

QUEBEC HOME & SCHOOL NEWS

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Promote educational progress — observe

HOME & SCHOOL WEEK • SEPT. 23-28

YOUR OPINION IS NEEDED!

What action should parents propose to help speed teacher negotiations?

Concern about the possibility to a teacher's strike led to formation of a special Action Committee of Quebec Federation during August to consider what parents might do in the present situation.

The Committee has produced four specific suggestions. Federation needs the opinions of Protestant parents as to which is best — an opinion that will be communicated to all other provincial federations of parents (French, English, Protestant and Catholic) for possible joint action.

AS YOU WILL PROMPTLY REALIZE, THIS MATTER IS URGENT!

Check one, or express an order of preference, below.

Add name, school and remarks if you wish — strictly optional.

THEN MAIL IT IMMEDIATELY TO

Quebec Federation of Protestant Home & School Assns.
4795 St. Catherine St. W., Montreal 6.

I believe the following action by Federation would best express the wish of parents regarding action by them on the teacher negotiations. (Check one, or express an order of preference).

1. Home and School throughout the province should call meetings or public forums inviting their local school boards and teachers to state their case before the public and give their reasons for difficulties in arriving at a compromise.
2. Submit to ALL School Boards and Teachers Organizations in the province a petition urging them to consider the welfare and education of the children of this province a matter of prime importance and to submit to whatever compromise the Conciliator should propose. (This is the equivalent of an injunction).
3. Recommend to the Conciliator, the Provincial Government, the School Boards and the Teacher Organizations that those areas on which agreement has been reached or can be reached within the next month be contracted at the Provincial level for the year 1968-69, with negotiations to continue on other areas until such time as agreement has been reached or June 1, 1969, whichever date comes first, and that teachers come to agreement with their local boards for this year on the basis of last year's conditions.
4. Recommend to the Conciliator, to the Provincial Government, to the School Boards and to the Teacher Organizations that negotiations be concluded on a three-year term with stipulation that all previously acquired rights be honoured, but that any newly acquired rights shall be on a provincial basis only; that no Board shall have to lower its teacher-pupil ratio and that all Boards and Teacher organizations shall have the right to progress to the highest standard of facilities achieved within the group.

It is the desire of the Quebec Federation of Protestant Home and School Associations that any action taken by this group with respect to Teacher negotiations will be submitted to all other Parent groups in the province through the Council of Six, and that these other groups will then have the opportunity to join with us in such action or to supplement it with action on their part.

NAME, SCHOOL AND REMARKS (if you wish)

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Parent's role vital in education picture now more than ever

Quebec Federation's introduction of "Home & School Week" at the end of September last year proved to be such a resounding success that it is being repeated this year.

What is more, its success had a lot to do with the designation of October as Home & School Month across Canada by the Canadian Home & School Federation at its annual meeting this summer.

Home & School Week provides a target date for the year's first general meeting of local associations and the canvassing for membership that takes place about that time.

This last summer's bulging budget of educational news, as reported to the left and in a number of other stories in this issue, makes it crystal clear that the participation of parents in Quebec education is vital.

That participation can only be expressed at the provincial level by Federation — and the strength of its voice depends on the extent of membership. Not just total membership, but as a proportion of the number of parents involved.

Some H&S locals include over 90% of potential membership, providing a target for everyone in this tremendously important school year.

Here are some remarks of President Dorothy Frankel on the subject, in a letter recently to membership chairmen:

We enter the new school year with unrest amongst our teachers because their contract negotiations are still incomplete; the school boards trying to plan for the implementation of ungraded schools are limited by lack of funds; the plans for the first English-language CEGEP originally set for this year have had to be abandoned, and at the earliest cannot be available for another year; and there are a number of other vitally important matters which will affect the education of every child.

Parents will be called upon to express opinions on these and many other topics, but in presenting them to the appropriate authority, your Federation can only voice the views of its paid-up membership — and numbers count! If the parents of the children in your school want an effective say in the education of their children, they must be paid-up members of your Association and this Federation.

... and let's make October Home & School Month

QUEBEC HOME & SCHOOL NEWS

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Editor, C.R. ELLIS

Telephone: 932-6460

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Critical mind, compassionate heart

As may be indicated by the contents of these pages, this has been a mighty busy summer in education in Quebec.

By way of example, we have had the non-negotiation of a province-wide teachers' contract. We have had a series of three reports from the Superior Council of Education that were critical of government policy, followed by the non-reappointment of its distinguished chairman, Jean-Marie Martin. We finally, after the founding committee resigned in disgust, have authorization for an English-language Cegep or Gate junior college. And we have St. Leonard.

The tragedy of the St. Leonard fiasco, as the news media have pointed out, is that it strikes such a savage blow at a rapidly-growing atmosphere favourable to bilingualism throughout Canada. It is hard to believe there will not be a backlash in other parts of the country.

French-language rights recommended by the Bi and Bi Commission have led to proposed legislation at Ottawa and in several provinces. The proposals would do more for French culture outside Quebec than anything that has been done since Confederation. The most effective action to counteract this progress has been what?

A majority of voters in a small Montreal suburb elected the Catholic school commission they wanted, as is their democratic right. That school board has decided that it will educate its students solely in French, as is its democratic right. The only fly in the ointment is that no one has done anything to maintain democratic rights of the dissident minority whose children have been educated in English in the past.

The villain in this piece about minority rights, it would seem, is the Quebec Department of Education which, at this writing, still is standing idly by. Idle, that is, except to remind everyone — especially Ottawa — that education is a field that is completely a provincial responsibility.

It is hard to see how the Department of Education can avoid its responsibility in this matter. At the same time, most of the voters who elected the current government are French-speaking, and some of them have pretty strong views. Politics is a tough life.

We heard the expression somewhere that today's educational picture should be viewed with a critical mind and a compassionate heart. Revolutionary changes take time, and mistakes are made, so the compassionate heart is a good thing — but let's not forget the critical mind.

