

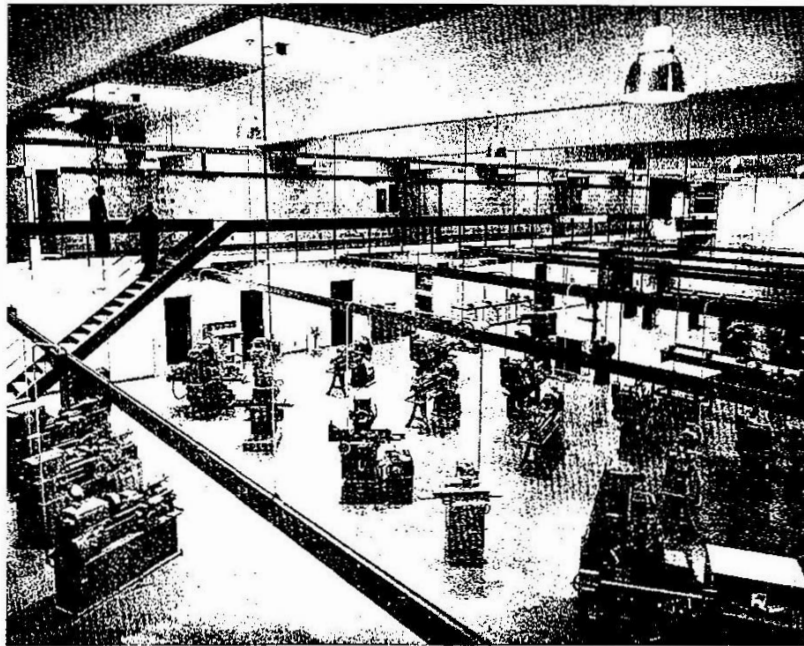
QUEBEC HOME & SCHOOL NEWS

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A Workshop at the new Institut de Technologie de Vaudreuil

Technical, Vocational, Pharmacy Admission Information Pages 4, 5

Information on technical and "vocational" education is provided in this issue of Home and School News. Included are entrance requirements, duration of courses, dates of registration and entrance examinations, and subjects of entrance examinations. The information is provided as a follow-up to that provided on universities in the last issue of the News.

All Material has been compiled by William Asherman, executive Vice-President of Federation.

The information is on opportunities for technical and vocational education which is available at present, before plans under "Operation 55" become workable and recommendations made by the Parent Commission are implemented.

If any further information than what is listed is desired, readers are asked to contact the school in which they are interested or Mr. Asherman.

Elem. & Secondary Boards Formed

Jean-Marie Martin, president of the Superior Council of Education, has announced that the Council has appointed the members of its Boards of Elementary and Secondary Education.

Mr. Martin noted that the members of these boards are expected to be completely conversant with the concepts and methodology of activist teaching, in order that they may influence education in accordance with the new orientation especially referred to in the report of the Parent Commission. It is their duty to make recommendations to the Council in connection with their special field.

Appointments to the Board of Elementary Education of interest to Protestant Home and School members are Miss Shirley McNeil, Professor, Institute of Education, Macdonald College, and specialist in the education of gifted children; Mrs. Sarah Paltiel, Vice-Principal, Wagar High School, and specialist in music and French; and Wallace Lambert, McGill University, specialist in educational psychology and the education of exceptional children.

Protestant members of the Board of Secondary education are C. W. Dickson, Director General of Studies, West Island School Board, and Joint Secretary of the Parent Commission; Walter Hirschfeld, chairman of the Department of Meteorology, McGill, and specialist in physics, science and mathematics; and Miss E. Stanton, in charge of the teaching of English at Lachute High School and a specialist in English.

TEMPORARY TEACHING PERMITS ABOLISHED

Temporary teaching permits will not be granted after June 30, 1965, to candidates who have taken a one-year course following Grade XI, and the course will not be offered at Macdonald College in the future.

Abolition of the temporary permit was decreed last month by Arthur Tremblay, Deputy Minister of Education and Howard S. Billings, Associate Deputy Minister for Protestant Education.

In a letter to Principals of all Protestant High Schools in the Province, Mr. Tremblay and Mr. Billings said the move was necessary in order to improve teaching standards. Federation along with many other organizations had requested this action.

Text of the letter is as follows:

After June 30, 1965, a Temporary Permit to teach will no longer be granted to candidates who have taken a one-year course following Grade XI, and the course will therefore not be offered by the Institute of Education at Macdonald College after the current session. The decision to discontinue

this course is in accordance with recommendations that have been received from the following organizations: the Protestant Central Board of Examiners, the Teacher Training Committee, the Quebec Association of Protestant School Boards, the Quebec Association of Protestant School Administrators, the Quebec Federation of Protestant Home and School Associations, the Provincial Association of Protestant Teachers.

When the Class III Certificate ceased to be awarded in 1962, the granting of a Temporary Permit was authorized as a provisional expedient. Its abolition is now called for if the teacher-training programme is to be improved and acceptable standards are to be attained by those who will be entering the teaching profession.

Henceforth candidates with the required academic standing in Grade XI will be admitted to a two-year course for the Class II Certificate. The one-year course leading to the same certificate will continue to be offered to those who have completed Grade XII, and the four-year B.Ed. course leading to a Class I certificate also remains unchanged.

We shall be greatly obliged if you will bring to the attention of your Grade XI students the change that will come into effect next September in the teacher-training programme. Prospective candidates for admission to the Institute of Education should understand clearly what will from now on constitute the minimum course.

NORTH ISLAND REGIONAL BOARD NOW FORMED

The acting Minister of Education, Mr. Gaston Binette, has announced the constitution of the second Protestant regional school board, that of North Island. This regional district includes the Protestant School Boards of the City of Deux Montagnes, Deux Montagnes County, of Saint-Martin and des Ecoles, Laval County, and of Laurenvile in Terrebonne County.

It will be recalled that last November Mr. Paul Gérin-Lajoie had announced the constitution of the first Protestant regional district, that of Bedford, which includes eight Protestant School Boards in the Counties of Shefford, Brome and Missisquoi.

The four school boards have expressed the desire that the regional board act as a counsellor to the participating boards in the matter of elementary education.

As is well known, agreements of this nature have occurred in many regional areas in Québec.

At the present time, the school board of the City of Lac-des-Deux-Montagnes is working in close association with the regional school board of Deux Montagnes in the development of a plan for the joint use of certain school facilities including a cafeteria, gymnasium and library.

The creation of a total of nine Protestant regional school boards is anticipated. Mr. Binette has noted that each one of these has already formed its regional planning committee and that plans for building and equipment will be submitted to the Department of Education by the target date of April 1, 1965.

WHITE APPOINTED

Sylvester F. White, former chairman of the Arvida Protestant School Board and a member of the executive of the Quebec Association of Protestant School Boards, was recently appointed Assistant Director General of Finance in the Quebec Department of Education.

Born and educated in Lachine, Mr. White taught, between 1934 and 1941, at Harrington Harbour (Labrador), Scotstown and Arvida. From 1941 to 1962 he was employed by the Aluminum Company at Arvida. He held, successively, the positions of director of apprenticeship courses, director of employee training and personnel director of the Roberval-Saguenay Railway.

In 1962, he became special assistant to the Deputy Minister of Youth, Mr. J. L. Pagé, and acted as liaison officer between the Department of Youth, the Department of Education and Protestant school boards. Since June, 1964, he has been concerned with financial with financial problems of school boards.

DEADLINE FOR RESOLUTIONS

Local Associations wishing to present resolutions at the annual convention next October must submit them in writing to the Federation office by April 15, 1965.

Resolutions should be addressed to:

Executive Secretary
Quebec Federation of Protestant Home & School Associations
4795 St. Catherine St. West, Montreal 6

The annual conference, which will mark Federation's 21st birthday, will be held October 22 and 23 at the Sheraton-Mount Royal Hotel in Montreal.

NEW EDITOR

David Novek has been appointed editor of "Quebec Home and School News". He succeeds Jaek Struthers who resigned when he left Montreal to take up a public relations position with Atomic Energy of Canada in Chalk River.

Mr. Novek has had many years of experience in newspaper, radio and public relations work in Montreal. He has also been active in Home and School work, serving one year as a director of Federation and as a member of the annual conference committee for three years.

All articles and news releases should now be mailed to:

David Novek
10997 James Morrice
Montreal 12, Que.

