Let us clear up our own house and then increase our efforts in international affairs as a nation dedicated to peace and human understanding and betterment.

the Board of Trustees", the Premier said.

"But on the other hand... it is crucial that the Home and School Association should not degenerate into a kind of ladies aid that provides luxuries or needed supplies through an endless succession of whist drives and dances", he added.

He cited as an instance of creative Home and School programming the "School Volunteers" in New York, who devoted 45,000 hours of service last year giving personal attention to dull children and organizing dramatic and cultural programs in the schools. Mr.

(Continued on page 8)

The Transformation Of Quebec's Educational System

Excerpts from an Address by Joseph L. Pagé, Associate Deputy Minister of Education, at Federation's Annual Meeting

Perhaps it is sufficient for me to say that you represent a large and important section of society in this province and, because you are concerned, are well-informed, articulate, and involved in the life of your schools and your community, your influence is well beyond the ratio which your membership bear to the population as a whole.

I can say, though, that your studies and the recommendations you made public during the recent years have not only been remarkably similar to those which were later put forward in the Parent report, but also reflected closely many of the principles and decisions which motivated the establishment of the new Department of Education, exactly two years ago.

For example, your "Operation Bootstraps", which preceded "Operation 5" by five years, quite evidently was based upon principles later advocated by the Department in its employment of discussion, consultation and knowledge as means for coming to conclusions and realistic planning. In "Operation Bootstraps" you set out to probe the strengths and weaknesses of the existing educational system in order that your opinions concerning possible improvements might have a foundation on solid fact.

It is hardly surprising therefore that, three years later, there should emerge from your studies a brief to the Royal Commission on Education which was to some extent prophetic in many respects chiefly because of the wealth of carefully documented information upon which your recommendations were based.

If you have not done so recently, I recommend that you reread the more than 170 recommendations included in your brief to the Royal Commission in 1962 and compare them with the provisions of Bill 60 and Regulations 1 to 4 of the Minister of Education. It cannot help but reinforce your confidence — either in the validity of your own opinions or in the good common sense of the government which drew up these measures — or perhaps in both.

WHAT AND HOW

Someone has described educational philosophy as being the sum of the Why? What? and How? Perhaps it is my past experience in teaching, in the army and in educational administration which have tended to make me look more for the immediate what and how.

I have always enjoyed the challenge of trying to see what had to be done, of trying to see how it could be done and then, by proceeding along, what seemed to me to be the shortest distance between two points, to try to get the thing done.

By attending international conferences on education, I discovered that our deep concern for education today in Quebec is one which we share with every other developed and developing nation in the civilized world. For various and rather complex reasons, some of them historical, Quebec's concern in certain areas may be a little more immediate or acute than that ordinarily experienced elsewhere, but in the general context we share most of our educational problems with the rest of civilized mankind.

In common with the rest of the world — we have come to question seriously the kind of education which finds its motivation only in reaction to conditions forced upon it. By this I mean that education — particularly in the more recent years — has tended to do little more than react to outside influences, as they occur, instead of taking the initiative in seeking to foresee or even influence the current of events.

We reacted to Sputnik, nearly ten years ago, by crash programmes in mathematics and physics; even before that, the post war population explosion had caught most of us relatively unprepared and had forced us into emergency building programmes in an attempt to catch up with what we might have at least partly foreseen in advance: automation and the whole technological outburst has set us off again on a universal — if not particularly coherent — scramble to provide education for employment, the extent and nature of which we still do not too clearly understand; finally our sudden discovery of the pockets of poverty in the midst of our affluence has forced us to think about special kinds of education for the rehabilitation of the culturally and economically disadvantaged and to seek to break the recurrent cycle of poverty and apathy breeding more poverty and apathy.

PATCH LEAKS

In other words, we have been attempting to patch each leak in the roof as it occurred without doing anything to renew the roof as a whole. This procedure can produce some interesting designs. Almost four centuries of education tended to follow this general pattern. For various reasons, Que-

bec's educational institutions, systems and sub-systems, came into being in response to observed specific and sometimes fairly local needs — without particular reference to other institutions or systems.

As a result, there came gradually into existence a mosaic of institutions and systems under the control of various mutually independent — or semi-independent — authorities, including various government departments and private bodies of different kinds. Since there was no efficient centralized control or planning, duplication of effort could — and often did — occur. Conversely, in some areas, deficiencies could and did occur.

For too many young people — regardless of their language or faith — opportunities for a complete and appropriate education depended upon the resources of which they lived. For too many children, education was neither free, equal nor adequate. They took what they could get.

How does one set out to transform an educational system — or rebuild it anew? The answer lies in the ends to be sought, and the twentieth century has not been lacking in examples of the power of education to shape a nation.

So a choice — a fundamental choice — has to be made. After this has been done, principles have to be established and planning has to be carried out in accord with this choice and principles. After all this comes the execution and here again, principles have to be reaped upon and priorities established. This is the stage in which we now find ourselves.

MAXIMUM-SCHOOLING

In Quebec, we began with the fundamental choice which has been stated with rare simplicity in the following manner:

"Every child shall have the right to a maximum schooling in accordance with his aptitudes and aspirations, regardless of his family financial status or where he may live."

To this basic choice was added the complementary principle:

"No child should leave school without having received a minimum of vocational training and the school system must be arranged so that, at the proper time, it may provide each pupil with the vocational training that best suits his aptitudes and ambitions".

Everything that has been done in the past few years has taken its inspiration from these fundamental choices.

The planning for the execution of these choices called for additional principles or propositions. Briefly stated they are:

1) "Educational planning involves the bringing into focus all the circumstances which must be considered in order to give continuous direction to the whole educational system and integrate it into the whole social order".

