

## Bill 62 brief asks 10 amendments

### Annual Conference May 8-9 Theme: Education for '70s

Planning is in high gear for the 1970 edition of Home & School's annual meeting and conference, to be held May 8-9 in Sir George Williams University's Hall Building on Maisonneuve St. in Montreal.

It is still too early for details, but Vice-president Bert Joss who heads the conference committee indicates that the general pattern of the last few years will be followed again in 1970. The plentiful space available at Sir George will permit concurrent meetings when advisable, with the large auditorium available for plenary sessions.

The theme will be "Education for the 70s", according to present plans. The business session will be held Friday afternoon, May 8. That evening will bring conference registration, viewing of exhibits and a number of concurrent discussion groups on educational subjects of wide interest.

Keynote address opening the Saturday proceedings will be followed by panel discussions covering major problem areas for today's parents of school children. Luncheon in the university dining room will provide a social break in the more serious events of the day.

Full details will be sent to all local associations when the program is firm, and will appear in the next News, planned for publication late in April. Apart from the business meeting Friday afternoon, when only official Association delegates may vote, sessions are open to the public, and all H&S members are invited — or urged — to attend.

Quebec Federation's brief to the Education Committee of the Assembly at Quebec regarding proposed Bill 62 has resulted from a remarkable degree of cooperation and participation by executives and members of local Home & School Associations.

When the call for members' opinions first went out in November, the projected date of Federation's presentation was January 20, and the final — final date for submissions was January 15. Associations were sent a quantity of background information similar to that in the NEWS for November together with a questionnaire on some specific points. And then the meetings began.

While Bill 62 will affect only the Island of Montreal, it has been clearly identified as a prototype for organization of all the province in various "economic regions" for educational purposes. Accordingly, views were sought from H&S members off the island as well as in what since has become the Montreal Urban Community.

### H & S associations show overwhelming interest in education changes

The project met overwhelming interest. In a press release dated January 12, President Doreen Richter was able to report submissions from over 75% of Montreal H&S groups and all but one of those on the Lakeshore, with replies still coming in.

"An astonishing amount of study and soul-searching has gone into the replies", Mrs. Richter said at that time. "The overwhelming response is an indication of the intense interest of the English community in the proposed changes. It is a thrilling experience. We can go to Quebec with the assurance that we speak for our people with complete authority."

An immense amount of work by many people — but above all by President Doreen Richter — has turned the results of all this combined effort into the finished document printed in this issue.

More than 100 briefs from various groups are expected before the Education Committee hearings are complete, and the Quebec Federation presentation has been postponed to late February or early March with the exact date uncertain at press time.

### Democracy at work?

The Hon. J. J. Bertrand set up the Pagé Commission in 1968 for the express purpose of formulating new structures for administration of the Island of Montreal education. These structures were to implement the philosophies of the Parent Report — that is, equality of opportunity, and democratization of structures.

The Pagé Commission represented all the educational bodies on the Island — school boards, teachers and parents. In its 16 months of deliberations it received briefs from numerous interested groups and associations on the Island, it examined structures and reports from other major cities (Toronto and New York) and it consulted with the Montreal City Planners.

The body of this report, including the basic principle of linguistic school boards,

was accepted by 14 of the 18 members. The two minority reports on this principle were different, one advocating a maintenance of the present confessional division, one a unified system.

The government of Quebec, in its infinite wisdom, has chosen to ignore the majority report from its committee which represented 2,000,000 citizens of the Province of Quebec. It has elected instead the report of a minority of three, representing less than 12% of the population of the Island.

This is the same government that constantly speaks of "majority language rights". To the words of a famous English writer "O God! O Montreal!" we add O Democracy!

Doreen Richter

Text of brief - Pages 4-5

French questionnaire results

Pages 6-7

## Home & School recommendations for Bill 62 amendments

1. We recommend that a principal, teachers, and students following an elementary or secondary series of courses of a particular confessional and linguistic curriculum be designated as a "school", with the appropriate school committee.
2. We recommend that confessional responsibility be added to the functions of the School Committee.
3. We recommend that more time be given for nominations and between the nomination period and the election for both School Committee members and School Commissioners.
4. We recommend that the School Boards be divided on a linguistic basis, as recommended in the Pagé report.
5. We (therefore) recommend that School Boards retain the ownership of buildings, the receiving of government grants, and all pedagogical powers that they enjoy at present.
6. We recommend that the Island of Montreal be divided into regions at outlined in the Pagé report.
7. We recommend that all schools at present under the Lakeshore Regional School Board be included in any new Montreal Island organization.
8. We recommend that the Island Council be a duly elected body, by and from the School Boards and that its jurisdiction be limited to assessment and collection of taxes, approval of school board budgets, planning, and certain services as outlined in the Pagé report (Page III, Recommendation 20).
9. We recommend that the citizenship requirement be removed from the right to vote for School Commissioners, substituting instead residential (one-year) status.
10. WE RECOMMEND THAT ANY REORGANIZATION OF MONTREAL START AT THE LEVEL OF THE SCHOOL, AND BE ADDED TO IN A DEMOCRATIC MANNER.

## QUEBEC HOME & SCHOOL NEWS

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### Progress is People

Not a day goes by without its share of Bill 62 discussion in newspapers and on the air... As the debate has continued and grown more emphatic, it has served the excellent purpose of clarifying the issues and establishing their relative importance.

The Home & School brief reproduced in this paper may be accepted as voicing the prevailing English-language views. The basis of this assumption is the near-unanimity of replies to the questionnaire by local associations, both members and non-members of Quebec Federation — and the knowledge that its main tenets are accepted by many other groups.

One single fundamental provides the basis for today's educational thinking of people in the Protestant school system, and to a large extent the English Catholics in the Montreal system.

Over the last century the English have created a reasonably good educational system designed to be in step with the North American milieu. This was done through local school boards by public demand and at the expense of local taxpayers.

Concurrently on the French side, education pursued different objectives under different influences and at lower cost to the taxpayer, to provide an education not in step with modern requirements. And it is only under the main force of the provincial government that French education has embarked on a major reform today.

A major concern of the English educationalist, therefore, is that educational progress must continue to be related to and controlled by the people affected — the English-language public — as proposed by both of the government's big study commissions headed by Messrs. Parent and Pagé.

The central government has very important functions in establishing educational machinery, setting standards to be accomplished and seeing that the system works. By no stretch of the imagination, however, can this suggest that the details of education in a specific English school should be dictated by a central bureaucracy which, for whatever difference it may make, always will consist of French-speaking employees.

Democracy is not just a word, it is a way of life. English-language education in Quebec has developed from grass-roots opinions. The entire philosophy of education today is to expand this concept — to encourage participation by parents, by teachers, and indeed by the students themselves.

It would be anachronistic stupidity, in these circumstances, to put "big brother", a supreme council of politically-appointed members, in complete and dictatorial charge of all matters connected with public education on Montreal Island.