Harold Young's retirement

As schools across the province reopen, someone being sadly missed in educational circles is Harold Graham Young, who retired this summer after 36 years of distinguished service to his profession, including many offices in the Department of Education.

Home & School will miss Mr. Young too. His knowledge and competence are widely recognized. His able use of words, both spoken and written, is much admired. His sense of humour and deft wit are among the qualities which have lightened many an hour for those around him.

We hope that his retirement will be only temporary in nature. The community needs the continually useful endeavour of such men as Harold Young.

Entrance requirements change

No room for would-be teachers

Applications for teacher education at McGill this year have almost doubled to 2,000 from last year's 1,228, says C. Wayne Hall, Dean of the Faculty of Education. However only 800 will be admitted.

Additional staff has been engaged by the Faculty. But there is a severe shortage of classroom space. Facilities were strained by last year's enrolment of 1,300 and no additional classroom space is available this session. The faculty has had building plans for three years, but they have not been approved by the Quebec Government.

This year the University, and the Quebec Department of Education's Protestant Central Board of Examiners have agreed to allow a registration of 1,500. (The Board is the body which grants teaching diplomas to students who have successfully completed courses in teacher education.) About 700 returning students are expected, about the same number as last year.

"Preference will be given to students with the highest academic standing," says Dean Hall.

Of those rejected, students having completed Grade XI and applying to enter the two year course for the Class II diploma are advised to complete Grade XII and re-apply in 1969 for the one year course.

University graduates applying for the new one year Diploma in Education, and who haven't met the academic requirements in teaching subjects are advised to take courses in those subjects and also to re-apply in 1969. Teaching subjects are those such as English or History which are taught in schools.

For the Diploma, a student must have a minimum of six of these credits in his undergraduate programme. He may have taken all six credits in a single subject, or have three in each of two subjects.

A student with a degree but no teaching-subject credits could take the Class II Diploma and later take academic subjects to obtain the Class I Diploma.

Previously students in the course leading to the Class I Diploma had only to have satisfactory standing in an undergraduate degree.

The Faculty is supported in its raising of admission standards by the Provincial Association of Protestant Teachers, and other professional bodies in the province, says Dean Hall.

For some time these bodies have been concerned with raising standards in the teaching profession, something this year's influx of applicants will allow McGill to do while still supplying enough teachers to staff the Province's Protestant schools.

In spite of the change in admission policy and restrictions on registration, Dean Hall anticipates that about 700 teachers will be graduated from the Faculty in the spring of 1969. This is an increase of about 200 over any previous graduating class, and "should meet the immediate needs of the school boards."

In dealings with other teacher education centres the Faculty has found that the sudden jump

in applications has occurred across Canada, says Dean Hall.

He thinks there are probably two reasons: An improvement in the calibre of applicants would suggest that teaching as a profession is increasing in popularity. An increase in the number of university graduates applying might be due to the difficulty

these people experienced in finding employment this spring.

The Faculty is studying the feasibility of "in the near future" certifying as teachers only those candidates who take the four-year Bachelor of Education course, or who enter a one-year programme following graduation with an acceptable B.A. or B.Sc. degree.

...and a previous note

Entrance standards for students wishing to take up education as a career will rise next year, as indicated in this letter to President Dorothy Frankel of Quebec Federation.

Dear Mrs. Frankel:

Thank you very much for your letter of April 1 regarding the new entrance requirements for programmes in education.

The Faculty of Education will become responsible for admitting all students and setting the admission standard commencing in September 1969. We have already decided that a minimum of second class standing (65%) will be required to enter the diploma

courses. In addition, students will have to have a minimum of two credits in each of English and French and one credit in each of science (including geography), mathematics and history. The remaining three credits may be in any subjects for which high school leaving examinations are written.

This is only the first of a number of steps we plan to take in our attempt to upgrade the status of the profession.

Many thanks for taking the trouble to write to us.

Yours sincerely,

Myer Horowitz

Assistant Dean

Faculty of Education

STUDENT ACCIDENT INSURANCE

The enrolment in the Voluntary Accident group plan sponsored by Quebec Federation of Protestant Home & School Associations is now being conducted. Parents have the choice of four options —

1. Full 24 hour coverage including summer vacations,
2. Full 24 hour coverage excluding summer vacations,
3. School activities coverage only which includes travel to or from school,
4. Same coverage as in 1 but excluding medical bills since some Parents may have a Group Medical Insurance Plan.

The Student Accident Plan is one of the broadest comprehensive coverage available at such low cost due to the group purchasing power and the mass enrolment being done through the schools. Complete details about the plan are outlined in the enrolment application-brochure form handed out to students at the school or given the Parents at Home & School meetings. Enroll your children right now for immediate protection.

For additional information about the plan, contact your

Home & School Insurance Convener or phone:

STUDENT INSURANCE DIVISION

CONTINENTAL CASUALTY COMPANY

5 PLACE VILLE MARIE

866-3851

Two major differences in teacher-board views summarized in Quebec Federation study

"For approximately one thousand collective agreements we must substitute one work contract which can logically fit into the present pedagogical, social and economic context" — Judge Jean-Charles Simard, J.C.P.P. This is the complex problem with which teachers, school boards and the Provincial Government are wrestling.

In its effort to bring the education of ALL children in the Province to a basic equality, the Government deems it necessary to place all Quebec teachers under one contract, thus inhibiting some areas of the province from attracting better-qualified teachers by offering more favourable contracts, terms which other areas would be financially unable to offer.

To achieve this it seems to be necessary to effect a 'levelling off' so that some of the 'acquired rights' of certain groups of teachers will have to be cut back. These rights extend to such areas as salaries, working conditions, teacher work load, job security, and health insurance. To attempt to bring the whole province up to the highest standard obtained by any one group would be financial suicide for the Government. This objective must be reached by a gradual process.