2) "Educational planning should bring every phase of the educational process, every level of instruction and all categories of institutions and administrative systems, into one integrated context.



Joseph L. Pagé (right), Associate Deputy Minister of Education, the guest luncheon speaker at Federation's Annual Meeting, chats with Dr. Howard S. Billings (left), also an Associate Deputy Minister of Education, and John Purkis, Federation President, prior to delivering his address.

3) Educational planning finds its fullest meaning through its own integration with general planning for the economic, social and cultural development of society as a whole".

Add to all of the above the governing principles of coordination, maintenance of professionalism and consultation and all that is being done falls — or should fall — within this general plan.

CRASH PROGRAMME

What we are in at the present time is a kind of crash programme; a long drawn-out crash programme — if you will — for democratic consultation is always a slow process in comparison with arbitrary, top level, administrative decisions. But consultation and dialogue is the way we have chosen and the way in which we shall persist.

Crash programmes are usually distinguished at the beginning by a great deal of seemingly random activity and very little in the way of discernible results. But later, if the planning has been sound, the separate streams of action finally begin to join and reinforce one another like a river rising to its crest. We believe that this is happening now.

What we most need is the patience and the vision to see that the seemingly unrelated actions are all parts of a future integrated ensemble.

That there will be irritations, vexations and criticisms must be accepted as inevitable. An understanding of this nature can advance only by stages, according to priorities, and within the resources of a society which has many other urgent needs to be met. That temporary disadvantages will occur in certain instances is almost a foregone conclusion. Doubtless immediate gains will occur in other instances. It all depends on where one happens to be sitting.

DOMINANT INFLUENCES

In closing, may I say, once again, how pleased I am to be with you, who are the leaders of a province-wide Home and School Association. Home and school — how well those two words go together to mark the partnership of the two dominant influences in the

life of our children. In this world of transition through which we are passing, each one, by itself, is incomplete.

For, to what end will our schools seek to uncover talent — what good will come at last from its efforts to develop intellects and understanding if the end product is to be a generation of learned moral bankrupts whose earliest years were deprived of all those gentle things which the words "childhood" and "home" evoke in our minds.

And at what price will knowledge and power have been purchased in our fine new schools if in them there is lost those civilizing influences and values around which all happy homes are built. For somewhere our children

must learn that the world is something more than Thomas Carlyle's basket of snakes, each striving to get its head above the other, and that all of us are so intricately dependent on one another that each of us must have concern for us all.

These are some of the lessons that the home and school can teach together or fail to teach if each goes its own way.

Student Approach To Sex Education

A month ago the Student Council at Northmount High sponsored a sex education program. On the approval of the administration a film was shown during lunch hour dealing with the biological aspects of sex. (This film was obtained at the Protestant School Board). After school three speakers had been invited to form a panel which consisted of Dr. Stuart Smith, a psychiatrist, Dr. Higgins, a gynaecologist, and Mrs. Marion Usher, a Social Worker. The students posed questions concerning premarital sex, venereal diseases, birth control, the "double standard" of virginity, and how teenagers could reduce some of the frustration and worry that sex sometimes causes.

The response to this program was very favorable, and the panel speakers commended the students on their mature approach to such a topic. Perhaps it would be worthwhile to arrange similar programs in other schools. These could be sponsored by the Home and School Associations in conjunction with the Student Councils for students and interested parents. However, because the speakers for panel discussions are almost always busy, perhaps a nominal amount would reimburse them for the time they spend at the schools.

OPHERA FREEDMAN
Vice-President
Northmount Student Council

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A busy day at the new Jewish people's schools library.

IDEA BECOMES REALITY WITH THE EMERGENCE OF A NEW LIBRARY AT THE JEWISH PEOPLE'S SCHOOLS

By JOAN KAHN

Secretary, Library Committee Jewish People's Schools

The transformation of an idea into a tangible reality is always an exciting process to witness, and this transformation was strikingly illustrated in the recent emergence of a new library at the Jewish People's School.

Early in 1965, shortly after the launching of the School's "Golden Jubilee" building expansion project, a group of parents and teachers met to discuss the possibility

of having a special room set aside to be used as a library.

Although each classroom always had its own collection of books to draw upon, the vision of a large,

bright, cheerful room containing shelves of books in all the four languages taught at the school — English, French, Hebrew and Yiddish — proved irresistible; and under the shared chairmanship of two parents, Mrs. Sylvia Lustgarten and Mrs. Ruth Stilman, a professional librarian, the library committee undertook its ambitious plans.

Many tasks faced the committee: the library had to be equipped with furnishings and supplies; the school's book collection required cataloguing and shelving according to the Dewey System of classification; a parent-volunteer group had to be trained and organized in order that the library be adequately staffed; new books for all grade levels had to be carefully selected from book lists; and library aims and policies had to be drawn up.

Generous donations of books, room furnishings and money were made by parents of the school and other interested members of the community.

Highly successful was the establishment of a "Library Card Fund" through which individuals may make a small donation to the library to commemorate a child's birthday, a special holiday, or event. But of equal significance were the time and effort unstintingly given by many individual parents whose enthusiasm helped nurture the library.

This same quality of commitment will, it is hoped, enable the library to fulfill all of its comprehensive aims: to provide reference books for research and study, to provide books to support and augment the curriculum; to encourage reading at all age levels and stimulate literary appreciation in all four languages; to acquaint the student to the skillful use of the library; and to implement a library program that would give special treatment to subject matter related to the curriculum.

In one short year the new library at the Jewish People's School has become an integral part of the school and is a source of pride to the parents and teachers who witnessed its growth. Under the guidance of Sholme Wiseman, principal, over 400 new books have been added to the original collection, enabling every pupil to take out two books at one time.