Quebec Federation's brief to the Educational Committee of the Quebec parliament urges ten changes in Bill 62 as drafted, but the most fundamental of these is that development of the local school must be based on understanding and support at the local level.

On the English side, that has been the basis of progress for the last century. Without local public understanding and support, it is unreasonable to expect continued progress and an educational system that will relate to North American demands upon our children.

### Postage hikes put cap on

## Federation's inflation blues

Quebec's Home & School movement faces a financial crisis.

The educational changes involved in the province's "quiet revolution", highlighted currently by Bill 63 and Bill 62, make it crystal-clear that English-language parents must express their views in consensus form if they are to hope for a fair break in the present political atmosphere. Their chief voice can only be Quebec Federation of Home & School Associations.

This has meant stepped-up activity by Quebec Federation, which maintains liaison with its 160 members associations chiefly by mail. And postage, as everyone knows, has gone up.

For Quebec Federation it means that the general mail to Association executives, mostly reports and similar non-personal matter, has jumped from a base rate of 3¢ to a minimum of 5¢, an increase of 66%. And in the case of the News, which previously travelled for 1¢ as second-class mail, the rate has soared to

a minimum 4¢ or 5¢, an increase of 300% or 400% depending on the method of mailing.

And, of course, Federation's costs in general continue to rise as a by-product of inflation.

The worst single bite, by far, is postage for this publication, which jumps \$3,000 or \$4,000 yearly for the regular six issues, to 18,000 members. This is money that Quebec Federation simply can not pay.

Responding to a protest, Minister of Communications Eric Kierans wrote to Federation's president, Doreen Richter, in amiable but negative fashion.

"Organizations, after all, are facing up to other types of expense relating to their official organs", he said in part. "It is my conviction that they should not be looking to the general taxpayer for assistance in meeting their postage bills..."

"It is more meaningful to assess the impact of the rate increase in terms of the additional price each member will have to pay to continue to receive the publica-

tion. In the case of the 'Quebec Home & School News', the amount would be 18 cents annually".

While the increased News postage is, as Mr. Kierans says, "only" 18 cents per member annually, that is only part of the total postage bill; and other costs — including printing — have been rising too.

One result has been the elimination of our normal January issue. An appeal has been made to all associations for help in securing new advertising (or outright donations!) with results that may be seen in this issue — for which, due thanks to those who have aided the cause. Unless some unexpected financial aid appears, however, it appears likely that the usual June number, with its Annual Conference reports, will also be eliminated.

Obviously, another consequence will be a question before the annual meeting in May: Shall the annual per-member fees be increased next year, and by how much?

## Meadowbrook French program a success

Meadowbrook Elementary School, under the jurisdiction of the PSBGM, serves the western extremity of Lachine with an enrollment of about 500 children in Kindergarten and six grades. About one year ago the Home & School members set about to study and promote rapid implementation of an improved French teaching program.

A meeting with local school commissioners occurred early in January and a parent study group prepared a number of concrete recommendations which would form the basis of action. Throughout the period of study and action the utmost cooperation and support was extended by all levels of the school administrative authority.

Briefly, as a result of this initiation, the following achievements have been realized:

- 1) A survey of parent attitudes related to the teaching of French revealed broad parental desire for an improved program which would provide functional bilingualism to be achieved by the end of elementary school. The vast majority expressed dissatisfaction with the accomplishment of the present system.

In harmony with parents recommendations, the Board selected Meadowbrook to extend the experimental French immersion Kindergarten during this school year.

- 2) The linguistically polarized community also represented both a challenge and opportunity to improve contacts between children of the two language groups and hopefully through them also increase contact between parents. A successful student exchange program was initiated with six children and is planned to be extended this year.

- 3) A French Activities Newsletter was begun to maintain a specific communication link between parents and the French Activities Committee of the Home and School.

- 4) A French Summer School was conducted for 107 children divided into two sessions, one in early July and the other held late in August. Each session was two weeks in duration, two hours each morning, with an interruption of one day for a field trip to the Gran-

by Zoo. The cost was \$20.00 per pupil per session with a pupil to teacher ratio of ten to one.

The effectiveness was considered significant in terms of receptivity, accomplishment and attitudes development and was greatly enjoyed by the children as well as the enthusiastic group of French language specialists involved.

It is planned to enlarge this activity next summer by seeking supplementary funding and participation.

Ian MacLaine

## St. Leonard support still needed

Home & School people have responded with predictable generosity to the financial problem of St. Leonard parents who have to pay for English-language education in Montreal because their local school board will not provide it.

Approximately \$10,000 has been donated by News readers to Quebec Federation for this purpose. The first expenditure from our St. Leonard Fund was payment of \$4,950 on December 12 to cover the fees of 198 St.

THE NEED IS AS GREAT AS EVER. ST. LEONARD PARENTS ARE INCURRING THE COSTS OF EDUCATING THEIR CHILDREN WITHOUT KNOWING WHERE THE MONEY IS COMING FROM.

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Leonard children at Nesbitt School for the month.

In advising the St. Leonard Parents Associations formally that the payment had been made, Federation President Doreen Richter wrote:

"This money has come from all over the Province of Quebec from Home & School members, friends of Home & School, church groups and complete strangers, and nearly all of it has been made in very small donations."

## HELP THE PARENTS OF ST. LEONARD

Send cheque or money order to:  
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# Curriculum Committee faces many problems

What is the Curriculum Committee?

It is a committee under the joint organization of the Provincial Association of Protestant Teachers and the Provincial Association of Catholic Teachers (Eng.-speaking) composed of representatives from these associations, representatives of English-language Regional Boards, representatives of the Subject Associations. (i.e. French, Physics, Music, etc.) and a representative from Quebec Federation of Home & School.

The purpose of the Curriculum Committee is to examine proposed changes in curricula as suggested by teachers or boards or as recommended by the Department of Education. Theoretically all appointments to curricula study committees should also go through this committee, but this does not always occur.

The Curriculum Committees last year published a brief "Towards a balanced Curricula" which set some ultimate educational goals in curricula and standards in education against which changes in curricula could be assessed. It is presently working on a "Brief on Accreditation" which would assist in the achievement of the aims of the "Balanced Curricula." Reports from Meetings of Dec. 17 and Jan. 21.

A concern was expressed by teachers that entrance requirements to CEGEP's and the new programmes developed at the Department level have restricted students at the high school level to a degree not previously known. These have limited teachers in developing high school programmes suitable to their students at the School and regional levels and is in contradiction to the Balanced Curriculum Report of the Council and to the principles of Regulation I. The Curriculum Council therefore questions the centralizing tendencies exhibited by the department.

A meeting has been arranged with the Department of Education to discuss this problem, and will include presidents of both teacher organizations.

The Arundel Natural Science School is threatened with closure because of a lack of financial support from the Department of Education and the lack of training of teachers in the use of such a project. This is an activist learning situation (an outdoor learning centre) that was utilized by 3,000 students last year and expected 4,000 this year. This

situation will also be discussed with the Department.