To attempt to elucidate all the differences between the various teacher organizations and the Boards would obviously lead to a repetition of Judge Simard's Report (quoted above). Two major disagreements of particular interest to parents will be outlined — participation and teacher work load, areas where teachers and boards seem to be furthest apart.

Teacher Participation

TEACHERS: As professionals, teachers are insisting on direct fifty per cent participation with Boards on such decision-making committees as those on curriculum and methods, teacher classification and promotion, and others dealing directly with pedagogical or teacher-welfare concerns.

BOARDS: While accepting the principle of obligatory consultation with teachers on these matters, maintain that as duly elected representatives of taxpayers and parents, all final decisions must be taken by the Board members ONLY.

COMMENT: Good education depends fundamentally on the teacher-child relationship. Teachers, vitally concerned and involved with the education process

should be responsible for major decisions involving education (e.g. the implementation of Regulation I depends primarily on the teacher accepting the principles involved and finding ways and means to bring these into effect in the classroom experience.) On the other hand the ultimate control of the spending of public funds must remain in the hands of the citizen. Since the only direct control that the citizen has is through an elected school board, all major decisions must be made with the approval of a majority of these elected representatives. Perhaps a division of powers which would leave the majority control with the Board but which would include teacher participation could be worked out.

Teacher Workload

TEACHERS: The subject is approached by teachers from a different base. Their terms ask for 15 hours teaching of 30 pupils per week at the secondary level and 18-20 hours teaching of 30 pupils per week at the elementary level. Very limited extra-curricular hours are suggested, and no supervisory or secretarial duties.

BOARDS: A teacher-pupil ratio is suggested by the Boards in their offer which suggests 1 teacher to 17 pupils at the secondary level, and 1 to 28 at the elementary level and 1 to 40 at the kindergarten level. Protestant Boards have traditionally relied on teachers to do a great deal in the way of extra-curricular work, which many good teachers have provided to our students. Such a situation occurs more rarely on the Catholic side. The Boards' position on these aspects is vague.

COMMENT: This is perhaps the most difficult of all the clauses of the contract to resolve, since the working conditions of the teachers of the province vary according to factors of numbers, economics and even geographical position. In some Boards teacher-pupil ratios are already at the 1-25 level, (not including vice-principals, librarians, guidance counsellors, and similar specialists). Obviously to impose this standard across the province would be uneconomical. But teachers who are working under these terms would find it difficult to revert to the

lower levels. The Lakeshore Teachers' Association has put forth a brief indicating that such levels may be necessary for the proper implementation of Regulation I. Sympathies must lie with the teachers in their desire to rid themselves of clerical duties which should be done by clerical personnel. However, parents have witnessed the benefits to students of teacher participation in extra-curricular activities and feel that such participation should be included in any contract.

While it is understandable that a teacher would want clear definition of the hours of work expected of him (her) in any contract, on a Provincial basis this would seem to be impossible, since the local administrator is in a better position to assess the needs of the school and such specifics would appear best left at the local level. Therefore, it would seem reasonable that some formula prescribing a teacher-pupil relationship would be more feasible at the provincial level.

All this, of course, does not include the areas of specialists, principals, guidance counsellors, medical personnel, etc. But parents should remind the Government that if our efforts to make ourselves truly bilingual are ever to be attained, some cognizance of this fact must be made concerning French and English specialists in the elementary schools.

General Comment

To assess the situation as revealed in Judge Simard's Report, it would seem that Teachers and Boards are approaching some degree of agreement on many items in the contract, although there are some other outstanding areas of disagreement such as the definition of a teacher as applied to the contract, social and job security positions, and commencement of guaranteed income in sickness and accident cases. This latter is of particular importance to the teaching personnel. The 'bank of days' system under which many of our teachers have worked, wherein an accumulation of a possible 15 days each year (not used for sickness or

accident) is totalled on retirement and the teacher reimbursed for this time, is not accepted by the Board for the future, except for those teachers already working under this arrangement. Instead a guaranteed salary effective after two days absence has been offered. This two-day interval is under serious dispute by the teachers, who claim that such delayed payment is not customary in most labour agreements today.

The Federation of Home and School Associations recommends that members consult with their teachers and school boards for more specific information.

THE EXECUTIVE,
QUEBEC FEDERATION.

Dawson College off and running

Frank McLaughlin heads first English-language junior college board

Dawson College, first English-language institution in the new junior college program, was formally announced by Education Minister Jean-Guy Cardinal on September 3.

Proposed date for opening remains next September, a target previously discarded as impossible by the organizing committee because of delays in authorizing the corporation to start functioning.

The man in charge of doing the "impossible" is Frank McLaughlin, chairman of the organizing committee which worked for a year to lay the groundwork and then resigned en masse on August 23 in anger and frustration at lack of government action.

Supporting Mr. McLaughlin on the Dawson College Board will be lawyer Richard B. Holden, notary Leonard Rosen, Charles D. Southmayd of the Protestant School Board of Greater Montréal and Dr. Samuel Madras, Dean of Science at Sir George Williams University.

The first of the English CEGEPs (which may come to be known as GATE colleges using initials of the English term General and Technical Education) had trouble getting launched. At first it had been hoped to start this year, but that became impractical.

Late last year the committee presented definite plans for action to the government. Early this year the pressure built higher for authorization if a start was to be made by September, 1969,

with representations by many interested bodies including Home & School and the Superior Council of Education.

To be located in central Montreal, Dawson College will point the way for a network of other similar institutions to serve English-language Quebecers either between high school and university or to provide technical training of value for on-the-job use. There are 22 French-language CEGEPs now in operation.

Earliest job of the Dawson College Board will be to appoint a principal and two vice-principals and to seek suitable accommodations for perhaps 1,500 to 2,000 students. It will, too, have to decide which courses will be offered at the beginning — and how to find equipment and staff for teaching them.