Under the present chairmanship of Mrs. Anita Rotman, the library committee hopes to expand its services to the school, and presents vivid proof that the distance from 'idea' to 'reality' has indeed been bridged.

NEW REGULATION EXTENDS RIGHT TO WRITE SUPPLEMENTAL EXAMS

Candidates for Grade XI and Grade XII certificates who fail in examinations written during the June 1966 session will be able to up-grade their standing during the sixteen-month period following the examination session.

Under Regulation 2 of the Department of Education, the right to take supplemental examinations will no longer be restricted, as had been the case until now, by a given number of subject failures or by the requirement of an average of 55 per cent in the subjects as a whole, or in certain of the subjects examined.

Regulation 2 stipulates, moreover, that during the sixteen-month period following the June session, students will be able to re-write as many examinations as they wish in order to raise marks already obtained.

Of the marks obtained, either at an original or supplemental examination, only the higher will appear on the statement of marks or on the certificate which will finally be awarded to the student. A student will be allowed to write any number of papers at a regulation session but may write only three papers at a special session.

These measures constitute a first step toward the implementation of separate promotion in each subject, which is the type of promotion advocated by Regulation 1 of the Department of Education.

1965 CANDIDATES

Students who wrote examinations in 1965 are asked to note that they may benefit from the new regulation as their right to take supplemental examinations is no longer being limited by a given number of subject failures. They may, moreover, write this year's examinations in order to raise the marks which they obtained last year.

This year's candidates will then be entitled to write supplemental examinations during the special session held in August, or during the regular session in 1967 or still, during the special session of that same year. It should be noted that during special sessions, held in August, students may write only three examinations.

The special examination session will be held from August 22 to 30 for English-speaking Protestant students.

PAPERS RE-READ

The Department will soon make known the conditions governing registration for supplemental examinations. Students who wish to have their papers re-read, or to have their mark verified, must submit a request to this effect to the Department, through their school boards or independent institution, as the case may be, not later than 20 days after the results have been released.

Such a request must include a statement of reasons justifying it, and must be accompanied by the statement of marks obtained. A \$2 fee will be required from all candidates requesting the verification of a mark obtained during an examination session, the re-reading of an examination paper or a transcript of a statement of marks or certificate.

No fee is required for writing Department of Education examinations, except for supplemental examinations written during a special session held in August, for which the fee is \$4. paper.

Science Magazine To Be Launched

Canadian high-school students will soon have an English-language science magazine of their own. This was announced by Dr. Henry I. Bolker, of Montreal, president of the Youth Science Foundation, at the opening of the Fifth Canada-Wide Science Fair in Windsor, Ont.

The magazine, to be called *Science Affairs*, will initially be distributed free to 20,000 selected students, teachers, and school libraries. While it will try to present a balanced picture of current world science, it will be primarily Canadian in outlook, a counterpart of the already existing French-language *Le Jeune Scientifique*.

A trial issue is to be published in October of this year, with regular publication planned to begin in January 1967.

The Youth Science Foundation, an association of eighteen national scientific, technological and educational societies, will draw on all its resources of manpower to provide the best available authors and content, Dr. Bolker said.

"The success of the magazine," he added, "will depend only partly upon its readers. From a financial point of view, its publication will depend even more on the willingness of Canadian companies, particularly those in technologically-based industries, to advertise in it and to make known to science student readers the career opportunities which exist for trained scientists in Canada."

IS THE PTA IN TROUBLE?

A REVERSAL OF THE "ALARMING" DROP in PTA membership has been indicated by Mrs. Jennelle Moorhead, National Congress president. She predicted, in a LOS ANGELES TIMES interview, that at the national PTA convention this month at Baltimore, Md., the group's annual membership report will show a gain as contrasted with a 339,887 membership loss during the past two years.

ALTHOUGH MRS. MOORHEAD listed activities of the "radical right" as being one reason for membership losses, some of the other reasons she cited have nothing to do with extremists. She attributed losses to disinterest and complacency, resentment at paying national dues, and transiency. District consolidation has reduced the number of units, she said.

A CALIFORNIA PTA STUDY of membership losses, the TIMES said, indicated that causes included lack of school administrator support, poor understanding of PTA objectives, inadequate leadership training, extremist meddling, and pressures to convert to independent local groups.

ONE CALIFORNIA SYSTEM staff newsletter suggested bluntly that lack of teacher interest may be a PTA problem. "It is rather unfortunate when the membership chairman receives nothing but rebuffs from some of the teachers when it comes to joining the PTA," declared an article by-lined by the chairman of the PTA Council teacher participation committee. "Granted there are those who feel an economical catastrophe will occur with the parting of a nominal sum involved in joining but they are few in number. We should concern ourselves more with those 'diehards' who still think of PTA as a 'coffee and cake' outfit... Teachers do not refuse the help of PTA during the bond issue determinations; they should not refuse their help to the PTA during its membership enrollment and when called upon to serve."

AT BARRE, VT., where parents faced the issue of voting to form a PTA group or independent organization at a new school, the TIMES-ARGUS plugged hard for PTA affiliation. It said editorially: "It is not a costly affiliation, even though dues must be paid for each member to state and national organizations... No other club can hope to improve upon the objectives or statement of principles by the National PTA."

Reprinted from "TRENDS in School Public Relations", c NSPRA

Canadian Sunday School Mission CAMP LIVINGSTONE

Boys & Girls Camp	7 - 9	July 2 - July 16
Girls	10 - 12	July 16 - July 30
Boys	10 - 12	July 30 - Aug. 13
Teens	13 - 19	Aug. 13 - Aug. 27
Young Peoples'	16 & over	Sept. 3 - Sept. 5
Labour Day Fellowship		

RATES

All camps \$12.50 per week; Labour Day Weekend \$9.50

Write C.S.S.M., P.O. Box 45, Fitch Bay, Que., for Details

FEDERATION BRIEF ON GUIDANCE IN THE SCHOOLS

ED. NOTE: Below is the text of a brief on guidance in the schools which Federation submitted to the Quebec Department of Education. The brief was drawn up by Federation in response to a request from the Department of Education seeking Federation's views on various questions dealing with guidance in our schools.