French-language programme: the new French-language Programme-cadre for elementary school provides a core programme rather than a course of study. It gives priority to oral French and proposes a six-year sequence rather than the present four-year. It also recommends class norms of 15 students and sets a minimum rather than a maximum time allotment. It also recommends multiple texts.

Concern for "motivation" is expressed in the programme-cadre on French and a direct quote reads "The task of developing wholesome pupil attitudes towards the second language is not solely the teacher's responsibility. The co-operation of parents, administrators, and other staff members must be assured if the teacher is to succeed in this all-important phase of his work."

A new course of study for music in Elementary and High Schools has been approved by the Dept. of Ed. Mr. George Little, Mr. Alfred Garson and Sister Mary O'Neill, members of the Music Committee, presented it to the Curriculum Council.

In the objectives of the programme there is emphasis on the role of music as a creative force and the elementary programme endeavors to provide the child with the necessary tools so that he may make use of this medium. While some council members expressed the opinion that the course had an apparent rigidity and presented time-tabling difficulties, Mr. Little observed that there should be flexibility in implementing the programmes.

A cursory survey of the programmes by your parent representative brings the following observations: While there seems to be considerable variety in instruments to be used, and some flexibility in methods, the High School courses are directed particularly to the child with a decided interest in this art form. Since it is an elective course, one might assume that those high-school students electing music would have this interest.

The elementary course is a much heavier one in its educational objectives than the present programmes being followed in most of our schools and one wonders whether this would necessitate music specialists to such a degree that the teaching of music might be abandoned under the present norms.

Doreen Richter.

## Final text of Bill 63

The proposed Bill 63 published in the last issue of the NEWS was amended, as predicted in the story adjoining it, to affect immigrants and the "working language" in Quebec.

The amendments went a lot farther than had been expected at

that time. As a result, while the Bill 63 adopted "in principle" in the Assembly and published here had the general approval of Quebec's English-language people and was strongly opposed by French unilingualists and separatists, their positions were somewhat

reversed by the time the government had taken all political considerations into the picture and made the appropriate amendments.

The final Bill 63 follows in full with the final amendments, at third reading, covered in the paragraphs in italics.

HER MAJESTY, with the advice and consent of the National Assembly of Québec, enacts as follows:

1. Section 2 of the Education Department Act (Revised Statutes, 1964, chapter 233) is amended by adding at the end of the following paragraph:

"The Minister shall take the measures necessary to have the curricula, made or approved for such educational institutions, and the examinations which confirm them, ensure a working knowledge of the French language to children to whom instruction is given in the English language."

2. Section 203 of the Education Act (Revised Statutes, 1964, chapter 235), amended by section 1 of chapter 62 of the statutes of 1966/1967, is again amended by replacing sub-paragraphs 3 and 4 by the following:

"(3) To take the measures necessary to have the courses of study from the first year level to the eleventh year level inclusive, adopted or recognized for Catholic, Protestant or other public schools, as the case may be, given to all the children domiciled in the territory under their jurisdiction if they are deemed capable of following such courses and desirous of enrolling for them.

Such courses must be given in the French language.

They shall be given in the English language to any child for whom his parents or the persons acting in their stead so request at his enrolment; the curricula and examinations must ensure a working knowledge of the French language to such children and the Minister shall take the measures necessary for such purpose.

The school commissioners or trustees must either establish such courses in their schools or avail themselves of the provisions of sections 469 to 495, or of those of section 496, or take two or more of such steps at the same time;

"(4) To ensure that the courses of study given in their schools comply with the curricula and regulations made or approved for Catholic, Protestant or other public schools, as the case may be;"

3. Section 3 of the Immigration Department Act (1968, chapter 68) is amended by adding at the end the following paragraph:

"(e) in co-operation with the Minister of Education, take the measures necessary so that

the persons who settle in Québec may acquire the knowledge of the French language upon arrival or even before they leave their country of origin, and may have their children instructed in educational institutions where courses are given in the French language."

1. Section 14 of the Cultural Affairs Department Act (Revised Statutes, 1964, chapter 57) is replaced by the following:

14. Under the Minister's direction the French Language Bureau shall:

(a) foster the correction and enrichment of the spoken and written language;

(b) advise the government on any legislative or administrative measures which might be passed to see to it that French is the working language in public and private undertakings in Québec;

(c) in co-operation with such undertakings, prepare programs to see to it that the French language is the working language there, and to ensure a working knowledge of such language to their administrators and employees;

(d) advise the government on any legislative or administrative measures which might be passed in regard to public posting to ensure the priority of the French language therein;

(e) establish a linguistic research centre and co-ordinate all research activities in such field in Québec.

"14a. The French Language Bureau may hear any complaint by any employee or group of employees to the effect that his or their right to use the French language as the working language is not respected.

After having heard the parties, taken into consideration the language of the majority in the undertaking or department of the undertaking in question, the nature of the work and all the other circumstances, the Bureau shall make the necessary recommendations, which shall be public.

The Bureau, in the exercise of the authority assigned to it by this section, shall have all the powers of a commissioner appointed under the Public Inquiry Commission Act (Chap. 11)."

5. This act shall come into force on the day of its sanction except for sections 1 and 2 which shall come into force on the 1st of July 1970 or on any prior date to be fixed by proclamation of the Lieutenant-Governor in Council.

## Montreal District Council

The Montreal District Council is holding its Annual General Meeting on April 13 at 8 p. m. in the Westmount High School Library. Guest speaker will be Mr. John Perry of the Protestant School Board of Greater Montreal, who will be talking about "French Programs for English-speaking Students under the P.S.B.G.M. for the year 1970/71".

The rising tide of interest in better French for our children is posing some problems for the Protestant School Boards, not to mention the complications of Bills 62 and 63. Parents can be of great help in improving the motivation of students towards learning French, and local associations have been urged to send their representatives to the meeting so that they can inform their parent bodies of new developments and new ideas.

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# Text of Quebec Federation's brief on Bill 62

You are well aware of the great concern which has been expressed by the English community with regard to the proposed changes in school organization under Bill 62. The near 100% return which we received from our local associations was not only evidence of this, but the comments and detailed analyses which were returned, indicated to us that many of these returns were based on a close study of the Bill and of the various reports which led to this proposed legislation.

The evolution of our school programme towards the education of the individual, which would permit each student to select a schedule most suited to his needs, demands a change in the rigidity of our present administrative structures. The limitations of the present taxation structures for education which has restricted the freedom of the parent to place his child in the school of his choice without financial penalties has often placed parents in an impossible position.

We therefore support the proposition of the Minister that changes are needed to offset these limitations, and also to provide more equalized opportunity for quality education throughout the Island of Montreal. Our prime concerns are that in the search for equality, the aspect of quality may be lost, and that the proposed structures may prove to be more autocratic and restrictive than those we already have.

A third and immediate concern is that any changes in education should evolve constructively from the present structures and ensure that the process of education of the children presently attending schools will not be disrupted in any abrupt manner.