CEGEP board named for 1969 opening

First in province

CEGEP open September '69

English Disu

Mass resignation

CEGEP future

English junior college promised

Prompt action urged

UGEQ assails Quebec inaction more

on Dawson College charter

'Fantastic' job to be done

up junior college

English universit med for delay

Blocks College English junior college demanded by UGEQ

ents

port

Federation has the last word!

By sheer coincidence, Quebec Federation had the "last word" in the many demands of educators for action on Dawson College — a word that, happily, never reached the public.

A letter of protest from President Dorothy Frankel to the Education Minister was ready for publicity on August 30, the day before the Minister's latest self-imposed deadline for action, so it was decided to wait for the deadline to pass before issuing a release.

Duly issued the morning after Labour Day, the release was being handed CJAD's Rod Blaker, who has done much to spark public interest in education, when he replied, "Thanks — I'll put it in the file. I just got word from Frank McLaughlin that the announcement will be coming through this afternoon." And, happy day, it did.

Some parts of the message still are pertinent — the last two paragraphs of Mrs. Frankel's letter point to a lot of work still ahead. The release said, in part:

Alarm at the passing of the August 31 deadline for chartering an English-language junior college was expressed today by Dorothy Frankel, president of the Quebec Federation of Protestant Home and School Associations.

"We are delighted that French-speaking Quebec high school students now have 22 CEGEPs to provide advanced technical education

and fill the pre-university gap", said Mrs. Frankel. "The trouble is that we need equivalent action on the English-language front."

English-speaking Quebecers are united in wanting action, Mrs. Frankel said last week in a letter to Education Minister Jean-Guy Cardinal. Her letter read (in part):

"We suggest, Mr. Minister, that you are under the impression that the English-language community is sharply divided on this particular issue. In fact, the English community is largely united, with the exception of a very few dissident voices, and these dissidents are mainly concerned with the quality of education to be offered, rather than the actual over-riding principle of CEGEPs. Every major educational body in the English sector is in favour of the setting up of English CEGEPs.

"We still hope that the Charter for the first College will be granted before the end of this month (August) in accordance with your promise, so that a college of high quality, with a properly qualified teaching faculty and administration can be established and ready for operation by September 1969, and set the pattern for those to follow, and that all children graduating from High School in the Province of Quebec can have the opportunity to continue their education."

The new chairman of Dawson College has been too busy to do much public talking in the few days before this paper went to press, but he did express some of his early thoughts in an interview with Associate Editor James Ferrabee of The Gazette. Some answers to questions:

"Before long we should have an office, or telephone number at least," Mr. McLaughlin said. After office space is acquired, a series of major decisions will have to be made in rapid succession.

"We need three key people immediately," the new chairman said. "A director-general or principal of the college; a dean of academic studies and a comptroller or financial man. The faster we can find these men, the better, but certainly we should have them before the end of October."

Then come decisions about budgets, curricula (up to 75 courses could be offered according to government guidelines, but the choice will necessarily be limited the first year) admissions policy, hiring faculty and space for classrooms and laboratories.

But isn't the space problem a chief concern?

"Actually, it is really a secondary concern at the moment. We are prepared to rent commercial office space for the first year or so — in fact, we will have to.

"In the long term, the Ford Foundation has shown an interest in doing a study for a permanent

site. There is some new thinking now about accommodations for a college such as Dawson.

"It is natural to think in terms of centralizing the college in one or more buildings. But there are indications from some studies being done in the United States that the best approach might be to scatter the college buildings through a development area in the city.

"At any rate, whatever approach is decided upon, to think of having a campus of our own in three years may be optimistic," he said.

Mr. McLaughlin is enthusiastic about the CEGEP concept and the philosophy behind it.

He recognizes that the philosophy behind it will have to be sold to the English community in Montreal, and the province.

On the one hand, in the English community, students heading for university have traditionally leaped from 11th or 12th grade to first year university. When Dawson College, and the three or four other English CEGEPs are built, all university-bound students will be obliged to spend two years at a CEGEP.

On the other hand, the English community in the past has not taken much interest in post-secondary education other than universities. The students unable or unwilling to follow the university path have been given short-shrift.

The result was, in the case of universities, that many students

failed or dropped out after first year. In the case of other students, they have gone into the labor market inadequately trained. The CEGEP concept, it is hoped, will tackle both problems.

It is the comprehensive philosophy, just now being introduced at the high school, which the CEGEP is extending beyond 11th year, Mr. McLaughlin said.

"The age between 17 and 20 is perhaps the most important time in a person's life when choices are made about the future. All the options should be left open to the students during that period — and CEGEPs should help keep them open."

He pointed out, for example, the case of a student with an interest in applied science leaving high school. Now he would be heading for engineering school at a university. But due to a number of circumstances, he might fail first year.

At a CEGEP, this student might choose another field of specialized engineering (draughting, electronics) which he would be better suited for and which, in the end, would be better suited for him.

Despite experience on school boards and as chairman of the Dawson College organizing committee, Mr. McLaughlin does not consider himself a "pro" in the education field. But as a parent of five children ranging in age from one to 11 years, he has a vital interest in it.

First words from the chairman

St. Leonard problem assumes national importance

Local Catholic commission stirs up hornet's nest about English rights

A local political development relating to Catholic education arose earlier this year which might have been settled quietly by the Department of Education on the principle of Premier Daniel Johnson's clear declarations that Quebecers have an undeniable right to the language of their choice.

Instead it erupted early in September into a massive march on Parliament Hill that brought it into the national spotlight as a matter of human rights for Canadian citizens.

The development, of course, was a Catholic school board election in which ardent French-language advocates mustered the votes to elect commissioners who voted to discontinue teaching English in the area's elementary schools, phasing-out existing bilingual classes one grade per year.