CIRC. OVER 22,000	QUEBEC HOME & SCHOOL NEWS
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Colloque du Ministre de l'Éducation

(At the end of January, some 2200 representatives of organizations interested in education gathered at l'Académie de Québec in Quebec City at the request of the Minister of Education, Mr. Gerin-Lajoie, to discuss education. Below are some remarks by Mr. Gerin-Lajoie at the Colloque, and a report by Mrs. Dorothy Franck, assistant to the president of Federation, who was one of the Federation representatives).

The Minister's View

The colloquy comes at the mid-point of Operation 55. It will serve us as a point of departure for the second phase of Operation 55; that of the elaboration of plans. The administrative reform, the reform of structures, has been completed; now, it is time to put these new organisms to work; to give them a reason for existence.

Between the two stages of Operation 55, something has happened which makes this consultation between different groups more important, however: something which makes a colloquy an essential moment in the Operation. I am referring to the Parent Report. Up to now, the reform in the system of education has been an administrative reform; the creation of the Department of Education, the setting up of the diverse services, the regrouping of regional administrative structures, the creation of instruments for consultation at various levels.

But we must not forget that we are working, first of all, for a reform in education. However important the work has been, it can, alone, only constitute the material base of a reform which will encompass new courses of study, new methods, new structures — and a new spirit.

The plans which you are going to develop or complete during the next two months should take into consideration a new factor in education: this is the permanent factor of evolution. We must, obviously, imagine buildings and equipment which will be capable of giving maximum service, under all conditions and circumstances having to do with existing methods; but it must also be a kind of buildings and equipment possessing the flexibility necessary for adaptation to full use under the assumption that new teaching procedures will be developed which will, themselves, be more flexible and better adapted to the needs of the moment.

It will not be the Department of Education which will make these plans. Neither will it be the School Boards. It will be the School Boards and the Department, together, with the help and advice of the regional educational planning committees. Just as the Minister and the Department take action only after consultation with the Superior Council and various committees and commissions, so should School Boards be able to rely constantly upon their consultative committees. Nobody is born with all knowledge, nor all wisdom.

All of us are more or less novices in the art of building the future according to facts and actual data, rather than by intuition. In the face of the future, we shall always be novices. It is this fact which gives meaning to the active consultation and participation of all elements of society. And it is from this that the Colloquy gains its own meaning and its value.

A Home and School View

My first impression at registration on Friday morning, at L'Académie du Québec was the immense amount of preparation that must have gone into this conference: 1800 were expected and had registered, but 400 more arrived that morning and were handled very quickly. To my knowledge this was the first time in the history of Quebec that 2200 people, French & English, all interested in education were brought together for two days of discussion.

Our Minister is a young & dedicated man and has surrounded himself with a large number of young, dynamic people full of enthusiasm for their work. They have a knack of looking very hard and being very serious but at the same time enjoying a hearty laugh now and then to break the strain.

The plenary sessions were well received and we were afforded the opportunity of listening to such men in the Department of Education as Mr. Arthur Tremblay, and Mr. Lucien Perras.

During the committee sessions that I attended which were concerned with optional courses in secondary schools, we were able to talk over various ideas with what was one of the most important of our French conferees. This to me was one of the most important aspects of the colloque. In fact on three different occasions after talking to French gentlemen from different parts of the Province — their parting remarks were "We have now broken down the barriers".

When if ever before have English and French people interested in education been able to get together and discuss mutual problems? — School Board members with their English counterparts, teachers, inspectors, administrators and parents, etc.

It has often been said that if people of different languages meet, work and get to know each other, distrust vanishes. More meetings, maybe on a smaller scale, such as was held at L'Académie du Québec would help to break down more barriers.

Option-Scheduling and The Comprehensive High School

By Lucien G. Perras

Associate Director General School Organization
(An Address At The Colloque du Ministre in Quebec City)

If it were customary to inscribe a dedication in the front page of a Royal Commission Report, I suspect such an inscription would have read as follows in the Parent Report: "To each student in the Province of Quebec — whatever be his aspirations and his aptitudes, they should be satisfied by our school system."

Such a commitment would pose no problem, however, if it were not for the fact that each individual differs somewhat from his neighbour in his learning ability, in his interests, in his vocational goals. Repeatedly the Parent Commission tells us that our schools must have such a flexible organization, and must be staffed by such competent personnel that the programme will, to the extent that it is humanly possible, be individualized for each student. This objective seems indeed disturbing to all of us who are used to offer our pupils the choice of one of two or three sections that we call the commercial course, the scientific course or the general course, as soon as they have completed their elementary schooling.

The Parent Commission does recommend a solution to this problem. It tells us to use the option system in the secondary school, and also to make the secondary school comprehensive. Bring into the same school all the students who proceed from the elementary school to the neighbouring secondary school, whether they wish to become TV repairmen, physicians, laboratory technicians or research physicists.

The Parent Commission recommends that the secondary school programme begin with Grade 7 and that in this first year as well as in the second year, or grade eight, there be the opportunity for each student to choose, each year, one or two optional subjects. This choice of subjects is relatively limited in the first two years of high school, and largely confined to the area of technical education or natural sciences in subjects such as home economics, sewing, cooking, general shop, woodwork, elementary electricity, etc.

In fact we are advised that out of 25 hours of weekly classroom instruction, two or three hours only should be devoted to optional subjects. The balance of the student's weekly programme, that is 22 hours, should be devoted to compulsory subjects.

There are good reasons at this early stage of a student's secondary school career to be cautious in the amount of time which should be devoted to optional subjects.

Cultivate Fundamental Skills

First we must make sure that he cultivate fundamental skills, regardless of his eventual objectives. Would anyone challenge the view that every man must be able to express himself fluently in his mother tongue whether he is planning to be an airplane mechanic or a research physicist, a physician or even an associate director in the Ministry of Education? Similarly, there can be no question that a man must have basic fundamentals in mathematics regardless of his occupation. In this modern age, he is really illiterate who is not acquainted with elementary principles of science. As a responsible citizen, the individual must know the geography and the history of his country, and even that of our shrinking world.

There are, however, other compelling reasons for the rather restricted opportunity to include optional subjects in a student's first and second year of high school. How could he make an intelligent choice of subjects later on, if he has not had the opportunity to sample different disciplines? How could he discover his own interests and aptitudes unless he has been able to live them in school?

How could his teachers and parents help him in determining his goals, unless they have had the opportunity to observe him in different situations? How could he avoid the tragedy of a premature decision as to his lifetime occupation only to discover later on that he has changed his goal?

The Parent Report recommends that in the first two years of the high school programme the choice of options be limited to a small fraction of the student's programme. The rest of his programme should include compulsory subjects.

As the student progresses beyond the first two years of high school there should emerge in his mind a clearer pattern as to his aptitudes and the ways in which they should be cultivated towards a certain degree of specialization by the end of high school or beyond if he continues on to the institute, or to the university level.

Profile of Requirements

We should expect then that the student who has discovered, in grade 10, that he wants to become an electrical engineer, will determine what academic and vocational requirements he must satisfy in order to gain access to this profession. He will likely discover that he is required to have more mathematics than the individual who has decided to become a secretary. Thus, for each individual, a distinct pattern or profile of requirements, and the study of each subject will acquire intrinsic motivation.

The option system, then, will allow a greater freedom by the student as he continues his high school career. From the relatively small portion of his programme which he may assign to options in grades 7 and 8, the student will gain greater freedom in his choice of subjects as he progresses towards completion of his high school work. A large number of the subjects which a grade 11 student will have in his programme will be included not because they are imposed by his school teachers and the school authorities, but because they are necessary to his formation in the career he intends to pursue.

This reasoning and the application of such an option system clearly requires that each student have his own programme. There is no getting out of the fact that if there are 1000 students in a high school, the school staff will need to co-ordinate the programme of each student. In effect there will be what is known as individual timetabling. To be sure in this school of 1000 students and 1000 individual timetables, many of the programmes will be similar, or differ in one or two subjects

(Continued on Page 7)



The Editor's Notebook

Some Random Notes

Projects to honor 1967 are being undertaken by The Canadian Home and School and Parent-Teacher Federation. A Centennial fund has been opened to voluntary contributions — target \$100,000. Campaign literature going to each of the 3,800 Associations in Canada includes this quote from an article in a Ford publication:

"Canadians are beginning to make plans to celebrate their Centennial in 1967. Mind you, with few exceptions, plans are not progressing too quickly, because there's nothing more un-Canadian than being enthusiastic about Canada. We can expect this Centennial thing really to catch fire when some of the American mass circulation magazines devote some pages to it. But that's the way we are, and there's a certain impassive charm about us."