1. AIMS AND PHILOSOPHY OF GUIDANCE IN THE SCHOOL SYSTEM

We believe that the aim of Guidance is to assist the student towards reaching his fullest intellectual, physical, emotional and social development.

We believe that this can be accomplished by suitable counselling which will help the student to:—

- (a) Recognize his real interests.
- (b) Appraise his abilities.
- (c) Evaluate and reconcile his social attitudes and standards.
- (d) Become aware of the available academic and vocational choices.

As a result of this opportunity for self-appraisal, the student should be able to make realistic decisions with respect to his planning for his future.

Recognizing that the school should be an agent for the child's self-realization as well as for his social development, the need for guidance as an integral part of the educational system becomes imperative in order to protect and support the child in his struggle to integrate these processes constructively.

It is important to bear in mind that at no time should any aspect of guidance be used as a punitive form of discipline. It has often been evident that disciplinary problems arise most frequently where there has been a lack of guidance.

We do not consider job placement to be a function of guidance services.

2. EDUCATION, TRAINING AND SUPERVISION OF THE GUIDANCE COUNSELLOR

We believe it is essential that the Guidance Counsellor be well informed about the educational system and therefore he must have teacher training and preferably teaching experience, however it is of primary importance that the Counsellor's training include graduate study in educational or clinical psychology.

We feel that if these training requirements are fulfilled then the danger of our children being poorly counselled will be eliminated.

We expect that the Counsellors in training will be supervised and finally certified by the Provincial Bureau of Guidance; and that subsequently provision will be made for continued communication between the Bureau of Guidance and the Regional School Boards with respect to:—

- (a) Academic and vocational information.
- (b) In service training programmes.
- (c) Bursaries, and scholarships for research or graduate work in Guidance.

Only in this way can the continuous professional growth of the Guidance Counsellors be ensured along with a high quality of service to the students.

3. GUIDANCE IN THE ELEMENTARY SCHOOLS

We feel it is imperative that a guidance programme be developed in the Elementary Schools. During these formative years it is important that the true potential of the child is recognized and nourished. At the same time certain deficiencies can be recognized through suitable diagnostic testing and steps can be taken towards remedial instruction.

It is well established that treatment of deficiencies at the elementary level is far more effective than at the secondary age level. There is evidence that in some

instances there is a critical period in a child's life after which the child seems to become unresponsive to any form of guidance if he has not been introduced to it at the elementary level.

Although we are well aware that much guidance is now being given in our elementary schools, we feel that the load is too heavy for one senior administrator in the average elementary school.

We therefore advocate that a full counselling programme along with all possible means of assessment be made available to all elementary schools.

4. CONSULTING GUIDANCE SERVICES

We realize that on the Island of Montreal we are fortunate to have available the supplementary academic and vocational counselling services of many local agencies, i.e. — the National Employment Youth Service, the Jewish Vocational Centre, Y.M.C.A., and Service Clubs. We strongly recommend that the guidance department of each Regional School Board take full advantage of similar facilities existing within their Region. Where the facilities do not exist they should take steps to encourage their establishment in co-operation with the organizations referred to above.

5. WHAT DO WE EXPECT OF NEW TEACHER TRAINING WITH RESPECT TO GUIDANCE ?

We expect that teacher training will provide:—

- (a) An understanding of the function of guidance in the school.
- (b) The knowledge of the proper channels for referral.
- (c) The ability to detect unusual talents and deficiencies.

We expect every classroom teacher to feel an immediate responsibility for the children in his class and to consider himself a part of the school guidance team.

6. SHOULD GUIDANCE BE GIVEN ALL CHILDREN ON A ROUTINE BASIS ?

We believe that every child at all grade levels should be introduced to the school guidance facilities on a routine basis. This will result in all students regarding Guidance and Counselling Services as an integral part of their education.

7. THE RELATION OF THE GUIDANCE PROGRAMME TO PARENTS

We stress the importance of the recommendations of the Parent Report with respect to the desirability of close co-operation between the school authorities and the parents. We feel it is important for parents to fully understand the aims and methods of our educational system as determined by the professional educators. This can best be accomplished by a well organized guidance department.

It is our recommendation that the records and findings be kept in the confidential file of the professional guidance counsellor and principal, and that the recommendations regarding the progress of the child be related to both the parents and the child's teachers.

8. PHYSICAL REQUIREMENTS OF A GOOD GUIDANCE PROGRAMME

- (a) In order to fulfill our previous recommendations we feel that it is inherent that sufficient space be allotted for counselling rooms that provide adequate privacy, testing rooms and office facilities.
- (b) We feel that a special career library is essential for every High School. It should include up to date career information and be easily available to all students.

9. RESEARCH IN GUIDANCE

We believe that research in guidance should be carried out to correlate and utilize the findings of experiments and experience with Quebec and other school systems, and that results should be made available to all guidance counsellors.

Dept. of Education Encourages Use of School Facilities

The Department of Education has been receiving numerous requests from non-profit groups desiring to make use of school facilities outside regular school hours.

The Regulations of the Minister of Education assign to regional or local school boards the responsibility for granting the necessary permission relative to the use of school buildings or grounds, after school hours. They may also make agreements to this effect with interested groups.