It remained strictly a Catholic educational problem to be solved under the aegis of the Department of Education on the basis of Premier Johnson's declarations—presumably by ensuring alternative accommodations for displaced English-language students — until the start of this school year. At that time, when no alternatives had been offered, affected parents kept their children home and cried "Foul."

Then began a pronounced public awareness of the English-Catholic parents' problem. For many it raised spectres of what might happen to existing rights of other English-language Quebecers, Catholic and Protestant alike.

High point of subsequent events has been a march of some 7,000 to Ottawa on Sept. 12 charging "cultural genocide", an appeal that drew statements of support on the human-rights aspect from such disparate political leaders as Prime Minister Trudeau and Real Caouette.

At latest word, the affected St. Leonard parents had decided to

establish a private school to provide at least temporary facilities for their displaced Grade I children.

There is a limit to how much Protestants can say because — being almost exclusively English — their prejudiced view is extremely obvious. Escalation of the problem during early September, however, brought declarations from many sectors of the Protestant community, which has been advocating guarantees of language in education for a long time.

The Quebec Educators' Council, which speaks for the entire Protestant educational system in Quebec, for example, reiterated its position in wires sent to Prime Minister Trudeau, Premier Johnson, provincial opposition leader Jean Lesage, Education Minister Jean Guy Cardinal and high officials of the department of education.

"The Quebec Educators' Council re-affirms its position stated last June that all parents must have the right to select either English or French education for their children," the wires read. "We request immediate assurance by the Quebec government that this right will be respected."

The wires bear the signatures of R. S. MacLaren, president of the Quebec Association of Protestant School Boards, Allana Reid-Smith, president of the

Provincial Association of Protestant Teachers, Dorothy Frankel, president of the Quebec Federation of Protestant Home and School Associations, and Leslie Clark, president of the Quebec Association of Protestant School Administrators.

Another such representation, from the Lakeshore Regional School Board, was a resolution reading: "Where — as every resident of Canada should have the right to choose either French or English as the language of instruction for his children, wherever there is sufficient population to make this choice feasible;

"Whereas residents of the Province of Quebec have traditionally enjoyed this right;

1) That the Lakeshore Regional School Board strongly condemns any curtailment or denial of this right and reiterates its view expressed to the Council of School Re-organization in a brief dated May 31, 1968:

'All parents should have the option to choose for their children such confessional orientation or language of instruction as they see fit.'

2) That a copy of this resolution be forwarded to the local members of the provincial legislature, the minister of education and the premier."

Some of many post-meeting compliments

Among the many complimentary words said about last May's 24th Annual Meeting of Quebec Federation were these by Past President Collie Haden for Cedar Park H&S in the May-June issue of its bright publication Cedar Post:

With a registration of over 400, including Association officers and observers, representatives from provincial and city educational and welfare bodies — including University Student Unions — this was by far the best organized and the most engrossing of recent annual meetings. In its organization and in the reputation it now has, Federation may claim a place in education, and occupy it with assurance.

The business meeting on Friday was brisk, and included an Interim Report on the Religion and Morals Questionnaire in Home and School News (12% usable response from 16,000 families) and our own Resolution on Art Education. Mrs. P. Pfeiffer spoke to a Resolution on Drugs and Inhalants, and also presented a report from the Lakeshore Action Committee at an evening Workshop. In another Workshop Session on "Parent Involvement Projects". Mrs. McPherson and Mrs. Morris (and other Lakeshore representatives) contributed ideas from their experience with the French Classes, and there was a general trading of experiences in library, science, art and physical education projects.

French-only schools voted in St. Leonard 7,000

Cardinal 'powerless to act' St. Leonard crisis is local issue

St. Leonard March 1st Marchers obtain moral support from PM

St. Leonard reaction Switch possible to Protestant schools Encouraged by Trudeau

St. Leonard parents to continue fighting English RC to contest v French Manit

Alternatives in St. Leonard English Catholic parents consider own school board Phasing-out of English

Protect school rights, Trudeau tells Quebec

Parents plan private school Keep out of education Bertrand warns Ottawa Cultural genocide charges

St. Leonard being planned in St. Leonard

Students who know what's happening today make better citizens tomorrow.

The Montreal Star

160 rooms.
Coffee Shop
Swimming Pool
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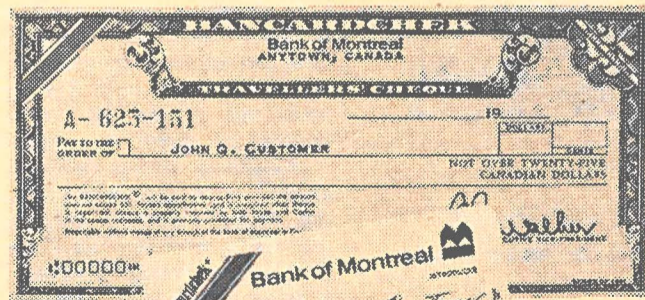
Banquet, Meeting and
Convention Facilities
10-300 persons

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Montréal 9, Qué.
731-7821



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- Guaranteed by Bank of Montreal.



See your local branch soon.
Bank of Montreal
Canada's First Bank

What about academic failure of the brilliant student?

Abstracted from an article by
KURT KOERBEL, M.A.
Psychologist-Counsellor
Montreal Institute of Technology

It is very depressing and pathetic for parents and teachers alike to be confronted with astudent whom they know to be endowed with good intellectual potential and possibilities, but who does not function academically at the real level of his abilities. Parents and educators alike know that they must have failed along the line, if a child who should perform brilliantly fails his grade or barely passes it.

Every brilliant child who does not maximize his or her intellectual potentials, who does not succeed academically according to his or her natural endowment and consequently fails in becoming a productive member in a chosen profession deprives the community of valuable human talents and resources.