Within the Protestant system the demand for proficiency in teaching has always been a top priority. The qualifications of our teaching staff at all levels and in all areas can be matched with any on the continent. Much of the initiative in our educational progress has come from this concentration of quality personnel. Our teachers have the support of our school boards and of the parents in their pedagogical recommendations.

Our community is concerned because the present legislation provides no means for our teachers to be heard. Indeed, it would do much to discourage them from participating

in education in certain communities where they would be too few to constitute a viable group for pedagogical initiative.

The English-language community has a history of co-operation with the Department of Education that should not be ignored. The establishment of the Ministry of Education was accepted, indeed welcomed, by the Protestant community. The regionalization proposed by the Ministry has become a reality on the Protestant side, not only in Montreal, but throughout the Province. Regulation is being implemented as quickly as teachers and parents can be educated to it, and the comprehensive and polyvalent High Schools have become part and parcel of the Protestant community. Even the CEGEP's, which many of our people felt were unnecessary, and which have been much more difficult to develop on the Protestant side, where there were no technical schools and "colleges classiques" to build from, are accepted. The Protestant community has joined with the English Catholic community in a sincere effort to have the education of all the children of this province on a similar base.

Many words have been spoken on the differences between our two cultures, but where education is concerned, there are more similarities than differences. What the average English-speaking Quebecer desires for his child in education is fundamentally the same as what the French-speaking parent desires for his. Co-operation at the provincial level has now become fact. The next obvious step is to develop this at the area level (i.e. the Island of Montreal) and follow this, at the Regional Board level. Were we to have legislation directed towards such an evolutionary development, with a real participatory role for parents and teachers, then protests from the English-language community would be minimal.

It is with the background of these remarks that I present to you some proposals that have come from the "grass-roots" of our organization.

The Quebec Federation of Home and School Associations, formerly the Quebec Federation of Protestant Home and School Associations, (hereinafter referred to as "Quebec Federation") wishes to present

the Education Committee of the National Assembly of the Province of Quebec with the views of its membership on the proposed Bill 62.

Our membership is composed of some 18,500 families in 160 local associations in English Protestant Schools across the Province of which some 98 are on the Island of Montreal. The Montreal Island membership is approximately 14,500 families.

The following background details are furnished in order to make clear the fact that when Quebec Federation speaks, it can do so only after consulting its membership.

Business is conducted at the Annual General Meeting by the delegates from each school, who comprise the governing body of the organization. Each geographical area of the Province appoints its own area representative to represent the schools of that region on the Board of Directors, to conduct such business as may be delegated to the Board by the Annual General Meeting. The Provincial Executive, elected by the Annual General Meeting exists solely to administer the affairs of the organization as directed by the local members through their delegates and area representatives.

For the purpose of submitting this Brief, the opinions of every affiliated association on the Island of Montreal were solicited. In considering their replies, these locals in most cases did not restrict themselves to their paid-up members, but included all parents of children in the school to which the individual Home and School is attached.

To draw the widest possible opinion from parents, Quebec Federation invited parent associations not as yet affiliated with Quebec Federation to express their view through us, and several of them accepted.

Quebec Federation therefore feels that it may fairly claim that it is expressing the opinion of the vast majority of non-Catholic English-speaking population of the Island of Montreal.

Attached to this Brief is the Questionnaire and Information material which was sent to all our affiliated locals and the parents associations mentioned above.

It is our desire to encourage the establishment in the Province of Quebec of a system of education that will provide for all children of this province the necessary tools and

philosophical background to enable them to compete successfully with other citizens of our country, our continent, and our world, and to participate as knowledgeable and responsible citizens of the twentieth century.

The philosophy of "student-centred" education which was proclaimed by the Parent Report and which is presently evolving in the schools of this Province has our complete endorsement. Because this particular type of education involves close co-operation between parent, teacher, administrator and child, it is necessary that the educational structures of administration provide the most flexible atmosphere possible at the local school level.

It is the contention of this body that Bill 62 fails to provide this. While it has taken the outward form of the recommendations of the Parent Report in providing for an Island Council, Unified School Boards and School Committees, the process of election and the responsibilities given to these bodies are greatly altered. For example: the Island Council under Bill 62 (Division IV) is appointed by the Lieutenant Governor in Council directly, even though eleven of the 15 must be appointed from the eleven boards. This same Council is given the powers of taxation, ownership of property, and many of the other functions of the present School Boards. The Parent Report, on the other hand, recommended a "Council of School Development" with an advisory function, elected by the school boards and the electoral colleges, with only two of the 16 members appointed by the Minister of Education. The School Boards retained their present powers of taxation, ownership etc. subject to the suggested assessment and tax rate of the Council.

Our basic principle is that reorganization of the school administration on the Island of Montreal should begin at the level of the school.

Because the school itself has the most direct effect upon the child, parent, teacher and administrator at this level must become the focal point of administration, and all other administrative functions should grow from this basic unit. The definition of a school provided in Division III, Section 622 of Bill 62 is not clear. It is uncertain whether one principal would be in charge of

## Answers to questionnaire summarize major views

Quebec Federation's brief regarding Bill 62 is based largely on a questionnaire sent to all H&S associations on Montreal Island including some which are not supporting members of Federation. The replies are tabulated below.

Answers shown separately for associations at schools under the jurisdiction of the Montreal Board and the others, on the west end of the island. Response off-island is not included in this summary, as

Bill 62 applies only to the Island of Montreal.

Response was based on views of association executive committees, special study groups set up for the purpose or general meetings of the membership, as time and conditions dictated.

Needless to say there was a great mass of miscellaneous comment or alternative views which were incorporated, where possible, in the consensus provided by the final brief.

### GENERAL QUESTIONS:

Do you agree in principle with:

		P.S.B.G.M. AREA	WEST OF MONTREAL
1. An Island Council for tax, evaluation and assessment?	Yes	54	19
	No	6	1
2. An Island Council for tax distribution?	Yes	48	17
	No	7	3
3. A Unified School System at the Island Council level, with French and English School Boards?	Yes	56	19
	No	4	1
4. A Unified School System?	Yes	8	1
	No	50	18
5. If "YES" to 4 — a direct means for pedagogical (curricula) control of French language and English language schools within a unified system	Yes	8	1
	No	0	0
6. If "YES" to 4 — would you prefer division of Boards as outlined in:-	Bill 62	0	1
	Parent Report	8	0

### ISLAND COUNCIL:

Elections: as proposed by:	Parent Report	13	2
	Page Report	45	14
	Bill 62	0	0
	Other	7	4

Functions: as proposed by:	Parent Report	15	4
	Page Report	40	13
	Bill 62	4	2
	Other	7	1

### SCHOOL BOARDS

Elections: as proposed by:	Parent Report	10	0
	Page Report	45	12
	Bill 62	3	4
	Other	6	4

Functions: as proposed by:	Parent Report	12	4
	Page Report	46	13
	Bill 62	1	1
	Other	5	2

### SCHOOL COMMITTEES:

Elections: as proposed by:	Parent Report	11	1
	Page Report	29	11
	Bill 62	15	6
	Other	6	1

SUPPLEMENTARY QUESTION: Should parent's right to choose language of instruction (French or English) be embedded in Constitutions of Quebec and Canada?