"Our youth now love luxury. They have bad manners and contempt for authority. They show disrespect for their elders and love idle chatter in place of exercise. Children are now tyrants... not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble their food, and tyrannize their teachers."

This assessment of youth, quoted by The Canadian Home and School and Parent-Teacher Federation, was made by Socrates in the 5th century B.C.

"In most homes television flows as freely, and is accepted as un-critically as tap water; but specialists see compelling reasons to urge thorough analysis of the effects of the intake on children" says Professor C. M. Bedford of Saskatoon, past-President of The Canadian Home and School and Parent-Teacher Federation.

"Canadian children spend one-sixth of their waking hours watching TV. This massive exposure to a "superecharged" world of fantasy, dramatic stimulation, violence and commercial persuasion is moulding the personalities and behaviour of children in a subtle, but highly significant way.

"Canada must find out exactly what TV is doing to our youth... is the overall effect good, bad or insignificant? This can be ascertained. But only by long-term, continuing research. No such research is being undertaken in Canada, nor, I believe is it contemplated."

DIALOGUE AND SHARING IN EDUCATION, THE FACTORS OF DEMOCRATIC PROGRESS

I should like to suggest how education can be a factor of democratic progress, how it can even become a privileged area of democratic progress in a modern society.

Education is obviously a factor of democratic progress when it presents itself as the key to the emancipation and personal autonomy of each one of us.

But it is also this same thing at another level, that of society as a whole, to the degree that it constitutes a meeting ground where the different social groups can rediscover a unanimity beyond the conflicts into which their participation in social living so often draws them. For the businessman and the intellectual, for the employer and the employee for all groups whose social interests may otherwise be divergent education becomes a subject of common concern. It is around this theme that a true dialogue may begin and continue between the diverse elements of society, an active participation by all groups and all levels in the building of a social order.

I. Bill 60: A Decisive Step

In our society, the decisive stage in the growing awareness of the role that education can play as object and instrument of dialogue and participation was not attained on the occasion of what has been called the Magna Carta of education, in 1961. We spoke of this Magna Carta at that time as the democratization of education, but in reality what it amounted to was the democratization of the right of the individual to education.

It took an episode which assumed the aspect of a kind of crisis to bring out clearly this other dimension of education as a factor of democratization, and concerning which I would like to speak today.

The episode of which I speak was that which preceded the adoption of Bill 60. There is no need for me to describe it; the facts are still green in everyone's memory. What should be noted, however, is that a gesture of authority, perfectly valid in itself, as was proved by its subsequent acceptance as essentially unchanged, came up against very strong resistance in the various levels of society. From this resistance and from the effort of dialogue which it called forth between higher authority and the social environment, we learned a lesson, and gained decisive knowledge which has influenced all the later actions taken by the new Department of Education. We had, as it were, laid our finger on an extremely important phenomenon: in an area which touches so deeply the life of the various groups in our society, it is not enough simply to elaborate the body of a policy, no matter how exactly and carefully this may be done, for the methods and means by which this policy is put into effect assume an importance which is equally as great as the objective value of the policy, itself.

Rightly or wrongly, for this is hardly the moment to judge, it seemed apparent to us that an educational policy has to be devised in continuous dialogue with society, that it must be the product of the broadest possible participation by the whole social environment.

At the time of the creation of the Department of Education, the Minister of Education, displaying the same spirit as that which had characterized his campaign for Bill 60, declared his intention of discharging his duties as the person responsible for educational policies in continuous liaison with all the groups and levels of society directly or indirectly concerned with education.

To what extent has this intention been translated into concrete actions? Where are we now, ten months after the creation of the Department?

I believe I am able to say, today, that we have quite clearly gone beyond the stage of intentions.

II. Forms of Dialogue at the Provincial Level:

A. The Superior Council of Education

The Superior Council of Education, this primary instrument of liaison between the Department and society, instituted by the same Bill 60, has been in existence since the end of last summer. The Council has taken form; it has named its boards and its committees. All of these have begun their operations. A few weeks ago, following the publication of the second and third sections of the Parent Report, the Minister submitted for their examination his first proposed regulations having to do with secondary education. Within a very short time, the Council will transmit to the Minister the advice he has requested in connection with these first regulations.

On the Department's side, at both provincial and regional levels, machinery has been set up to make dialogue and participation a normal part of the functioning of our system of education.

B. Committees of the Department

1. Working Committees

At the provincial level, dialogue begins first with the working committees, whose terms of reference include the formulation of technical solutions on many very diverse problems. I will not take the time to enumerate all these working committees which have been set up since May 13, 1964, with instructions to study certain specific problems over longer or shorter periods of time. Their number, and variety, is impressive: they study questions as diverse as the revision of methods for preparing curricula, the refinement of a new formula for examinations, the preparation of better articulated forms for school board budgets, aid to students, etc.

From the Department's point of view, these working committees are of great importance. Not only do they insure the direct participation of the various groups concerned with the preparation of educational policy but they also enable the Department to broaden the field of appraisal so necessary in the primary stages of every such preparation. These working teams, in a sense, round out the technical staff of the Department.

2. Planning Committees

To establish liaison with society at the formative stage of educational policies, the Department has undertaken to associate with itself committees of such composition as to enable all the socio-economic groups concerned to participate directly in the shaping of projects having to do with the general policies of the Department. These committees have taken the form of planning committees.

a) The Planning Committee for Educational Development

The Planning Committee for Educational Development was the first committee of this nature. It was formed directly after the creation of the Department and met in its first session on July 14, 1964. It has as its terms of reference the responsibility of advising the Minister concerning means for insuring the coherent development of the education provided by school boards. It is composed of twenty-four persons, designated by the twenty groups most representative of all sectors in education.

Following the publication of the second and third sections of the Parent Report, the Department decided to take no action on the recommendations contained therein until there had been consultation in advance with all the persons and groups concerned. This is why the Minister formed two new planning committees during January and February.

An address delivered by the Deputy Minister of Education, Arthur Tremblay, at the opening of Education Week at Laval Univ., March 6, 1965

b) The Planning Committee for Pre-University and Vocational Education includes twenty-eight members designated by twenty-four educational groups or institutions, along with four members designated by the Superior Council of Education and its Catholic and Protestant Committees. This committee has the responsibility of recommending to the Minister a project for the organization of pre-university and professional education, taking as its point of departure, as a working hypothesis, the form of institute envisaged in the Parent Report.

c) The Planning Committee for Teacher Education

At about the same time, a planning committee for teacher education was also established. Twenty educational associations or institutions designated twenty-seven members to serve on it. This committee has the supremely important duty of determining the best possible means for carrying on both the training of teachers and the continuous in-service training of those to whom is confided the direct responsibility for the progress of education.

The three planning committees to which I have just referred, as their names indicate, obviously correspond to the three sectors of our educational system over which the Department of Education has the duty of exercising direct control. Their essential purpose is to integrate within the perspective of a balanced development of education the findings of working committees appointed to give specialized attention to one or other of the aspects which must be distinguished in educational practice — extending from curricula and examinations up to the financing of education and including educational organization and material facilities.

The same logic, the same demand for coordination which was the origin of these three committees should lead to the setting up of an analogous organization which would be more directly concerned with the development of higher education.

The same logic and the same necessity should also lead us shortly to the establishment of an organic liaison between the committees responsible for the development of various sectors and levels of education. This liaison could quite understandably take the form of general planning committee for educational development in our society.

We have not reached this point, ten months after the creation of the Department. In the particularly complex field of planning, as in many other fields, we have thought it preferable to proceed by steps in a rather empirical fashion, and to adapt our machinery for coordination in accordance with the evolution of the problems — or, at least, with the growing awareness which is becoming apparent in the different levels of society concerning the need for sharing in a common search for solutions.

In any event, the committees in existence, whether they be working or planning committees, have two essential characteristics in common: to begin with, they are committees of the Department, itself; in the second place, they operate at the developmental stage of projects in educational policy.

At a second level, that of the promulgation of policies, dialogue and participation on the part of the various elements of society take place within the Superior Council of Education and its committees and boards. Instituted by its own special act at the same time as the Department of Education, the Superior Council of Education constitutes a kind of supreme body for democratic consultation and collective sharing in the progress of education in Québec. On the strength of recommendations of its committees and its boards, the Council transmits to the Department its advice and recommendations concerning projected action which the latter has submitted to it, after these have developed in detail by the working and planning committees of which I have just spoken.