Research and experiments conducted by the psychologist Terman in California have conclusively shown that most brilliant people do not only achieve greater professional and financial success than the majority of people, but also are happier, more satisfied, have heightened sensitivities and generally also find more meaning in their activities, experiences and lives.

Dangers of developing problems of intellectual or emotional malfunctioning are also much greater in the gifted than in the normally endowed. Somehow, an intellectually gifted child is also more aware, more curious, more sensitive and emotional than an ever-

age child. Parents have the added responsibility to understand and respond to the bright child's increased need for more attention, more love and greater understanding.

The reason why this article stresses underachievement among the gifted students is that a lot is already being done for the retarded, the mentally deficient, the physically, sensorially and perceptually handicapped. These children deserve our compassion and have every right to lead normal, useful lives. However not enough is being done for the gifted child with learning, developmental and personality problems.

Some of the factors responsible for academic underachievement in bright children are:

1) *Attitudes of parents towards and value placed on intellectual pursuit, effort and endeavour.* In a home where there are many books, where parents read a lot and discuss topics of scientific, literary, artistic, social or political interest and take a lot of interest to stimulate and respond to a child's curiosity concerning the world around him, children will generally become interested in pursuing intellectual tasks, will take pride in developing their intelligence and in doing well in school.

2) *Attitude of parents towards school and teachers.* Positive, appreciative, respectful attitudes of parents towards the important role played by teachers, will likely be transmitted to their children and are likely to influence a child's motivation to learn well and to adjust to the school environment.

3) *Harmony within the Home.* A happy home with harmonious relations between the parents and between parents and their children and among the children themselves tends to engender a willingness among children to spend a lot of time at home, reading, doing homework and studying. Quite often behind a bright child's doing poorly in school lies a tense or unhappy home environment.

4) *Sex of Child and Hierarchy within Family.* A girl in a family where the parents prefer boys or who expressed the desire to have boys, might not feel valued and stimulated sufficiently to want to do well in school. The youngest boy, in a family having a few older sisters who do well in school, might feel too outclassed or dominated by his older sisters and consequently discouraged to make the effort to compete successfully with his sisters and to obtain good marks. He might develop into a passive, shy, withdrawn, person, lacking the motivation to do well in his studies.

5) *The overly pressured child.* Highly competitive parents will expect their children to outdo every other child in class and to

be first in class. Such an attitude, where a child is not encouraged to study in order to learn but in order to win in a competition can create a lot of tension in a child. When a child cannot meet the expectations of the parents and arrive first, he may give up all interest in studying altogether.

6) *Parental rivalry.* Most normal parents want their children to become healthy, happy, successful human beings. Parents who did not attain as high an educational level as they would have liked to, take pleasure and pride in seeing their children making up for their won educational deficiencies by graduating from college or even from university. In some instances however a parent who did not attain as good an education as desired, might quite unwittingly over-identify with the child, and experience the child's success in obtaining a higher degree of education as his own success.

While this is normal, overdoing it may create the feeling in a child of not being master in his own home, of studying in order to satisfy a parent's frustrated needs and might lead to inferior academic performance. In other instances, consciously or unconsciously a parent might resent a child outstripping him or her in intellectual competence. While this is, thank God, relatively rare, it occurs occasionally and prevents a child from succeeding in school. Even where a child exposed to such a jealous parent excels in school, he develops strong feelings of guilt for daring to be better than the parent.

7) *Faulty Studying habits.* The sooner proper studying habits become entrenched in the life of a child, the more they become second nature and for the rest of his life, studying will come more easily to that person. It is also very important that the child enjoys studying. Studying should occur regularly at the same time every day. Keeping regular daily schedules of study, homework and reading leads a child to a sense of discipline, duty and responsibility. A child who did not attach great importance to developing proper studying habits in elementary school and lower high school grades might find it very hard, to develop over night the patience, motivation and assiduity required to study for the High school leaving examinations. Even if he succeeds, to pass the exams, the price he may have to pay in terms of damaged emotional and physical health might be much too high. Studying should and must be a habit and a pleasure, rather than a chore and a drudgery.

8) *Faulty Reading Habits.* Psychological learning clinics often diagnose cases of defective reading performance as being caused by visual-motor or by perceptual impairment in the child. I shall mention here however the case of the bright child who has reading problems, without suffering



HAROLD G. YOUNG

Who retired in July after 36 years in education as teacher, principal and senior member of the Department of Education.

After two years as principal at Arvida and 10 years at Shawville High, Mr. Young joined the Department of Education for 16 years. Subsequently he was principal of Quebec City High for three years, returning to the Education Department to become inspector general and, among other subsequent offices, Assistant Director General of the Directorate of Teacher Education.

from a perceptual impairment. Many a disturbance in the early affective, emotional relationship between a child and his father or mother may manifest itself either in a reading problem or in an unwillingness to read. Generally speaking children who are blessed with parents who read to them and spend considerable time discussing the content of what they read, and who allow a child to read at his intellectual and emotional level, will have no reading problem. Some children might refuse to read altogether or have the desire to start to read books, yet owing to considerable inner tension or conflict, will either fall asleep or find it difficult to concentrate on the content of the material read. Educational, psychological counselling offers the only permanent, radical prospect for a lasting improvement of the child's reading handicap.

9) *A child problem is one that belongs to the whole family.* Emotional difficulties or problems of studying, or reading difficulties or poor scholastic performance in a bright child may be caused by difficulties and disturbances within the family. Up to the age of sixteen or seventeen a child is dependent emotionally to such an extent on his parents, that a lasting, profound change in the child's behaviour or performance or emotional adjustment can only be brought about if the parents are willing to cooperate in the counselling of their child, become aware of their responsibility and change and mature with their children. This is very hard to accept for many parents.

It requires a great deal of responsibility and moral and ethical fortitude and honesty to be willing to face one's problems, to acknowledge one's responsibility and be willing to change and to mature. Yet exactly this kind of an effort is required from parents, if their children are to become mature, responsible human beings.