Yes	51	17
No	0	2

several confessional divisions, or if one building might contain several "schools".

1.—WE WOULD RECOMMEND THAT A PRINCIPAL, TEACHERS, AND STUDENTS FOLLOWING AN ELEMENTARY OR SECONDARY SERIES OF COURSES OF A PARTICULAR CONFESSIONAL AND LINGUISTIC CURRICULUM BE DESIGNATED AS A "SCHOOL", WITH THE APPROPRIATE SCHOOL COMMITTEE.

A serious omission from the functions of the School Committee in Bill 62 (as presented in Division III, Par. 2, Section 623) as compared with the recommendations of the Parent or Pagé Reports is the responsibility for the acceptance or rejection of regulations of the school authorities affecting specific applications of confessionality or non-confessionality in the school. (Parent Report Recommendation 35, Volume 4). Because we feel that religion is primarily the responsibility of the parent as concerns his children

2.—WE RECOMMEND THAT CONFESSIONAL RESPONSIBILITY BE ADDED TO THE FUNCTIONS OF THE SCHOOL COMMITTEE.

3.—WE RECOMMEND THAT MORE TIME BE GIVEN FOR NOMINATIONS AND BETWEEN THE NOMINATION PERIOD AND THE ELECTION FOR BOTH SCHOOL COMMITTEE MEMBERS AND SCHOOL COMMISSIONERS.

This will ensure that those nominated will accept, and will enable to voting population to inform themselves of the qualifications of the various candidates.

4.—WE RECOMMEND THAT THE SCHOOL BOARDS BE DIVIDED ON A LINGUISTIC BASIS, AS RECOMMENDED IN THE PAGE REPORT (Recommendation 10, Pagé Report, page 113 English version.)

This recommendation is made "because we believe that this corresponds to the concrete sociological reality in Montreal" (Pagé Report, page 57, English version.)

This cultural duality has been elaborated upon in the Pagé Report, (page 23, et seq. and Page 44 et seq. and Page 57) and in the Bilingualism and Biculturalism Report (Volumes 1 and 2) and in the submission of the Montreal Catholic School Commission to the Pagé Commission, and therefore need not be dwelt upon in this Brief. Nowhere is it more obvious than on the Island of Montreal.

We would add to the above an expression of opinion from our own membership which feels that such a division is necessary:

- feels that such a division is necessary:
1. For control of English-language education by English-language educators.
  2. To enable parents, teachers and administrators to communicate more effectively to ensure the participation of English-language parents in the education of their children, and similarly French-language parents in the education of their children.
  3. Because many of the present administrative functions of the school boards will be taken over by the Island Council and it would appear that there would be an economic advantage to having 4 English School Boards and 9 French School Boards on the Island. These school boards would require a total of 13 pedagogical administrative personnel units, as opposed to a required 22 under a unified system providing courses in both French and English.
  4. As a basis for improved relationships between French and English educators, the geographical overlapping of French and English Boards provided in the

Pagé Report would offer more opportunities than exist at present. Such co-operation could lead to an evolution of unified boards that could come about harmoniously and naturally. (Page 57 of the Pagé Report). Further co-operative efforts are introduced at the Island Council level in the Pagé recommendations (see page 97 of the Pagé Report) through the two permanent pedagogical services.

While recognizing that many persons of both French and English background would like to see an end to the "two solitudes" in Quebec, and feel that unified boards might be one step towards this, we can only submit that, at the present moment in the history of this province, the majority of the English community cannot support such a decision because they feel that it will place in jeopardy the education of their children in the English language. This is particularly noticeable when one considers that even those who accept the principle of unification qualify their acceptance by insisting that such unification must spell out clearly in the Education Act that there will be a Director of English Language Education within each school board and that it must be written into the Act that school boards must be held responsible for providing such education. Some would extend this to the Department of Education itself.

School Boards under Bill 62 retain little power (Division 2, para. 586). Their prime responsibilities are limited to the fields of functional administration and confessionality of the schools. If the local school is to be encouraged to fit its programmes to the needs of the local community, certainly it is to the School Board that it will look for support. School Boards that have no flexibility in the matter of the school buildings they will use or in the manner in which they will spend their monies, will be limited in their ability to respond to local school initiative.

5.—WE THEREFORE RECOMMEND THAT SCHOOL BOARDS RETAIN THE OWNERSHIP OF BUILDINGS, THE RECEIVING OF GOVERNMENT GRANTS, AND ALL PEDAGOGICAL POWERS THAT THEY ENJOY AT PRESENT.

6.—WE RECOMMEND THAT THE ISLAND OF MONTREAL BE DIVIDED INTO REGIONS AS OUTLINED IN THE PAGE REPORT.

Whoever divided the Island of Montreal into the proposed eleven regions of Bill 62 does not seem to have been aware of the existing school facilities on the island. Many of the present large high schools have been cut off from their feeder schools by arbitrary demarcation. We suggest that the proposed divisions of the Island as drawn up in the Pagé Report be substituted. These were drawn up not only with the highway and railway systems of the Island in mind, but also upon the recommendations of the major school boards, who took cognizance of the location of schools and school populations, and also with the advice of the Montreal Planning Committee, who projected future population growth.

We urge that special consideration should be given to the Hudson-Pincourt-Ile Perrot area. The local Protestant Boards, in compliance with the Department of Education recommendation, joined with a Regional Board. The education of the children under these Boards is at present tied in with the Lakeshore Regional Board and it seems unfair that they should be penalized.

7.—WE RECOMMEND THAT ALL SCHOOLS AT PRESENT UNDER THE LAKESHORE REGIONAL SCHOOL BOARD BE INCLUDED IN ANY NEW MONTREAL ISLAND ORGANIZATION.

The powerful body presented under Bill 62 as an Island Council lends itself to political patronage through its system of appointments and to the status of a "Super School Board" through its powers. Such a body would be too remote to respond to initiative and needs at the local school level, when its concerns would have to cover the population of the Island of Montreal, a population larger than that of five of the provinces of Canada:

Let us make it clear that it is the imposition of the Island Council upon the Schools Boards and the School Committees with which we take issue. The appointment of the School Commissioners to the Island Council by the Lieutenant Governor in Council negates the democracy to be achieved by the election of members to school committees and school boards.

8.—WE RECOMMEND THAT THE ISLAND COUNCIL BE A DULY ELECTED BODY, ELECTED BY AND FROM THE SCHOOL BOARDS, AND THAT ITS JURISDICTION BE LIMITED TO ASSESSMENT AND COLLECTION OF TAXES, APPROVAL OF SCHOOL BOARD BUDGETS, PLANNING, AND CERTAIN SERVICES AS OUTLINED IN THE PAGE REPORT (page 111, Recommendation 20 of the Pagé Report).