Thus, it is only after they have been designed and developed by committees of the Department of Education, and later examined by the Superior Council of Education, that educational policies become a matter for formal decision on the part of competent authorities responsible for putting them into force. Depending upon the subject with which these policies have to do, the competent authority who will promulgate them may be the Minister, the Cabinet, or even the Legislative Assembly.

However important and prolonged it may have been during the stages preceding the adoption of educational policies, consultation is not limited to this preparatory phase. Dialogue and participation should continue to operate during a third stage, a stage which coincides with the application and implementation of policies in force. At this stage, the Superior Council of Education re-enters the picture, mainly by means of the annual report which it is required to submit to the Government. Through the voice of the Superior Council of Education, society can thus express opinions of great value on the policies being implemented by the Department of Education.

III. At the Regional and Local Level

The setting for dialogue and participation of the same nature has been equally achieved at the regional level.

On June 18, 1964, as a matter of fact, the *White Paper on Regional School Buildings and Equipment* proposed that school boards associate school planning committees with themselves. These committees, which are now in existence in every region, are composed of members recruited from every sector of the various elements of society. These committees were created to be of assistance in Operation 55 and in the setting up of a system of educational facilities in each region. But it was not by accident that in the glossary indicating exact terms — and inexact terms to be avoided, it was emphasized that regional planning committees should not be designated by the name of planning committees for regional buildings and equipment. The exact name which was given to them has much broader implications. The regional committees for educational planning are, at their level, the equivalent of the planning committees with which the Department provided itself with a view to the guidance and definition of policies for the development of elementary and secondary education.

Within the same perspective of decentralization, dialogue and democratic participation, which produced regional committees for educational planning, another step still remains to be surmounted: dialogue and participation must occur at the heart of the living reality of the school itself where are found the only direct participants in the daily educative process — the teachers and students.

Only when arrangements for dialogue and consultation will have thus reached the level of the school itself will our system of education have completed its process of democratization, at least with regard to its structure.

But this will be obviously insufficient to make dialogue and participation a concrete reality. We shall have the formal structures at our disposal, but these structures could very well remain more or less empty shells if the partners, on both sides, do not abide by the rules of true dialogue and participation. Shall we be able to speak of dialogue and participation "for real" or only "for show"?

IV. Attitudes and Atmosphere for Dialogue

From the beginning, the genuineness of intentions of the partners must be beyond question.

This requirement applies first of all to the Department, if I can judge from the evidence which I have been able to gather, personally, on quite numerous occasions in the course of meetings with quite diverse groups. It would seem, to begin with, that no one really believes in the Department's sincerity in proposing the introduction of dialogue at the beginning of all its major projects.

This scepticism expresses itself in many ways. The bluntest reaction is to say: "The moves have been made already; all we really have to do is give our blessing to what the Department has already decided." For

(Continued on page 6)

INFORMATION ON TECHNICAL AND TRADE SCHOOLS

Compiled by William Asherman, Executive Vice-President

All listed schools are under the Ministry of Education which offers the services of a total of 12 Institutes of Technology, 6 Specialized Institutes and 49 Trade Schools. Institutes and schools mentioned hereunder are those most important to English speaking students.

The institutes of technology make it possible for graduates of the course to prepare for higher functions in industry through a technical course lasting three (in some cases four) years.

The institutes of graphic arts, applied arts, textiles, paper-making, aeronautics and the marine institute give a technical training in the particular sphere of activity.

Trade schools offer the first two years of the technical course of the institutes of technology and also give a two years course in handicrafts to young people who have finished at least the seventh grade.

In all these institutions, the course of studies is not restricted to workshop activities; specialization is always based on studies in mathematics and the sciences, and is accompanied by an appropriate general culture.

Most of these institutions also provide evening classes for people desirous of acquiring greater proficiency.

Tuition in all listed schools is free for Canadian citizens domiciled in the Province of Quebec. There is a small sum of \$8. to be paid each year for insurance, students association and caution money deposit. School books are loaned to the students and remain the property of the school. Birth certificate or naturalization certificate must be submitted at time of registration.

Montreal Institute of Technology

200 Sherbrooke Street West, Montreal — Telephone 842-9091
Auto mechanics, electricity, electronics, general construction, forging, sheet metal work, tool-making, machine shop, foundry, welding, pattern-making, diesel.

Institute of Technology Laval

9155 St. Hubert Street, Montreal — Telephone 389-5921
Industrial chemistry, instrumentation and controls (automation), electricity, machine shop, refrigeration, welding, woodworking.

Trade School

4976 Notre Dame Street West, Montreal — Telephone 933-3755
Trade Course.
Cabinet making, electricity, machine shop, pattern-making, sheet metal work, woodworking.

Trade School, Lachine

46 - 16th Avenue, Lachine — Telephone 637-2389
Technical Course, if sufficient number of students apply; but the last (third) year of specialization must be taken in Montreal.
Trade Course.

Specialties for both: Auto mechanics, electricity, machine shop, refrigeration, welding.

Automotive Trades School

3744 Saint-Denis Street, Montreal — Telephone 842-2757
Technical Course — Specialties: Automobile mechanics, diesel.
Trade Course — Specialties: Automobile mechanics, body repairing.
Entrance examination for technical course to be taken at Montreal Technological Institute.

Sherbrooke Institute of Technology

95 Cambrand Street, Sherbrooke
Technical Course, if a sufficient number of students apply; but the last (third) year of specialization must be taken in Montreal. Shawinigan or another Institute of Technology.
Trade Course.

Specialties for both: Auto mechanics, carpentry, diesel, electricity, electronics, machine shop, welding.

Shawinigan Institute of Technology

655 Station Avenue, Shawinigan
Technical Course and Trade Course.
Specialties of Technical Course: Auto mechanics, electricity, electronics, industrial chemistry, machine shop, pattern-making, sheet metal work, woodworking.
Specialties of Trade Course: Auto mechanics, electricity, machine shop, pattern-making, sheet metal work, woodworking.

Trade School, Gaspé

Bolduc Street, Gaspé
Technical Course, if sufficient number of students apply; but the last (third) year of specialization must be taken in Montreal, Shawinigan or another Institute of Technology.
Trade Course.

Specialties for both: Auto mechanics, electricity, plumbing - heating, radio, welding, woodworking.

Institute of Technology

100 Wright Street, Hull
Technical Course, if a sufficient number of students apply; but the last (third) year of specialization must be taken in Montreal.
Trade Course.

Specialties for both: Auto mechanics, electricity, electronics, foundry, industrial chemistry, machine shop, pattern-making, welding, woodworking.

Quebec Institute of Aeronautics

Montreal International Airport, Dorval
Three year course in aeronautical technology.
Also course for Air Hostesses.
Registration through Laval Institution of Technology, 9155 St. Hubert Street
Telephone 389-5921

Textile Institute of the Province of Quebec

2255 Laframboise Boulevard, Saint-Hyacinthe
Textile Manufacturing Course, four sections: Cotton yarn manufacturing. Woolen and Worsted yarn manufacturing. Textile designing and weaving. Knitting.
Entrance requirements, entrance examinations and duration: same as for other technical courses.

Unless otherwise mentioned for a specific school, the following information on entrance requirements, duration of courses, date of registration, entrance examinations and subjects of entrance examinations is applicable:

Three-year technical course: High school leaving certificate. Entrance examination in Mathematics, Sciences, French and English, based on grade 11 curriculum.

Four-year technical course: Successful completion of grade 9. Entrance examination in Arithmetic, French and English, based on grade nine curriculum. Although this four-year technical course is still available in most technological institutes, emphasis is being placed on the three-year specialisation after finishing High School. If at all possible, students are advised to finish High School and to take courses in physics, chemistry and mathematics — basic courses for a technician.

Two-year trade course: Successful completion of grade 7. Entrance examination in Arithmetic, French and English, based on grade seven curriculum.

For all three groups aptitude tests are part of the entrance requirements.

Dates of Registration and Entrance Examinations: (Both can be done in two groups but it is recommended to use the first group so as to avoid possible refusal if a course has been filled):

First group: Registration from mid-June (Montreal

Technological Institute mid-May) until the day before the first session of the Entrance Examinations which take place on two consecutive working days following, immediately: Saint Jean de Baptist Day or the holiday decreed on that occasion.

Second group: Registration from mid-August until the day before the second session of the Entrance Examinations which take place on Wednesday and Thursday preceding Labour Day.

During the first (preparatory) year of the four year technical course and at the beginning of the two year trade course students have an opportunity to choose the specialty in which they wish to graduate. Students of the three year technical course usually indicate the specialty they want to take up when they register. Available specialties are listed with each school.