SUGGESTED REMEDIES

To help every bright child perform academically at the real level of his abilities, it is suggested that the existing vocational guidance services offered by the schools operated by the Protestant School System be extended to also cover elementary schools. Intelligence and special talents must be discovered early through extensive individual testing. The existing guidance services in high schools should be widened and extended to enable the guidance counsellor to spend a lot of time in individual, personal counselling with every child having a scholastic or personal problem affecting his academic performance or adjustment to the school. Vocational counselling and guidance similar to the counselling and testing done in the French colleges and secondary schools should be done more and more by fully qualified professionals, in other words by experts who specialize entirely in guidance and do not teach, besides their counselling and testing activities. There should be one fully competent vocational counsellor for every 250 students. Every school should hire a school psychologist on a full-time, permanent basis, to help children with disciplinary, learning, studying and maturational, developmental difficulties through educational counselling and maturational therapy.

As long as these services are not fully available in all schools, it should be the duty of all parents to consult a school psychologist if their child has a learning problem. Parents should realize that problems of academic underachievement are usually difficulties not requiring psychiatric, medical help. As the child is not emotionally sick, he does not have to see a psychiatrist, who is a medical expert. However in many instances, the child does have a problem, either one of faulty attitudes, or one of an emotional or intellectual blocking with respect to one or more academic subjects or a conflict with teachers or classmates, for which he requires help. Such help can be provided by school psychologists who through counselling and educational and maturational therapy can help a child to overcome his problem. In severe cases of emotional disturbance, psychiatric help is of course indicated. Parents should make an effort to overcome the last vestiges of an attitude stemming from the past, according to which it was a shame or a stigma to consult a psychologist or a psychiatrist. Not only should parents and students learn to differentiate well between a psychologist and a psychiatrist but should gladly and willingly consult a psychologist or psychiatrist when indicated. Very often a child with a problem, helped by a professional in the field of the human sciences is a more insightful, mature person than his so-called "normal" friend who never faced the need to see a psychologist. Parents should also remember that the brighter their child, the greater his or her need for realizing his potentials and possibilities and for being able to use the services of the human science specialist in a constructive, helpful way.



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Teachers invite parent support

The support of parents has been solicited by the Provincial Association of Protestant Teachers in a letter from its president given wide distribution among executive members of Quebec Federation locals.

The case for the teachers is put in this way:

I am writing to you with the knowledge of the Executive of the Quebec Federation of Protestant Home and School Associations on behalf of the teachers of the Provincial Association of Protestant Teachers — of your teachers in your schools — in order that parents may have the opportunity to see both sides of the situation. We need your help!

I am sure that you are aware of the deadlock which has been produced in our efforts to negotiate a provincial contract with the Government of Quebec and the School Board Associations. You will also know that Judge Bousquet of Ste. Hyacinthe is acting as conciliator in the dispute. We sincerely hope that this conciliation will lead to a reasonable settlement before the middle of October. But if not what then? The word "teachers' strike" is being bandied about in the public press. It is our most sincere hope that such drastic action will not be necessary. However, there does come

a time that for the sake of the future of Quebec education and the integrity of our Profession, we must be prepared to stand up and be counted. If it should be necessary to do so, we hope that we will not stand alone.

We are therefore appealing for the support of the parents of the children whom we teach — both individually and collectively—through your Home and School Associations.

Why should you support us? Because what we are asking is basically complete recognition as professional educators. We are asking (1) to participate at all levels in making pedagogical decisions; (2) for a workload which will enable us to do our work effectively and the carry out the ideas of Regulation 1; (3) for adequate provision for professional improvement and for sick leave such as are enjoyed by the professional or staff employees of major industries; (4) for a salary scale which will not only give adequate remuneration for very responsible work, but also will give encouragement to teachers to improve their professional qualifications. In other words, the main issues centre around the quality of education in our schools and the professional status of teachers — and surely this is of vital concern

to parents as it is to teachers.

How can you support us? First, let us have the opportunity to explain our position to you. In every region, every school, there are knowledgeable teachers who will bring you all the information at our disposal. Officers and officials of the PAPT will gladly attend meetings if further information is needed.

Second, spread the information which you receive, so that the largest possible number of people know what we are hoping to achieve.

Third, when you have heard and fully understood our concern, plan a campaign of active support for us which will meet your local situation. Letters, telegrams, public statements, political pressure all have their place in making known to the "Partie Patronale" the feelings of the parents on this matter.

When should you support us? Right now — the sooner, the better. Perhaps, if a large and vocal segment of the voting population speaks out loudly and clearly, on our side, educational progress may yet continue without interruption in the Province of Quebec.

Please accept my sincere thanks for your cooperation.

*Yours sincerely,
Allana Reid-Smith,
President.*

David Munroe Receives Honorary Degree

A great Canadian university honoured a famous Canadian educator this summer when Laval bestowed upon Prof. D. C. Munroe the degree of Doctor of Science, honoris causa.

A graduate of McGill in History and Political Science, Dr. Munroe taught at Lower Canada College, Montreal, and was later Principal of the Ormstown High School. In 1949 he became the Director of the School for teachers (now the Faculty of Education) at Macdonald College - a position he held until 1964, at which time he was appointed Vice-Chairman of the Suspension Council of Education, Quebec. Dr. Munroe is also Special Advisor to the Principal, McGill University.

Dr. Munroe is a former President of the Canadian Teachers' Federation, of the Canadian Association of Professors of Education and of the Canadian College of Teachers. He has been a consultant on the problems

of bilingualism, University of Witwatersrand, South Africa, and a Canadian delegate to the Commonwealth Conference on Education. Recently he completed a special assignment for the Federal Bureau of Statistics.