## A possible alternative

If we return to the "individualized" educational philosophy of the Parent Report, it becomes evident that the structures to sustain such a programme must provide the maximum degree of flexibility. The student must be enabled to move from subject to subject or school to school with the least possible restriction. Polyvalent High Schools providing a wide selection of courses in both languages would be an obvious way to provide this at the Secondary level. Such flexibility could be provided, we feel, through co-operation between English and French Boards serving the same area and under a unified Island Council. It is possible that such operations may prove more efficient under a unified board structure.

The limitations of such unified structures at present are brought about largely by the very restricted number of bilingual teachers in both the English and French milieus. If we add to this the limited numbers of the population in many areas who could serve on boards which would have to deal with problems arising in both languages, we must admit that such boards would give rise to unnecessary problems at this time. The confusions caused by misunderstanding, not through ill-will, but through lack of knowledge of the second language might only serve to perpetuate present doubts and misapprehensions.

There is a minority of our membership who are ready to accept unified boards at the present time, but who limit their acceptance by two conditions:-

1. That such boards be created in a gradual logical way.
2. That there be added to the Education Act a means by which French educators would be directly responsible for curricula development and implementation in French-language schools and English educators similarly in English-language schools. This presumes that the same procedures in pedagogy at the Department level would be maintained to provide co-ordination.

This Island Council is to have direct control of the levying and spending of public monies and as such should be elected by those persons whose monies are involved. Because all residents are involved in the payment of school taxes, therefore:

9.—WE RECOMMEND THAT THE CITIZENSHIP REQUIREMENT BE REMOVED FROM THE RIGHT TO VOTE FOR SCHOOL COMMISSIONERS, SUBSTITUTING INSTEAD RESIDENTIAL (one-year) STATUS.

Our primary recommendation is that the Island of Montreal should be reorganized as proposed in the Pagé Report. It appears to be both the most practical and the least disruptive way to implement the stated aim of the Minister of Education (i.e. more efficient structures to provide equalization of opportunity). We have considered, however, other possibilities for such re-organization. These alternatives are outlined on the following pages. But, regardless of the final reorganization that may take place on the Island:

10.—WE RECOMMEND THAT ANY REORGANIZATION OF EDUCATIONAL STRUCTURES ON THE ISLAND OF MONTREAL START AT THE LEVEL OF THE SCHOOL AND BE ADDED TO IN A DEMOCRATIC MANNER.

The proposal which follows is a practical course of action to implement unified boards in accordance with these minority recommendations.

Progressive Changes, starting on passage of legislation:—

1. Establish School Committees as recommended in both Parent and Pagé Reports.
2. Regionalize present Catholic Boards still operating as "local boards".
3. Convert Lakeshore Regional and Protestant School Board of Greater Montreal to English-language non-Catholic Boards.
4. Provide for the election of all members of these Boards.
5. Re-organize the Montreal Catholic School Commission into five regional boards (as they have already initiated) with provision for election of all board members.
6. Establish a temporary Island Council for equalization of taxation. Such a council to be elected from the newly-formed regional boards, with provision for minority representation appointed by the Minister on recommendation of representative organizations.
7. Establish a Director of English-Language Education and a Director of French-Language Education at the level of the Ministry.

IN 3 TO 5 YEARS

8. Establish seven unified boards as proposed in Parent Report or use the nine French Board boundaries of the Pagé Report elected by electoral college formed from school committees and by universal suffrage. Such boards should take into consideration present buildings. (Please see page 8 of this Brief, line 7 et seq).

IN 4 TO 6 YEARS

9. Establish permanent Island Council elected from Unified Boards with taxation and planning responsibility and such other responsibilities as the School Boards designate to it.

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# Survey of parental views on French instruction

Long before current political developments started people worrying about the future of education in English, Home & School members were wondering why their children could not be taught to speak French by the end of high school days, and prodding their school boards into seeking better French instruction methods. Surveys had indicated that the great majority of parents of children in Protestant schools want their children to acquire a "working knowledge" of French, but no mass evaluation of opinion had been attempted until recent months when through the activity of Quebec Federation's "Better French Committee" and co-operation of the Protestant School Board of Greater Montreal, some facts have been established.

A questionnaire to PSBGM pa-

rents of children in elementary schools last fall was analysed by that body's data processing department with the collaboration of Messrs. Norman Loftus and Franko Scarfoni, with results released late in February. The summary of results that follows was written by Robert H. Usher, M.D.

Concurrently, parents throughout the province were invited to air their views by answering a questionnaire in last September's issue of H&S News. Close to 1,300 families responded, of whom 915 (with 2,349 children) were outside the PSBGM territory. In order to avoid duplication, answer of parents with children in PSBGM schools have been eliminated in the tabulation of answers below, which was prepared by Mrs. Anne Usher.

In September, 1969, parents of elementary school children in the P.S.B.G.M. were asked to fill in a questionnaire concerning their views on French instruction for their children.

The questionnaire was designed by the Quebec Federation of Home and School Associations in conjunction with the P.S.B.G.M. and circulated under their joint auspices. Its purposes were to determine 1. what degree of proficiency in the French language parents sought for their children; 2. whether the French program in the P.S.B.G.M. was considered adequate to achieve this end, and 3. for those parents who considered the present programme inadequate, to what degree did they wish it to be expanded.

Questionnaires were distributed to all pupils throughout the P.S.-B.G.M. elementary schools, and parents were requested to comple-

te one questionnaire for each child, with their responses relating to that particular child. Parents who considered the present French program inadequate were asked to indicate which one of the five progressively graded options for increased French instruction they would choose for that particular child for the next school year if all were available in their district without extra cost.

Responses to the questionnaire were analysed by the Data Processing Department of the P.S.-B.G.M. in January. The information obtained is presented in three tables, and summarised as follows:—

Sample size:— There were 25,830 questionnaires returned from an elementary school pupil population of 40,380. Of these 2,028 were not completed sufficiently for analysis so that this report is based on 23,802 responses, or

59.0% of the population. Proficiency in French desired:— For 10,485 children (44.8% of the 23,395 who answered this question) the parents wanted them "to be fluent enough in French by the time they graduated from high school to participate in all aspects of life in Quebec". For another 7751 children (33.1%), the parents wanted only "a working knowledge of French adequate to earn a living using the French language". Parents of a third group of 4899 children (20.9%) would be satisfied with an ability "to understand and use French in simple everyday situations". Finally, parents of 260 children (1.1%) said that "my child's fluency in French is not a matter of concern to me."

Adequacy of the present French programme:— Of the 23,802 responses to this question, 7789 (32.7%) considered the present programme adequate, 15,767 (66.3%) considered it inadequate, and 246 (1.0%) considered it excessive.

Responses to this question depended in part on what level of proficiency the parents were seeking for their children. Of those who desired only sufficient French to handle simple everyday situations, only 33.7% considered the present programme inadequate. There were, however, 71.6% of parents who wanted a working knowledge of French, and 79.3% of parents who wanted their children to be fully fluent in French, who considered the present French programme inadequate.