The Department of Education has reminded all school boards that it recognizes the merits of many such arrangements and that it strongly encourages school boards to place their facilities, outside regular school hours, at the disposal of the various recreational and popular education groups, or other non-profit community organizations.

The Department stated that "It seems hardly necessary to add that school boards, in making agreements of this nature, should charge only an amount sufficient to cover the cost of cleaning which will sometimes be required following the use of the school building. Alternatively, groups which have received permission must take suitable steps to see that effective supervision is exercised at all times during the use of the school facilities."

INSURANCE COMMITTEE REPORT

By JACK W. CHIVERS
Chairman, Insurance Committee

During this last school year there were 127 schools with a pupil coverage in excess of 30,000 taking advantage of the Student Accident Plan offered by Quebec Federation. There are approximately 25 schools which purchased the Public Liability Coverage and during this last year your Chairman was able to arrange for a 25 per cent reduction in rates so that the annual cost per school is now \$17.50.

At a meeting of the Board of Quebec Federation on March 26, your Chairman was asked to obtain information regarding all of the Student Accident plans which are now offered. I contacted the Brokers concerned and I have on file submissions and correspondence from four companies.

One of these companies refused to quote and was eliminated automatically. One other Company which has done an extensive amount of business in the Catholic schools is restricting benefits on typical rates for the Plan "C" which is full protection for 365 days as follows:

Grades 1 to 7 inclusive.....\$6.00
Grades 8 and higher.....\$7.00

These rates automatically eliminated this Company.

I also have on hand a file from the Canada Health & Accident

confirming their willingness to write the plan on the following rates:

Plan A\$1.00
Plan B\$4.00
Plan C\$6.00

They have offered to include two additional minor benefits and in view of the fact that claims frequency in these benefits has been not more than 3 or 4 children a year, I do not feel it is practical to increase rate for all families to provide for this small extension of coverage.

I also have on hand an outline of the plan which is recommended by your Committee. This is the identical plan which you have had this last year and which is offered at the same low premiums of \$1.00, \$3.00 and \$5.00 for plans "A", "B" and "C". The Continental Casualty Company have therefor submitted the best coverage at the lowest rates and we have no hesitation in recommending that you continue with the same Company and Plan.

The administrative details have not been fully ironed out, but if anything, the amount of work will be slightly less and once again an administration allowance will be paid.

(See Page 6 for Complete Plan and Benefits)

University and Post Secondary Education Directory Available

The Information Service of the Department of Education had just published a "University and Post-Secondary Education Directory" for the year 1965/1966.

This publication contains a list of the faculties of Quebec's six universities, a list of courses offered, a list of colleges affiliated to these universities, together with a

list of government schools. Finally, it includes general information concerning secondary education offered by private institutions.

A copy will be sent, free of charge, to persons requesting it in writing from the Information Service, Department of Education, P. O. Box 40, Parliament Buildings, Quebec 4.



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1966-67 Student Insurance Plan

Below are the provisions of the accident insurance plan that will be available for the school term 1966-67. This year when other insurers are increasing the rates because of greatly increased claims — we will benefit by having the same plan at the same low rates. The plan is underwritten by Continental Casualty Company.

MEDICAL BENEFITS

No maximum limit. All expenses such as hospital charges not covered under the Quebec Hospital Act — the employment of a registered nurse — treatment by a licensed osteopath, physiotherapist or radiologist — treatment with drugs for which a prescription has been issued — X-rays — ambulance service — medical or surgical treatment by a legally qualified physician or surgeon — expenses for the purchase of crutches, splints, trusses, braces or rental of a wheel chair or hospital type bed — are covered when incurred within three (3) years from the date of the accident. (These are the same benefits as covered under the current plan).

DISMEMBERMENT SCHEDULE

For loss occurring within 365 days from the date of accident:	
Loss of Both Hands or Both Feet	\$15,000.00
Loss of the Entire Sight of Both Eyes	\$15,000.00
Loss of One Hand and One Foot	\$15,000.00
Loss of One Hand or One Foot and the Entire Sight of One Eye	\$15,000.00
Loss of One Arm or One Leg	\$11,250.00
Loss of One Hand or One Foot	\$ 7,500.00
Loss of the Entire Sight of One Eye	\$ 2,500.00
Loss of Thumb and Index Finger	\$ 1,500.00
Loss of One Finger	\$ 500.00

The Schedule of losses has been increased to \$15,000.00 and has also been broadened to include provisions for the loss of one finger.

DEATH BENEFIT

\$2,000.00 — Death occurring within 365 days from the date of accident (the amount payable has been doubled).

DOUBLE INDEMNITY FEATURE

\$4,000.00 — This amount will be payable if loss of life occurs while riding in, including boarding or alighting from any bus, street car, subway coach or commuting railway service (this feature was limited to school bus only).

DENTAL BENEFIT

No maximum limit — For injury to whole and sound teeth. Expenses covered for treatments, replacements or X-rays by a legally qualified dentist and when incurred within three (3) years from the date of the accident. When such treatments cannot be completed within three (3) years due to the age of the student, \$100.00 will be payable for future treatments.

REHABILITATION BENEFIT

\$1,000.00 maximum — If an accident causes injury to a student which requires that such person undergo special training in order to be qualified to engage in a special occupation in which he would not have engaged as a result of such injury, the plan will pay the reasonable and necessary expenses incurred by the student for such training provided expenses are incurred within two (2) years from the date of the accident. No payment shall be made for room, board, or other ordinary living, travelling or clothing expenses.