Diplomas of Technical studies or Trade Course Certificates, as the case may be, are awarded upon successful completion of the courses, indicating the specialty chosen. It ought to be mentioned that the two year Trade Course and in some instances the three year course, such as for Graphic Arts, does not replace apprenticeship completely. However the successful student of such courses is entitled to a reduction in the duration of his apprenticeship term depending on his specialty and on his final pass marks.

Textile Chemistry and Dyeing Course, duration four years. No entrance examination is required for this course but only students with high school leaving certificates, science section, are admitted.

Registration any day until Tuesday preceding Labour Day.
Entrance examination on Wednesday and Thursday preceding Labour Day.
There also is a Trade Course of two years in this institute.
Specialties are: Machine shop, electricity, woodworking, knitting.

Papermaking Institute of the Province of Quebec

2250 Saint-Olivier Street, Trois-Rivières
Paper Technical Section.
Duration: Three years for students with senior matriculation, without entrance examination; three years for students with junior matriculation, with entrance examination; four years (one preparatory) for students with junior matriculation without entrance examination.
Dates of registration and entrance examination same as for technical courses in general in two groups.

Marine Institute

25 St. Louis Avenue, Rimonski
Application for admission before June 1.
Entrance requirements: minimum age of 16 years, perfect health, no ear or speech troubles, excellent eyesight, high school leaving certificate or equivalent, aptitude tests; entrance examination if found necessary by the board of the institute. (This examination consists of French, English, Science and Mathematics).
Navigation Course, two years.
Marine Engineering Course, three years.
Radiocommunication Course, two years.

Graphic Arts Institute of the Province of Quebec

8955 St. Hubert Street, Montreal 11 — Telephone 387-6246
Duration of course: 3 years.
Post-graduate course in Layout or Linotype.
Entrance requirements, registration, entrance examinations same as for 3 year course in technological institutes.
Specialties to be chosen according to aptitudes: Typesetting, layout, linotype, mono-type, bindery, photolithography (stripping and platemaking), camera, letterpress work, offset presswork.

Female Trades School

1097 Berri Street, Montreal — Telephone 842-9739
(Instruction in French only).
Two-year course.
Entrance requirements: basic elementary education. No entrance examination; age 13 years.
Curriculum (no specialties) cooking (culinary skills), cutting and tailoring, sewing specialties, hat making (second year), invisible weaving (second year), leather stamping and engraving.

Commercial Trades School

1265 St. Denis Street, Montreal — Telephone 845-6181
(Instruction in French only).
Two-year course with the exception of hat making (one year) and hairdressing (one year).
Entrance requirements: completion of grade nine or equivalent; for hairdressing minimum age 16 years; entrance examinations based on grade nine curriculum in French, English and Arithmetic.

Registration from June 1 until entrance examinations are held last Monday and Tuesday in August, except for hairdressing, where these exams are being held on the first Monday and Tuesday in August.

Specialties: Professional cooking, baking and pastry, barbers, ladies' hairdressing and beauty care, watchmaking, cutting and tailoring for men's clothing, cutting and tailoring for women's clothing, ladies' hats.

Institute of Applied Arts

1430 St. Denis, Montreal — Telephone 842-5061
(Instruction in French only).
Four-year course. High School Leaving Certificate required.
Registration and time of entrance examinations same as for other technological institutes. However a special test showing aptitudes in designing, practical judgement, creative imagination and ability to distinguish colors is required.
Specialties: Artistic iron work, cabinet making, ceramics, enameling, furniture, finishing, interior decorating, layout, upholstering, domestic weaving, wood carving.

UNIVERSITY ADMISSION REQUIREMENTS PHARMACY & JOURNALISM

Pharmacy

Faculté de Pharmacie, Université de Montréal

Faculté de Pharmacie, Université de Laval, Québec

The following information has been received from the Vice-Dean and Director of Studies of the Faculté de Pharmacie, Université de Montréal :

Duration of course : 4 years (for everybody).

Application for admission : Deadline May 1st, 1965; application to be sent direct to the Faculty.

Admitted are : Holders of a B.A. or B.Sc. degree of the University of Montréal. Holders of Senior Matriculation (Grade XII) Certificate, option sciences, with Chemistry, Physics and Mathematics as compulsory subjects.

Admission to the University requires a good knowledge of French as all lectures are in French, although examinations, reports and theses may be written in English. Some of the textbooks are in English. There is no more entrance examination necessary and the study of Latin is not required any longer. Tuition fee per annum : \$500.

Journalism

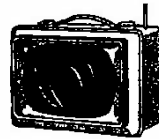
In addition to courses at the University of Western Ontario, London, Ont., and at Carlton University, Ottawa, there is also a course available at :

THE SCHOOL OF JOURNALISM
University of King's College
Halifax, N. S.

Four-year Bachelor of Arts or Science Course with preparatory journalism program. One year Professional Training for diploma in Journalism. Quebec High School Leaving Certificate with 65% average. Application : Write to The Director, The School of Journalism, University of King's College, Halifax, N. S., as early as possible. Fees : \$500. a year plus \$60. for each journalism or communication course.



FILMS & TV



By Mrs. J. W. Hewitson

Chairman, Audio Visual Committee

We would like to draw your attention to the new Ministry of Education film on Operation 55, and urge you to arrange to have it shown to your membership. To obtain information about this film and how to borrow it please get in touch with the Province of Quebec Cultural Affairs Department, either in Quebec City or in Montreal.

The National Film Board have sent the following suggestions for films that might profitably be used in meetings to spark interest and promote discussion.

"STAY IN SCHOOL" — 15 minutes, colour. An examination of the problem of school drop-outs, with an outline of some career opportunities in the Navy.

"YOU CAN GO A LONG WAY" — 22 minutes, black and white. See how an extra year or two in school may mean a lifetime of better living and enjoyment.

This film was screened at a recent Home & School Area showing and while a few members of the audience thought that it failed to show examples of what happened to a boy who failed to obtain satisfactory employment due to insufficient education, most viewers agreed that it does a good job in showing the skills and abilities needed to get on in our modern technological society. Aimed mainly at boys.

"THE TEST" — 29 minutes, colour. In a meeting of parents and teachers, and the school principal, this film illustrates their mutual concern on values of honesty.

This film was also recently shown at a Home & School Area screening and the majority opinion was that it would promote valuable stimulation to both parents and children to re-evaluate their own principles.

"FOUR TEACHERS" — 59 minutes, black and white. Filmed in Japan, Poland, Puerto Rico and Canada, this film presents glimpses of student-teacher relationships and the importance placed on education.

This film was reviewed from a Home & School audience point of view in the October issue of the Home & School News and it would

be worth while looking up comments made in that issue before considering use of this film.

"KINDERGARTEN" — 22 minutes, black and white. A candid camera study of young children just being themselves.

CFCF-TV Programs of Interest

Your attention has been drawn, in an earlier issue, to **THE LIBERAL ARTS**, an excellent Television Series, carried by CFCF-TV, Channel 12, Montreal. Here is a brief rundown of their other informative and educational programmes:

ROMPER ROOM:
Monday-Friday, 10.30 a.m.
Pre-school programme — Bilingual emphasis.

FIVE-MINUTE FEATURES on PULSE, 6.30, Monday-Friday.

Monday: OPPORTUNITIES UNLIMITED — Job openings in the Montreal area.

Tuesday: POLICE IN ACTION.
Wednesday: REPORT ON EXPO '67.
Thursday: SKI GUIDE.
Friday: PULSE report on a situation of local interest.

EN FRANCE: Sunday, 12.30 p.m., Saturday, 12 noon (repeat).
Filmed in France — Excellent for those wishing to increase their knowledge of French.

LET'S FIND OUT:
Saturday, 12.30 p.m.
Seventh Grade students ask questions on Science and get answers on a variety of interesting subjects in this field.

GUIDANCE RESEARCH

The Directorate of Planning in the Department of Education is undertaking a programme of sociological research in the vocational guidance of students at the secondary level.

This research, which will be carried out in collaboration with the Research Service of the Federal Department of Labour, has as its aim the bringing to light of factors of various kinds which influence a student in the choice of his career.

WE WANT AN ANSWER:

Sunday, 12 noon.

Panel programme with teenagers directing questions to a specialist in a different profession each programme. Career advice from doctors, lawyers, engineers, pilots and many more.

FORUM: Sunday, 1 p.m.
Panel discussion with varied opinions on contemporary vital topics.

COUNSEL: Sunday, 1.30 p.m.
Part 1 — The Doctor;
Part 2 — The Lawyer.