Degree of increase in French teaching desired by those who considered the present French programme inadequate:— The choices here consisted of one of the following:—

1. The addition of extracurricular French, or an additional year in French without changing the regular academic programme.
2. A doubling of the present French programme by teaching some subject other than French itself in French, and starting French instruction in kindergarten.
3. Fifty percent of the academic programme taught in French.
4. All teaching in French except for English grammar, composition, and literature (75% of French), either among English or French students and
5. For kindergarten children only, a total French immersion programme in kindergarten and Grade one, with a bilingual programme thereafter.

These options were available only to those parents who considered the present programme inadequate.

Of the 15,767 who felt the present programme was inadequate, 15,214 chose one of the five options offered for increasing the amount of French taught.

Option 1. There were 3,978 or 26.1% who wanted to increase French without affecting the rest of the academic programme. This amounted to 17.3% of all responses to the questionnaire. Of these 862 opted for an extra year entirely in French as an additional year to the regular years of schooling, 1946 wanted extracurricular activities and non-academic subjects (e.g. music, gym) in French, 1633 optional French classes after school, 1033 optional summer programmes in French, and 1311

exchanges between English and French schools (multiple choices were possible within Option 1.).

Option 2. The 8159 wanting a doubling of the present French programme comprised 53.7% of those who considered the present programme inadequate, or 35.6% of all respondents.

Option 3. There were 1621 people (10.6% of those who considered the present programme inadequate and 7.0% of all respondents) who wanted their children taught half the time in English and half in French.

Option 4. There were 940 people who wanted an entirely French programme (except for English language teaching itself) for their children, comprising 6.2% of the parents who considered the present programme inadequate and 4.1% of total respondents. Of these, 404 wanted this programme among English speaking, and 368 among French speaking pupils, while 202 did not state their preference.

Option 5. Of the 2790 total responses for kindergarten children, 494 wanted a total French immersion programme in kindergarten and Grade 1 (option 5), 53 wanted an entirely French programme except for English language instruction (Option 4) and 131 more wanted a 50% French programme (option 3). These three groups comprised 36.6% of responses from parents who felt the present programme was inadequate, and 24.3% of total responses for kindergarten children.

Relation to proficiency in French desired:

It was noted that options 3.4.

## Answers to News questionnaire outside PSBGM area

		Lakeshore Area (707 children)	Montreal Area off-island (1285 children)	Remainder of Province (357 children)	Totals (2349 children)
1. Are you satisfied with the present system of French instruction in the schools which your children attend?	Yes .....	22.8%	37.4%	40.3%	33.5%
	No .....	67.5%	44.6%	41.5%	51.0%
	Don't know ...	9.6%	17.9%	18.4%	15.5%
2. How well do you want your children to know French by the time they graduate from high school?	a) To understand and use French in simple everyday situations	14.4%	23.0%	19.5%	20.2%
	b) To have a working knowledge of French adequate to earn a living using the French language	38.3%	41.6%	40.2%	39.8%
	c) To be fluent enough to participate in all aspects of life in Quebec	48.0%	35.4%	40.4%	40.0%
3. Which of the following programs would you choose for your children?	a) An increased program of French instruction: e.g. a minimum of one hour per day for teaching in the French language and at least one subject to be taught in French, e.g. geography	40.0%	36.9%	44.2%	41.2%
	b) A bilingual program: in which instruction is completely in French in Kindergarten and Grade 1; from grade 2 continuing through elementary school, a course in the English language arts is added. While this is only a suggested option, it is hoped that it would be flexible enough to permit children to enter this program at certain points in the elementary system	23.4%	17.0%	19.8%	19.3%
	c) In the high schools, an intensive French program which would provide the opportunity for students to achieve fluency in French	36.6%	45.9%	36.8%	39.6%



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and 5 (50-100% of instruction in French) were selected by 1.8% of parents who wanted their children to learn enough French for simple situations only, by 7.9% of those wanting a working knowledge, and by 22.1% of those seeking fully fluent proficiency in the language. Parents desiring fluent children seemed to be realistically aware of the teaching investment that would be required to attain their goal.

**Correlation with language of the home:**

Parents from the 1509 French-speaking or multilingual homes more often wanted a 50-100% French language teaching program than did parents from English speaking homes (25.7% vs. 12.9%).

**Correlation with duration of residence in Quebec:**

Parents who had lived in Quebec less than two years considered the present program inadequate less often (42%) than those who had lived here 1 to 9 years (58%), while 69% of those who had lived here 10 years or more considered the programme inadequate.

**Correlation with children's grade in school:**

There was little difference between parents of different grade children in their dissatisfaction with present French instruction; which 62.5% of kindergarten children's parents and 66.2% of seventh graders parents considered inadequate.

**Correlation with school district:**

There was a pattern apparent in the responses indicating that the districts of higher socioeconomic class had more parents dissatisfied with the present programme.

and more who wanted a large increase in French instruction than the poorer districts. While 7% of parents in District 2 (Eastern Montreal) and 3 (Verdun, South Central) wanted a 50-100% French programme, such a programme was desired by 15 to 20% parents in District 1 (Roxboro, Dollard, St-Laurent), 4 (Mount Royal, Outremont, Cote des Neiges) and 5 (Westmount, NDG).

**Conclusions:**

On the basis of 23,802 responses to a questionnaire it is evident that two-thirds of parents with children in elementary schools of the P.S.B.G.M. consider the present French language instruction programme inadequate to meet their children's needs. There exist wide differences in the amount of French language instruction different parents want. While 34% desire no increase in the present programme, 17% want more French outside of the regular academic programme, 36% want the present academic time allotted to French to be doubled, and 13% want 50-100% of teaching time to be in French. Parents seem to be requesting the ability to choose between several different streams of intensity of French instruction for their children. Interest was expressed in developing readier access to the French schools with 1311 people requesting an exchange programme with French-speaking students and 368 more desiring to have their children educated for at least one year in the French system.

## Ground rules for McGill

McGill University officials have announced a 1970 admissions policy in a statement of which these are the highlights:

The college-equivalent program at MacDonald College will be expanded to accommodate "at least 700" students. In addition to the existing physical and biological science programs, an arts program will be offered;

The maximum number of first-year college-equivalent students to be admitted on the Montreal campus in September is 1,350, due to crowding with the move of McGill's faculty of education and St. Joseph Teachers College to the campus. These moves will result in an increase of about 1,000 students over the present 12,545 on the Montreal campus.

Because of the prevailing situation, it may not be possible to admit all those with minimum entrance requirements though all students granted early acceptances before June 1 are assured places, and a number of places will be retained for those whose applications were deferred and were not granted early acceptance.

The full new three-year program, with a comprehensive curriculum, will be brought into being in 1971 when the first large number of CEGEP and College-Equivalent graduates are ready for admission. In the meantime, 1970 will be a transitional year during which a limited three-year program will be offered to accommodate French-language CEGEP

## No longer "Protestant"

# Non-sectarian again

After a number of years during which Home & School in Quebec was identified as a federation of Protestant associations by government request (if request is the right word), Quebec Federation has been allowed to revert to normal non-sectarian nomenclature.