PLANS & PREMIUMS

- A - School activities & travel to & from school \$1.00 per student
- B - 24 hour a day - excluding summer vacation \$3.00 per student
- C - 24 hour a day - including summer vacation \$5.00 per student



Leadership training seminar sponsored by the West Island District Council May 25 was termed a huge success by all who participated. Responsibility for this success was the hard-working committee seen above. From left are Mrs. Gladys Wilkinson, Area Director, West Island; Mrs. Anne McDonald, Area Director, Lachine, LaSalle and Dorval; Bill Stevenson, Federation Vice-President in charge of Leadership Training; Mrs. Mary Buch, Assistant to the President of Federation; and Mrs. Jane Sullivan, Area Director, Macdonald-Hudson.

NEED TO BE WELL INFORMED STRESSED AT WEST ISLAND LEADERSHIP SEMINAR

Executive members, representatives of local associations in West Island, Lachine, Dorval, LaSalle, Macdonald and Hudson areas assembled at John Reanier High School for a Home and School Leadership Training Workshop sponsored by the West Island District Council on May 25.

William Stevenson, vice-president in charge of Leadership Training for Quebec Federation, chaired the Seminar.

Mrs. Mary Buch, Assistant to the President of Federation, suggested that each association form a committee to read and study the Parent Report during the summer months so that in the Fall all may be better prepared to express their views to Federation.

John Purkis, President of Federation, stressed the importance of members being better informed, improving programs, and setting a goal on increasing membership considering that there are 128,000 English Protestant students in the Province of Quebec. "Federation will be just as good as the locals make it" stated Mr. Purkis.

Delegates formed into groups. Discussion leader for Membership was William Stevenson and recorder Mrs. Jane Sullivan, Area Director for Macdonald-Hudson.

One of the factors which affects membership is the quality of the program. It must be of real interest to both teacher and parent. The atmosphere at meetings should be warm and friendly, where people feel comfortable and wanted.

Good publicity helps to build membership. An advance notice and a reminder nearer the date of the meeting are essential.

A Membership Kit prepared and distributed by Federation to each Association is a great help for membership chairmen.

Administration was directed by

David Sutherland and recorded by Mrs. Ken Milne-Smith of Lakeside Heights. Here the group decided that the most important job of the president was to be enthusiastic, and to have control over meetings.

It is wise at the first executive meeting to make a study of the constitution so that members' roles are clearly defined, and they have a general idea about parliamentary procedure.

Principals and teachers should be encouraged to be on the executive, and it should be noted that Home and School does not interfere with the school but rather helps, this group agreed.

Program was under the direction of Mrs. Mary Buch, and recorder Mrs. J.P. Fraser of Allineroft Home and School.

Study groups are the life blood of Home and School. There should be fewer but better meetings; four was suggested as ideal for general meetings. When a well known speaker is invited perhaps two or three schools could combine their meetings.

It is important that the principal be on the programme committee. Each Association should work out its own programme according to its community and the people in it, but it should be based on the objects and policies of Home and School.

The group discussion leader for public relations was Mrs. Anne

McDonald, area director for Lachine, Dorval, LaSalle, and recorder Mrs. MacLean of Sunnydale Home and School. Public relations was divided into three different areas.

Publicity was dealt with first, that is to keep before the membership and general public the aims of an association and how these are realized through programs. Writeups should include what is happening in Federation and at a National level.

Room representatives was discussed as the second area of public relations. The best planned program is of no avail if people don't know about it.

In addition to the usual notices and other publicity, a telephone committee of room representatives in each grade should give advance news of coming meetings.

The final report on public relations was on hospitality committees. Their aim is to develop a spirit of friendliness among members of an association and those who attend meetings.

In summing up, Bill Stevenson said in part that great changes in our educational system are taking place for the better, and the parents must be aware of them.

Appreciation was extended to Mrs. Gladys Wilkinson, Area Director of West Island for her assistance with the leadership training seminar, and also to the following ladies of John Rennie High School Home and School: Mrs. C. Ginn, Mrs. W. Kingmill, Mrs. W. Husson, Mrs. McLean, and Mrs. Bakshi.



Two new vice-presidents were elected at the annual meeting held in May. The two, seen above at the Audio-Visual Committee's Display at the annual meeting, are Mrs. J.W. Hewitson (left) and Mrs. J.P. Skelton. Until her election to her new post, Mrs. Hewitson was the dynamic chairman of the Audio-Visual committee, while Mrs. Skelton was the hard working director of the Westmount Area. Mrs. Skelton was also chairman of Displays and House Arrangements for the May annual meeting.

BALLET FOR EVERYBODY STUDIO D'ELLE ARTE

Would you like to have ballet lessons available in your school? Studio D'Elle Arte has a staff of five fully qualified teachers, all accredited members of the Canadian Dance Teachers Association, and is offering its services to any interested Home and School Association. Students of the studio, are encouraged to take exams and any who show exceptional talent are given opportunities to audition for the Canadian National Ballet School.



For all information regarding September classes, please call Miss YVETTE or Miss GISELLE PAUZE, at 737-4060