Information of interest on aspects of medicine and law given by professionals.

Opens Fair



Monsignor Irenée Lussier, rector of the University of Montreal, will officially open the 1965 Montreal Science Fair on Friday, April 23. The ceremony will take place at the Mount Royal Chalet, where some 200 students from secondary schools and classical colleges in the metropolitan area will have scientific exhibits on display. Msgr. Lussier has been a long-time supporter of youth movements connected with science, particularly the Montreal Science Fair. Organizers of the Fair wished to pay tribute to his interest by inviting him to officiate at the opening ceremonies.

Research By Teachers Valuable

Research by teachers in individual schools can be a valuable way of improving educational programs — and at the same time it can give teachers "a new enthusiasm for their work".

This is the opinion of Dr. Floyd G. Robinson, Director of the Canadian Council for Research in Education.

Writing in the magazine School Progress, Dr. Robinson points out that new content now appearing in most school courses is badly in need of evaluation — in terms of what students actually learn

from it. Teachers, he says, can play an important part in this evaluation.

Most educational research in Canada is now carried on by national and provincial bodies. Relatively little is instituted by individual schools or teachers, even though teachers are the people who are expected to use new methods.

If school officials want teachers to experiment, says Dr. Robinson, they must establish a "permissive atmosphere".

To Keep Fully Informed Read:

The Montreal Star

"If it's News — it's in The Star"



For four generations, the gift in the Birks Blue Box has been synonymous with beauty, quality and value... a pleasure to receive, a joy to own.

- Birks Diamonds
- Birks Watches
- English Bone China
- English Leather
- Birks Sterling
- Regency Plate



Traffic Safety Report

By Mrs. Ruth Cohen

Chairman, Traffic Safety Committee

"Elmer The Safety Elephant"

"ELMER THE SAFETY ELEPHANT", the symbol of Safety to thousands of children, is featured in the new, full-colour animated film, "ELMER-OUR HERO", which — in seven minutes, illustrates dramatically the need for the viewer to obey and practice the Safety rules.

The film is based on the six safety rules taught the children in school. In each episode, as a result of his own mistakes, a delightful and unusual animal character is involved in a hazardous traffic situation and is saved by Elmer and taught the Safety rule covering the problem.

Schools under the jurisdiction of the Protestant School Board of Greater Montreal will be able to borrow this film from the Film Library of the School Board. Other schools may contact the Ontario Department of Transport, Highway Safety Branch, Parliament Buildings, Toronto 2, Ont.

"Safetyco"

"SAFETYCO", an exciting new force in school safety education, is an extra-curricular program which originated in a few schools in Toronto. The results were so satisfactory that it has spread to at least a dozen other schools.

SAFETYCO is a combination of student council and safety instruction. Its membership consists of two representatives from each class in its school and a teacher who is interested in guiding the children. Executives are nominated and run for office. Committees are formed and involve themselves in all aspects of safety. They make safety signs, record taped messages broadcast over P. A. systems, dramatize plays about school safety, guard the playground for unsafe practices, etc.

These child-directed SAFETYCO activities lay foundations for life-long safety attitudes among thousands of pupils in the growing number of schools who operate this program.

For more details, please write to the Ontario Dept. of Transport, Highway Safety Branch, Parliament Buildings, Toronto 2, Ont.

Bicycle Safety

With Spring not too far away, this is the time to organize a Committee for the Bicycle Safety Tests. These generally are held during May or June. Instructions and lay-outs may be obtained from the Traffic Safety Committee of Que. Federation of Protestant Home and Schools.

Driver Education

During the first half of the school year, 15 high schools are participating in Driver Education Courses. By the end of the school year, there should be a substantial increase in the number of students trained to drive properly, with the proper attitude on the road.

New Committee Holds Meeting

The Planning Committee on Pre-University and Vocational Education, the creation of which was announced by the Minister of Education, Mr. Paul Gérin-Lajoie, held its first meeting last month, at the Laval Normal School. The Deputy Minister, Arthur Tremblay, is Chairman of the Committee.

Mr. Tremblay opened the meeting by welcoming the members on behalf of Mr. Gérin-Lajoie, and by defining the Committee's terms of reference. These are to recommend to the Minister a plan for the setting up of pre-university and vocational education, using as a working assumption the form of institute recommended by the Parent Report.

Various urgent questions were on the agenda of this first meeting, including that of the guidance of Grade XI students, who will have to make a choice among Grade XII, Special Belles Lettres, Brevet A and the Family Institutes by September, 1965.

All groups or organizations concerned with this area of education are represented on the Committee, including the various teachers' associations, universities, school boards, private institutions and students.

The members of the Committee include:

C. W. Dickson, Provincial Association of Protestant Teachers; E. A. Hankin, Quebec Association of Protestant School Boards; H. R. Matthews, Quebec Association of Protestant School Administrators; Robert E. Lavery, Quebec Association of Teachers of Education; C. E. Walloch, Association of Professors of English-language Universities; C. D. Solin, McGill University; and K. H. Oxley, Protestant Committee of the Superior Council.

"SPACE AGE" DESK



A new application for classroom television is shown above in the unique TV-desk-chair "Tele-Tutor" developed by Canadian Admiral Corp. According to the company, the most useful applications for the "Tele-Tutor" would be those of providing taped lectures and closed circuit television programs to divided groups who are pursuing different areas of learning in the same classroom. The "Tele-Tutor" is equipped with a 13" screen, a switch to select VHF, UHF or taped programs and an earphone jack.

Longer School Term Predicted by Educator

Schools of the future will be altered to give Canadian youngsters more time to better equip themselves for a complex world, says Dr. Gordon Shrum, Chancellor of Simon Fraser University.

Speaking at the recent Canadian Education Showplace in Toronto, Dr. Shrum said that more efficiency in education will be necessary "to cope with the enormous increase in knowledge." Among his predictions:

(1) The school-starting age will be lowered and the school-leaving age raised.

(2) The school day will be lengthened, and the summer vacation shortened to three weeks.

(3) School programs will be more flexible, enabling students to advance according to their individual abilities.

The Showplace, sponsored by School Progress magazine, was attended by over 7,000 school administrators, trustees, teachers and architects, making it the largest educational gathering of its kind ever organized in Canada. It will be held annually, and plans for next year's event are already under way.

Dialogue and Sharing in Education

(Continued from Page 3)

example, this reaction occurred in many cases when it was learned that the Department was supplying statistical material for the benefit of the regional committees for educational planning. But planning is not only a question of materials. Planning goes far beyond the simple compilation of statistical data. It implies essentially a judgment based on reality: the proper and foremost task of these committees is to formulate a certain active judgment in the light of certain general directions defined by the Department.

"You won't pay any attention to our advice": is another way of expressing the same scepticism. In this connection, one needs only to recall the recommendations submitted by the planning committee on educational development. I shall mention only the last October, the Cabinet approved in whole the recommendation made by this committee concerning the conditions applying to the approval of school board budgets for the 1964-65 school year. It goes without saying that consultative committees should not exercise powers of decision; that the responsibility for decisions must remain the prerogative of competent authorities; this, in itself, constitutes an imperative for the sound practice of democracy.

The Department of Education, for its part, intends not only to abide completely by the requirements for true participation, but it has already shown by concrete actions that it does, effectively, respect them. These requirements must always be observed by those who agree to play the game of dialogue.

In the eyes of each one of the partners, dialogue and participation should be a common quest — never a piece of horse-trading or a way of utilizing situations to one's own advantage.

The theme of education today has been brought into the market place. It no longer belongs exclusively to a few monasteries of teaching and administration, or at the level of local institutions or particular groups — or to the Department, itself.

After so many years of silence, it was normal that dialogue on any subject, in our society, should resemble for a while an immense emergence from confusion — a collective psychoanalytical session where the act of speaking is, in itself, therapeutic. Little by little however we will be able to establish clearly the valid partners for dialogue on a given subject; we will have to limit the subjects to be dealt with, to habituate our-

selves to thinking of each side as equal and free partners. We shall have to agree that each participant in dialogue is responsible in his own right.

We shall have to establish, once and for all, the participants in dialogue are responsible persons and not the lobbyists of pressure groups. Simple, unilateral demands are the reverse side of the autocratic paternalism coin. This paternalism is content to disappear; let us hope that with it will disappear the claims for particular advantages, which have no place within the perspective of the common weal. It seems to me that, right here, lies the fundamental prerequisite for truly democratic dialogue and participation.