The change became legal with publication of the Nov. 29 issue of the Quebec Official Gazette which contained the announcement below on page 6674, which was duly registered on Dec. 9 in Book 1521, page 81 of the archives of the Provincial Secretary.

Ours is the only federation of H&S Associations in Quebec and its membership covers thousands of non-Protestants — Jews, Catholics, Moslems, other sects, atheists and agnostics — so the return to the original name will be welcomed on all hands.

## PROVINCIAL REGISTRAR'S OFFICE

### Quebec Federation of Home and School Associations

Notice is given that the Minister of Financial Institutions, Companies and Cooperatives has approved the general by-laws of the corporation "Québec Federation of Protestant Home and School Associations", incorporated by letters patent dated the 27th of August, 1959, changing its name into that of "Quebec Federation of Home and School Associations".

LS-PHILIPPE BOUCHARD,  
Deputy Minister of Financial Institutions, Companies and Cooperatives.

graduates and others qualified for admission at this level.

The number of transfer students from other institutions will be limited for the above reasons.

As a result of the new educational system, there was a significant decline in the number of non-Canadian students as well as those from outside Quebec admitted last year. But the University will

continue to welcome applications from such students and hopes to admit a number of "good students" in 1970.



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## Education Show in April

For the third consecutive year, the Quebec Education Show will take place at the Place Bonaventure Exhibition Hall, Montreal, on April 9-11. The show is a market place for the latest educational equipment available to the Quebec market.

The 1970 Show for the first time will feature the "Montreal Science Fair". This is a fair organized by interested groups from industry, universities and colleges. These include the Montreal chapter of: The American Society for Metals, The Canadian Association of Physicists, the Canadian Mathematical Congress, the Chemical Institute of Canada, the Engineering Institute of Canada, the Institute of Electric and Electronics Engineers, the Quebec Association of Chemistry Teachers, the Royal Meteorological Society, La société dentaire de Montréal and the National Association of Corrosion Engineers.

All high school students are eligible to enter projects, which may be in the field of natural sciences or mathematics, to compete for university scholarships, to be awarded by the Department of Education. Two individual contestants, irrespective of the class, will also be selected to represent the Montreal area at the Canada-wide science fair. Prizes will be awarded to the winners on stage in the Exhibition Hall on Friday evening, April 10.

Another important feature at the show will be an extensive exhibition of school architecture, showing the latest trend in school

and university design. This display is under the direction of the Province of Quebec Association of Architects.

The exhibition will enable educators to see and compare new materials, educational methods and equipment for operation and maintenance of a modern school. Visitors will also have an opportunity to compare price and quality before purchasing new or replacement equipment.

The Quebec Education Show is produced by Trans Canada Expositions Limited, a jointly owned subsidiary of Southam Business Publications Limited and MacLean Hunter Limited, Canada's two largest trade show management companies.

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# Workshop studies special interests of high school H & S associations

A workshop was held on Jan. 23 for all high school H & S presidents, area representatives, vice-presidents and committee chairmen to focus attention on the role of home and school associations at the high school level.

The intention was to provide for a free and spontaneous exchange of opinion on the many activities and programs carried on by high school home and school associations. In this way we hoped to assess our work and to see to what extent we are answering the needs of the students, and to what extent we need to investigate new ideas and initiate new activities.

Among the home and schoolers who were involved in projects of particular interest, the following were invited to speak:

Mrs. Joan Dougherty, former area representative and Annual Meeting and Conference Chairman, of Quebec Federation and now a school commissioner, Town of Mount Royal, on "How Home & School Associations can help high schools identify the problems of youth, understand them, and try to solve them".

Mr. Tony Cornford, president of Mary Gardner Home & School Association and Advisor-Consultant to Chateauguay Valley Regional School Board, South Shore Regional School Board, Montreal Catholic School Commission and other schools as well, on "Juvenile social problems — some steps to understand them and deal with them".

Mrs. Peggy Mackenzie, president of Howard Billings Home & School Assn., on "The moral and social development course at Howard Billings High School".

Mrs. Barbara Guard, president of Montreal West Home & School Association, on "Summer theatre — community project".

Mr. Maurice Hauser, president of Heroes' Memorial Home & School Assn., Cowansville, on "The high school campus at Cowansville — an exciting experience".

Mrs. Joan Dougherty raised some very important and challenging questions such as:

- \* What is education all about?
- \* What can home and school do to narrow the gap in understanding between the home and the school?
- \* What about guidance? Can we expect the school to do more to help young people choose their course of study and future direction?
- \* What about the emotional and social development of the child? What do we expect of the school with respect to this?
- \* What is democracy? We should teach our children the process of expressing criticism in an orderly fashion.

She suggested that a confrontation had to take place between all those involved in education to determine the order of priorities in education. She said that pressure put on school boards by parents was listened to, and that parents should not hesitate to direct their opinions to their school boards.

The problem of drugs stated by Mr. Cornford was discussed at some length. Many people were interested in the moral and social development course described by Mrs. Mackenzie at Howard Billings High School. The question was raised as to whether such a course needed to be tied to religion, or whether a similar course could not be developed without the religious aspect.

Mrs. Barbara Guard described a summer theatre object in Montreal West in which young people were involved, and for which they received wide acclaim. Mr. Maurice Hauser spoke of the Polyvalent Massey-Vanier High School in Cowansville, in which two high schools, French and English, live side by side on the same campus.

Here, the French and English students share some facilities, such as the cafeteria and gymnasium, and join in interscholastic activities. The school boards hold joint meetings, and the Bilingual Social and Cultural Committee at Cowansville sponsors many events.

In view of the heated debates going on a present on Bill 62 and unified school boards, the Polyvalent Massey-Vanier High

School at Cowansville presents an important example for others to consider.

## Dorothy Frankel honoured at PAPT convention

Recent years have seen one crisis after another for the teaching profession in Quebec, highlighted by Bill 25 and the endless negotiations (not settled yet in some areas) for new collective bargaining contracts.

The best friend the teacher had in these political struggles was the interested and informed parent, organized and represented by Home & School. And throughout the most difficult period, H&S was represented at countless public meetings, press, radio and TV interviews by President Dorothy Frankel, who retired last May after a hectic two years in that office.

While the evening did not permit a sufficient discussion of each subject, it did allow for a good exchange of ideas and experiences, and doubtless will inspire further activity. To follow this up there will be a further session on high school education at the Annual Conference in May.

Mrs. Dorothy Frankel's untiring and inspired support for the teaching profession's efforts to maintain and improve educational standards was recognized at this year's annual convention of the Provincial Association of Protestant Teachers, when she was honoured with a presentation and citation for her "outstanding contribution to education."

Only those who are close to Home & School activities, perhaps, can have an idea of the endless activity and dedicated commitment required of a Quebec Federation president these days, and therefore how well-earned was this latest honour to Dorothy Frankel.

Esther Marks

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