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Constitution Amended

NEW MEMBERSHIP CATEGORIES APPROVED BY ANNUAL MEETING

ARTICLE V MEMBERSHIP AND FEES

1. That the following shall be members of Federation:
 - a) Each member who has been elected to the Board of Directors.
 - b) All organized Home and School Associations connected with schools throughout the Province of Quebec which follow the course of study authorized by the Minister of Education for schools following the Protestant curriculum and whose application for affiliation has been approved by the Board of Directors of Federation. Every member of such Home and School Associations shall be a member of Federation.
 - c) Organized groups which are ineligible for membership under sub-section (b) above — that is other than home and school or parent associations which exist for the purpose of promoting the welfare of children and which desire to participate in, support and promote the objects of Federation and whose application for affiliation has been approved by the Board of Directors of Federation shall be eligible for associate group membership which shall have the status of observer at annual meetings of Federation. The provisions of Article VII of this Constitution shall not apply to this category of membership which shall have the status of observe at annual meetings of Federation.
 - d) Individual parents whose children attend schools in the Province of Quebec which follow the course of study authorized by the Minister of Education following the Protestant curriculum which schools do not have an affiliated Home and School Association or any individual desiring to support and promote the aims of Federation. The provisions of Article VII of this Constitution shall not apply to this category of membership which shall have the status of observer at annual meetings of Federation.
 - e) All Past Presidents of Federation.
2. The Annual fees payable to Federation by all classes of members in Section 1 above shall be fixed at each Annual Meeting on the recommendation of the Board of Directors of Federation.
3. The Board of Directors may suspend or expel from membership any Home and School Association which does not conform with the objects as outlined in Article II or with paragraph 2 of this Article until confirmed or rejected by the next Annual Meeting after a Notice of Hearing of at least 30 days has been given to the offending association to be present. Similarly the Board of Directors may suspend or expel any other category of member or membership.

CUT OUT HERE

RESCUE BREATHING (MOUTH-TO-MOUTH)

THE CANADIAN RED CROSS SOCIETY

1

TURN VICTIM FACE UP. RAISE neck with one hand and TILT head fully back with the other hand

2

OPEN victim's mouth. PULL lower jaw to jut position. PINCH nostrils shut to prevent air leakage. MAINTAIN downward pressure on forehead

3

PLACE mouth tightly around victim's mouth and BLOW IN. The victim's chest should rise.

4

REMOVE your mouth. RELEASE victim's nostrils. LISTEN for air to come out of victim's lungs. LOOK for the fall of the victim's chest. PINCH NOSTRILS AND BLOW IN AGAIN.

REPEAT steps 3 and 4 continuously. IF AIR PASSAGES ARE NOT OPEN: CHECK neck and head positions. CLEAR mouth and throat of foreign substances. Start immediately. Don't give up. Send someone for a doctor. For infants and children, cover entire mouth and nose with your mouth. Use small puffs of air about 20 times per minute. Apply rescue breathing in case of DROWNING, CHOKING, ELECTRIC SHOCK, HEART ATTACK, SUFFOCATION and GAS POISONING.

CUT OUT HERE

Montreal Educator Reports On Conference On Exceptional Children

By C. E. STIRLING

The 44th Annual Convention of The Council For Exceptional Children was held in Toronto from April 20th-April 23rd inclusive. Some 4100 delegates were in attendance, 3300 from the U.S.A. and 800 from Canada.

A very comprehensive series of lectures and panel discussion sessions were scheduled throughout the four day convention period. Experts in the field of Special Education presented their views on the many faceted problem of educating the atypical child.

The five major school boards of Metropolitan Toronto gave their full cooperation in organizing visits to schools in which Special Education classes were in operation. Delegates visited classes for the educable retarded at both the elementary and secondary level, classes for the trainable child, classes for the emotionally disturbed and classes for the culturally deprived.

I visited the Warendale School for Emotionally Disturbed Children and the Flemington Road School which had special classes to help the culturally deprived child. Both schools impressed me greatly. Although it is most difficult to form valid judgments on the basis of two one-hour visits, I left these schools with the strong impression that some exceptionally fine work was being done.

I feel quite certain that the Protestant School Board of Greater Montreal will have to consider the possibility of establishing some classes for emotionally disturbed children. The Canadian Mental Health Association estimates that

five to ten percent of all school-aged children in Canada are emotionally disturbed. These children, many of whom are of above average intelligence, are not being helped nor can they function in the ordinary classroom.

The teachers of our Practical Classes and Special Classes at the secondary level have long recognized the desperate need for some form of job experience training. This type of training is being offered in some Toronto schools. These children are learning jobs and trades which will enable them to leave school and obtain gainful employment.

I consider myself most fortunate having had the opportunity of attending this Convention. I gained many insights into the problems involved in Special Education particularly from the teacher's point of view. I realize also the tremendous problems confronting the P.S.B.G.M. in attempting to establish additional Special Education facilities in our schools.

Supervision Saves Lives

For years, the Red Cross has been advising us to supervise our children when they go near the water. Yet, the toll of child drownings continues.

It's not enough simply to tell our youngsters that they mustn't go near the water unless there's an adult present. Children disobey many things but we scold them until they obey.

Water is fascinating to a child. It provides a means of having fun. It's difficult for a parent to scold a child for wanting to have a bit of fun, but the fact still remains that water is dangerous. You cannot have fun in it, on it or beside it unless you know what its dangers are.

It takes only a few short seconds for a child to drown. That is why the Red Cross recommends constant supervision of children when they're near the water.

A child's disobedience should be suitably punished. However, his desire to play in or near the water is not likely to be dampened as a result. The obvious answer is to enroll him in a Red Cross Water Safety Course where he'll learn how to swim and learn about water dangers.

Be water wise — supervise!

Reprinted from "CROSSROADS", published by The Headmasters' Association of Montreal

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Assistant to President.....	Mrs. G. Buch
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Vice-Presidents.....	Mr. W. E. Buttery
	Mrs. J. W. Hewitson
	Mr. Lloyd MacKeen
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North East.....	To be named
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East.....	Mr. D. Booth
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N. D. G. 2.....	To be named
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Stanstead.....	To be named

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1966 Annual Meeting Scenes



Federation President John Purkis opens the 22nd Annual Meeting of Federation. Ranged alongside him were the participants in the Education Forum. From left, Lucien G. Ferras, Dr. John T. McIlhorne, Grant Taylor, James H. Whitelaw and Rossel D. Mosher. At extreme right is Executive Secretary Pam Redall.



Line up at the registration desk.



Mme Tétreault of the French-language Protestant Parent-Teacher Association chats with Federation Past President Wolfe Rosenbaum (right) and W. H. Brndley, chairman of the Protestant Committee. Mme Tétreault and Mr. Bradley were special guests at the Annual Meeting.