The Department of Education is most anxious that the activities which it has the task to carry out should be deeply rooted in society as a whole. The response which it has received from various groups invited to lend their support stands as a manifest proof of the soundness of this attitude. All the groups, every individual from whom the Department has requested cooperation in contributing to the progress of education in Québec have, in effect, agreed to do so with a remarkable sense of their responsibility toward society as a whole.

Nevertheless, it is still true that dialogue has not yet been equally entered into among all groups. The act of sharing in the development or the application of policies has not had the same degree of significance for each one of the groups responsible for the progress of education.

By reason of the very nature of the problems attacked up to the present, during the period of transition through which we are passing, and because of the pressing nature of administrative problems which have forced us to grant priority to certain situations, it is undeniable that some extensive sectors of our system of education, or of our society, may have the feeling, at present, that the early experiments in dialogue and participation which we have been conducting since the creation of the Ministry does not concern them as much as they may concern other groups. Thus, authorities in educational administration have been able to take part in the discussion on problems intimately connected with their functions, as, for example, when the Planning Committee for Educational Development undertook the task of drawing up rules applying to the

approval of school board budgets.

On other hand, the teacher has not yet had any real occasion to participate in the collective task, other than in a somewhat superficial manner. As we all know his participation will be crucial. From now on, opportunities for true participation on the part of teachers will begin to multiply.

Teachers will be invited, in substantial numbers, to form part of the working committees which will prepare new curricula or revise those in existence. But, of much deeper importance, the setting up of new academic structures will be an occasion for the active and responsible participation of all teachers. I simply cannot imagine how the setting up of new academic structures or of renewed form of instructional procedure could be possible without a direct appeal to every single teacher. I simply cannot imagine how the reforms to be carried out can be authentic reforms if they are not founded upon the fundamental principle of self determination by teachers in matters having to do with instructional procedures. Such reforms will be carried out by the teachers; they will not emerge from the false magic of "directives" or the more or less sapient cogitations in research rooms.

The shape of dialogue between the Department and teachers remains to be discovered and defined. To begin with, channels should be set up through which information can flow, rapidly and directly, in both directions. The language for this dialogue must still be found; a language built up around the idea of responsibility. Obstacles must be seen and eliminated, such as, for example, the intervention into the dialogue, of specialist-interest groups who would try to assume a kind of managerial role and monopolize the decisions.

All teachers are, today, invited to undertake collectively an experiment which no longer aims only at understanding a situation, but also aims for the profound transformation of education in our society.

Responsible as they are for the transmission of values in society, the teachers who undertake this experience will communicate spontaneously to their pupils attitudes which may make them, in their turn, agents for the advancement of a democratic conscience. For both teachers and pupils, the school will have been instrument for genuine human progress in a society which reserves the highest place for the value of liberty and responsibility.

Headmaster's Association Submits Brief on Pupil-Teacher Ratio

(The following brief concerning Pupil-Teacher Ratio submitted by The Headmaster's Association of Greater Montreal to The Provincial Planning Committee for Education Development has been received from the Headmaster's Association and is presently under study by Federation).

Our Association believes there is a distinct possibility that the teacher-pupil ratio for elementary schools at present accepted by the Ministry of Education for the purposes of provincial grants will adversely affect the quality of education offered by The Protestant School Board of Greater Montreal. We fear that as a result of the difficulty in applying the stipulated ratio, the Board will seek to curtail specialists' services or enlarge classes, either of which moves we would consider detrimental to the progress of education. As a result we present a request for re-consideration of the teacher-pupil ratio for elementary schools.

As a professional group, we are also interested and concerned with the success of the regional boards being established throughout the province, and we hope that our presentation will be construed as one affecting the province as a whole. However, as we know the situation in Montreal much better than elsewhere, we must, of necessity, use conditions in this city as background.

The Montreal Board has long sought to practice the philosophy that each child should achieve in school to the best of his ability. Indeed the Board's progress in providing services as a result of this philosophy has been such that other teacher groups and off-island Boards have gained similar services by pointing to practices in Montreal as illustrations for their requests. As well as seeking improvement in instruction by the regular classroom teacher, the Board has recognized that some subjects require preparation and skills not ordinarily possessed by the average teacher, and in consequence, has provided specialist teachers for Physical Education, French, Home Economics, Industrial Arts and Music. To these should be added the services given by specialist librarians and adjustment teachers.

The extension of these practices to all schools has been strongly recommended by the Parent Commission. We wish to point out that rigid application of the 1 to 28 teacher-pupil ratio would stifle progress made over many years.

Earlier we noted that the Montreal Board may be obliged to decrease expenses as a result of the teacher-pupil ratio established by the Ministry of Education by enlarging classes or curtailing the services of specialists. Our study indicates that, owing to the scattered Protestant population in this city, little economy can be achieved by enlarging classes. If this limited economy is sought, a disproportionate amount of the burden would fall on larger schools where combining classes would result in class numbers much greater than that advocated by the Ministry. An alternative for the Board would be to pare the services of specialists. We feel that such a step would be retrograde in nature and illogical in this day of advancing services. In fact, with the rapidly increasing knowledge in so many fields of human endeavour, we can visualize the necessity, in the comparatively near future, of having teachers especially trained in mathematics and science for the elementary schools. As our request has to do with these specialists, we present in more detail their particular tasks.

French — In the past few years, an increasing number of teachers who are fluently bilingual have been teaching French to most of

our elementary school pupils. The children have achieved a much better knowledge of French than they had when their English-speaking class teacher taught them.

Physical Education — For many years, these specialist teachers have taught Physical Education in our gymnasias and have been the core of the extracurricular sports programme. These teachers are usually engaged in two or three schools.

Music — In order to have a positive, informed teaching of music, specialists teach our pupils for one period and the class teacher follows through in the other music lesson each week. When, occasionally, we have a regular classroom teacher who is capable enough in music to teach both periods, the music specialists is employed in teaching music to earlier grade children and in conducting school choirs.

Library — In recent years, more and more of our schools have been establishing central libraries, and librarians are employed with the objective of making the library more the center of educational activity.

Industrial Arts and Home Economics — Such teachers are engaged in teaching woodwork to boys, and cooking and sewing to girls, in grades six and seven. Of necessity, the classes are small and usually confined to the boys or the girls of one class only. Where there are no facilities for such training, teachers are engaged to teach a programme of craftwork.

Adjustment — The reading and language adjustment teacher is mainly employed in teaching small groups of children who are drawn out of their regular classes for part of the day. The reasons for some children being in special small groups are multiple, but, in the main, they are in the areas of visualmotor dysfunction or psychological problems. There may also be a few who, as a result of below-average mental ability, and yet not candidates for Special Classes, have not been able to achieve to their potential in the regular classroom. Another problem in some schools, which may occupy adjustment teachers, is the large number of New Canadian children who need attention, especially in reading and language, before they can profit from the standard curriculum.

On the basis of the progress achieved by the Montreal Board and the very valuable function performed by these specialists, the Headmasters' Association of Greater Montreal respectfully requests that these specialist teachers be excluded from the number of teacher-director personnel in elementary schools considered for provincial grant purposes. If such action is taken, we believe that

Option-Scheduling

(Continued from Page 2)

only. For example, two students may take the same 9 subjects, but the first may have physics as his tenth subject, whereas the second will have chosen biology as his tenth subject.

Subject Promotion

Once we have freed ourselves of the idea that a student must choose his programme not by the package — that we sometimes call "section" — be it classical, commercial or other, it is logical that we assess his achievement in each individual subject. A logical extension to this idea, which is already applied in a few Quebec schools, is that promotion will occur not on the average of all the individual student's marks but rather on his results in each subject. Thus it is quite feasible for a student to be studying French at the grade ten level while he is studying English at the grade nine level, and another subject at the grade eight level. In fact, this is the application of the subject promotion system which is a logical and desirable adjunct of the option system.

So far I have implied, frequently, that flexibility of organization in a school, and the adoption of option programming can increase our opportunities to satisfy individual requirements and differences.

It would be both unfair and misleading if I did not interject at this point one factor on which depends the flexibility of your option programming — the number of students in a school. It would be fallacious to think that a school with five hundred students can offer as broad a range of options as the school with 1000 students.

The number of options which may be offered in a school is in direct ratio to the number of students. Two examples may illustrate this point. First let us take a group of 27 students in grade eleven. Should you offer these twenty-seven students the choice of three options and they divided in three equal groups, it means that you would have 9 students in each group. Such a situation would incur extremely high instructional costs per student, and very poor utilization of the facilities needed to teach these options.