EXECUTIVE COMMITTEE RESPONSIBILITIES FOR 1966-67

- J. Purkis — Liaison with professional educators organizations; nominations; Provincial Parent Council Committee.
- Mrs. Frankel — Organizational Study Committee: general administration.
- Mrs. G. Buch — Study Groups: general administration; co-ordinating French classes committee.
- R. Buttery — Areas: Abitibi, Gaspé, Quebec, Saguenay, Sherbrooke. Committees: off-island organization and leadership training.
- J. L. MacKee — Areas: Bedford, Sherbrooke, Drummond, Stanstead. Committees: School Education; Study Groups.
- C. Toeman — Areas: Richelieu, South Shore, North.
- W. Asherman — Areas: W. Quebec. Committees: Centennial Projects, Libraries, Constitution, Insurance.
- Mrs. Dawe — Areas: Verdun. Committees: Joint High School, Advertising (News).
- W. Stevenson — Areas: W. Island, Tn. of Mt. Royal, Macdonald-Hudson. Committees: Leadership Training and Workshops.
- S. Cohen — Areas: N.E., Central, East. Committees: News, P.R. Publications.
- C. Dodge — Areas: Laurentide E. and W. Committees: Safety.
- Mrs. Donovan — Committees: Family Life, Exceptional Children.
- Mrs. Skelton — Areas: Westmount, N. D. G. 1 and 2. Committees: Membership — Annual Meeting.
- Mrs. Howldson — Areas: Rural and Urban Chateauguay, Lachine-Dorval-Lasnie, Montreal W. Committees: Programming — Audio Visual.
- B. Boardman — Areas: Ile Jesus, N. W. 1 and 2, St. Urbain. Committees: Finance.

BILINGUAL EXPERIMENT PROVES SUCCESSFUL

The St. Lambert community's experiment in bilingual education appears to be successful.

This was the conclusion of observers at the June graduation of 26 kindergarten children, all English-speaking, who were instructed entirely in French during their year at Margeret Pendlebury School.

The children will continue their education in French into grade 1 if a suitable teacher can be found,

and two new kindergarten classes along similar lines will be formed.

The graduation exercises represent a milestone of sorts in the three year struggle to introduce bilingual public education to the South Shore community.

Supporters of the project hope eventually to see the department of education and local school boards approve for St. Lambert a pilot program for common bilingual education of Protestant and Catholic children.

New Brunswick...

(Continued from page 2)

Robichaud also acknowledged the contribution of community groups in the Maritimes who cooperate with school officials in sponsoring "Head Start" projects for beginning school children.

The Premier constantly dwelt on the "knowledge explosion" that was sweeping over the world and forcing continual revision of educational patterns.

"Education at this time must make it possible for our children to live effectively in societies where almost nothing will be fixed or stable in their lifetime", he said.

Education A Priority...

(Continued from page 1)

Mr. Massé said that education remained a priority for the new government.

MODERN SYSTEM

He also indicated that the education department, created under the Lesage regime, would continue to direct the creation of a modern school system for the province. He said that planning must be directed by the state, especially by the education department.

"It cannot be abandoned to dispersed initiatives, no matter how well-informed they are. This would create the risk of putting limited interests before the common good."

The remark was interpreted by many observers as a cryptic warning to private institutions, such as classical colleges, that the emphasis would remain on development of the public sector of education.

Despite his warning about dispersed interests, the minister said that the policy of consulting interested groups on education planning, started under former education minister Gérin-Lajoie, would continue.

CONSTANT CONSULTATION

Mr. Massé pointed out that the department, through such schemes as Operation 55, the planning and construction of regional secondary schools, had consulted constantly with representative bodies, such as unions, parents' groups, school boards and teachers groups.

"The new government has no intention of stopping this. To the contrary, it wants to continue this policy and perfect it."

Mr. Massé said the application of the department's rule No. 1, which calls for the Parent Commission's recommendation of a student-oriented school system, offered a

1966-67 FEES

In line with the amendment to Federation's Constitution dealing with Federation membership (see p. 7), the following schedule of affiliation fees was approved by the Annual Meeting for the 1966-67 year:

- 1) Individuals belonging to a local association affiliated with Federation; all members of the Board of Directors; all Past Presidents — \$1.00 per family membership. (Sections 1 a, b and e of Article V).
- 2) Associate Group Members — \$10.00 per organization. (Section 1 c of Article V).
- 3) Individual Associate Members — \$2.00 per family membership. (Section 1 d of Article V.)

As provided for by Section 2 of Article V of the Constitution, the affiliation fees are to be fixed at each Annual Meeting on the recommendation of the Board of Directors

good opportunity for dialogue and participation.

He said that such profound changes as regulation No. 1 must be made with the collaboration of such interested parties as parents, teachers and school boards.

Mr. Massé told delegates that teachers would have an especially important role in the application of the regulation and said this would offer them a chance to show how well they could use the "autonomy, initiative and liberty that they now have to adapt teaching to the concrete conditions and special needs of their respective milieux."

PARENT REPORT...

(Continued from page 1)

measures which will ensure equality of opportunity and the best possible education for each child, regardless of his creed, colour or ethnic group.

We still see, however, a need for the four groups most concerned (the Provincial Association of Protestant Teachers, the Quebec Association of Protestant School Administrators, the Quebec Association of Protestant School Boards and our own group) to get together at a later date, after each of the groups has had an opportunity to study the Report more fully and to gather the viewpoints of its membership.

Perhaps then the four groups will be able to present a common point of view which will be a useful contribution to the Provincial Government in its future plans for education. It remains our intention to work towards this end.