Conversely, if you have 100 students in grade eleven you can offer them five options while you maintain a ratio of 20 students for each of the options, and you make efficient use of your facilities.

One Other Implication

So far, I have insisted on that aspect of the option system where a student may choose subjects. There is, however, one other more subtle implication to the Parent Commission Report which builds an optional dimension to the subjects that are chosen voluntarily or even to subjects which are compulsory. You will recall I stated, at the beginning of our discussion, that a student, regardless of his vocational choice, should be as proficient as possible in his mother tongue, in mathematics, etc.

many of the plans being established by the Ministry of Education will stand a much better chance for success throughout the province.

We would like also to offer our services if we can be of any assistance in determining the qualifications and teaching load of any or all of these specialist teachers.

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We have all observed the fact that students learn at different rates and we must strive to cater to individual differences in this respect. Thus, is it not desirable to organize our schools and our programmes so that although all grade 8 students will be expected to study French at the grade 8 level, at the grade 9 level, etc., that they do so at a rhythm or pace which comes closest to their learning capacity. Could we not visualize, then, that of a group of 150 students who study grade 8 French, we may have sub-groups or streams which study the grade 8 French programme at different rates.

In this perspective then, the option system takes two dimensions. For those subjects which are compulsory, the student will have the option to be placed in a group which progresses at a rate closest to his learning ability in that subject. Secondly, the option system means also that a student may or may not elect a particular subject in his programme according to his own interest and the requirements of the occupation which he intends to pursue.

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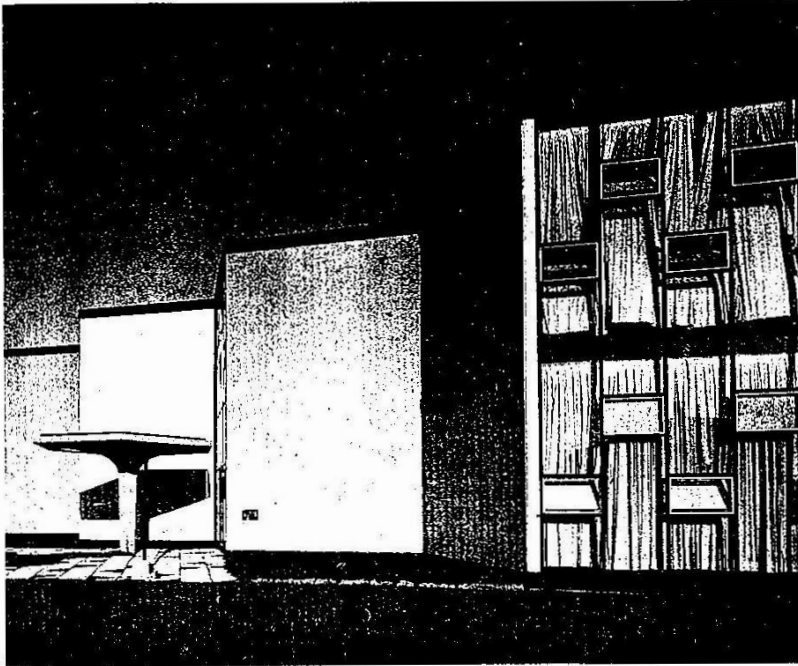
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THE OLD RED SCHOOL HOUSE GETS A NEW FACE

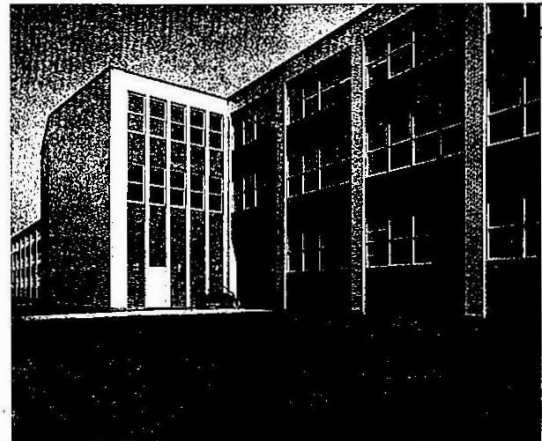
A tour of new regional schools in the Greater Montreal Area and the Saguenay Area was made recently by the Minister of Education, Mr. Gerin-Lajoie and a party including educators and others involved in education.

Wolfe Rosenbaum, past president of Federation, and Roy Buttery, Federation's Saguenay Area Director, were with the party.

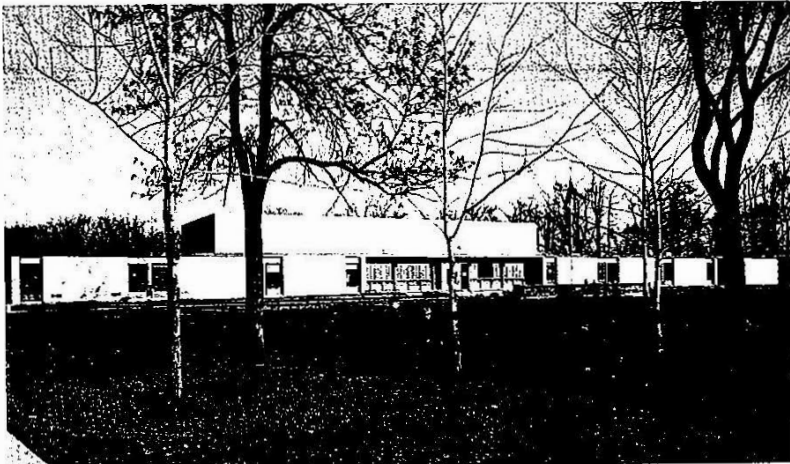
On this page are some of the schools which they visited, an impressive array of the "new" in Quebec education. These schools were chosen for the visit because they meet the requirements of the Ministry of Education as to economy and functionality.



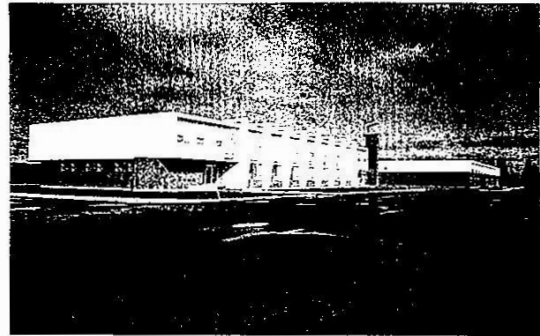
Ecole élémentaire Mgr.-Laval, St. Martin (Laval County)



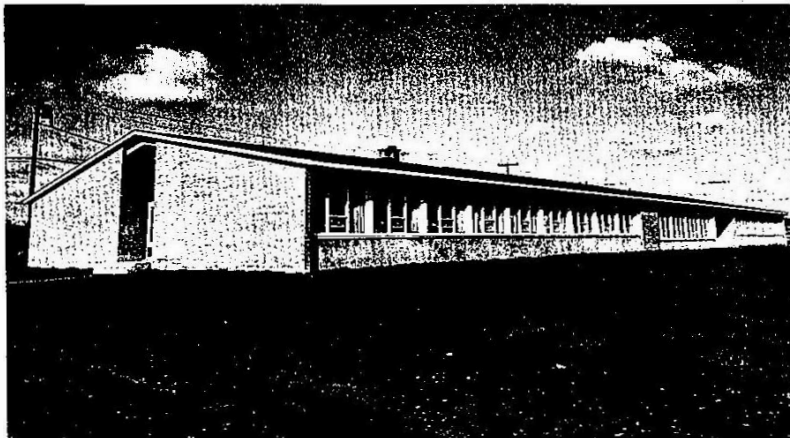
John F. Kennedy High School, Ville Saint-Michel



Christmas Park Elementary School, Pointe Claire and Beaconsfield



Ecole de métiers de Port-Alfred, Port Alfred



Ecole élémentaire Vanier, Chicoutimi-Nord

THE PROTESTANT COMMITTEE OF THE SUPERIOR COUNCIL OF EDUCATION

Applications are invited for the post of Secretary of the Protestant Committee.

Preference will be given to applicants between the ages of 30 - 45 years with an educational background or a demonstrated active interest in education. Candidates must be bilingual and he prepared to take up residence in Quebec City.

Substantial salary according to qualifications. Appointment will be made by the Lieutenant Governor in Council upon the recommendation of the Committee and in accordance with the Quebec Civil Service Act, as of Jul 31, 1963.

Applications for consideration by the Committee at its meeting on April 22, 1965, should be addressed to the Chairman, W. H. BRADLEY, Q.C., 275 St. James Street West, Montreal.