As Vice-Chairman of the Royal Commission of Inquiry on Education, Quebec, 1961-65, Dr. Munroe made a most distinguished contribution to renewal in education. The Commission's Report, in the writing of which Dr. Munroe played a large part, is a document of significance far beyond the borders of Quebec.

The members of Home and School across the Province share Laval's pride in this native Quebecer's achievements, and applaud the University's choice.

First formal nursery school training plan

Quebec's first professional training for nursery school teachers has been started by McGill's Centre for Continuing Education, the expanded former Extension Department.

The three-year evening programme is being started mainly because most of the province's nursery school teachers have no specialized training. It aims to provide a theoretical background of child development coupled with observation and teaching in nursery schools, and to develop competence in programme-planning and in teaching methods appropriate to nursery schoolers.

Particular attempts will be made to show prospective teachers how to develop the individual values of nursery school children, and how to allow them individual freedom in learning.

Professor Gordon McElroy, Associate Director of the Centre in charge of Professional Education, speaks of "developing skills in human relationships through the medium of group experience."

Students admitted to the classes at the Macdonald Campus must have Quebec High School Leaving status, or its equivalent, with at least 65% in 10 papers.

As well as untrained nursery school teachers, Professor McElroy expects as applicants married women returning to work as their families grow less dependent upon them, and new high school graduates.

GUIDANCE BOOKS

High School Home and School Associations would be well advised to check and see if their High School Guidance Department has two new booklets prepared and published by the Guidance Centre, College of Education, University of Toronto.

The books are YOU AND YOUR WORK WAYS (1968-1972 edition) \$1.75 and YOU AND UNIVERSITY (1968-1972 edition) \$2.25. Both are by Morgan D. Parmenter, M.A., Professor of Guidance and Director of the Guidance Centre, The College of Education, University of Toronto.

Changes needed in teacher training

Reforms in education require reforms in the training of teachers. That, in essence, is what the advisory superior council has said in a report to the Quebec education department. The Parent Commission felt the same way. Yet, as the council points out, the government lacks a clear policy on teacher training. There is still a plethora of normal schools in this province, varying widely in standards, competence and programs. The preparation of English, French, Protestant and Catholic teachers still differs, even though with the exception of a few specialized subjects that training could and should be similar.

If we are to have new subjects and new approaches to learning, then we require classroom personnel with high professional skills and knowledge, attuned to these new demands and new concepts of education. We require fewer but better teacher training institutions and, as the council recommends, they should be attached to recognized universities

where their standards can be properly supervised and where potential teachers have a wider range of elective subjects in the arts, sciences and commerce.

The situation is not as critical on the English as on the French side where normal schools of varying size unattached to universities, continue to operate under provincial supervision. But in terms of what these institutions have to offer, even the English-speaking teacher training colleges need more significant changes than they have thus far voluntarily undertaken. While some new programs have been added at the graduate degree level, they have yet to initiate badly needed major changes at the undergraduate level. They have neglected, partially if not completely, training in certain specialized teaching areas to which increasing attention must be devoted adult education, CEGEPs, exceptional children, vocational and technical education, experimental bilingual programs. They have done little to prepare teachers for inner-city

schools whose socio-economic or ethnic environments are not receptive to the existing curriculum and whose teachers are understandably handicapped.

In addition, existing in-service programs are far from satisfactory. Generally they are on a voluntary basis, and more often than not they are ineligible for university degree credit. Teacher organizations have long campaigned for improved training and upgrading of those already in the profession, but they have been less receptive to the idea of compulsory in-service courses — specially if they must be taken on the teachers' own time. School boards and government have yet to provide adequate funds to enable more teachers and administrators to take leaves of absence for professional upgrading. And over the years thousands of Quebec teachers have been forced to go outside this province to find the courses they require, often at their own expense.

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WHAT IS HOME & SCHOOL ALL ABOUT?

Tea parties? Mothers' meetings? Academic kibitzing?

NO! NO! NO!

Here are some vital things H&S has done just this year

During 1967-68 Quebec Federation has presented the Minister of Education and/or the various sections of the Department of Education with its views on a number of topics based on the opinions of its members regarding

- a preliminary report on "Religion in Education" — a more detailed report to be presented at a later date
- a report to the Restructurization Committee for the Island of Montreal, resulting from the recommendations made in the Parent Report
- continually re-stated its policy that parents should have the right to choose in which language their children shall be educated.

Quebec Federation has been and is watching the Teachers' Contract Negotiations very closely, and the basic problems that lie behind the delay in reaching a settlement. Quebec Federation is undertaking an intensive study of the affect of drugs and alcohol and solvent inhalation on young people, and the social reasons which have created the problem.

Quebec Federation is endeavouring through its representatives on the Regional Missions and the Parents Service of the Department of Education to assist parents in understanding the effect the implementation of Regulation I (the ungraded school and progressive education) will have on each child's education.

Quebec Federation representatives have served on the Provincial and Metropolitan Montreal Planning Committees for CEGEPS. Federation will make every effort

to see that the first Montreal CEGEP just announced meets the needs of the students it will serve. Federation will also continue to press for English CEGEPS throughout the Province.

Quebec Federation has supported after study:

- The Provincial Association of Protestant Teachers regarding the certification of teachers, regardless of religious affiliation.
- The School Administrators' and Teachers' concern about pupil-teacher ratios.
- The School Administrators' and Teachers' on their concern on the type of programme CEGEPS offer students.
- The Teachers representation for improved teacher training.
- The needs for more educational information in English on radio and T.V. comparable to that which is already offered on the French networks.
- Closer examination of building norms so that our schools meet the physical needs of the progressive education coming into force.

Quebec Federation is looking into the structure of financing education in the Province, in view of the spiralling costs

- is continuing its close collaboration with other (Catholic) parent groups.
- is continuing its close collaboration with School Boards, Administrators and Teachers through the Quebec Educators' Council.

Does H & S have a "platform" — a basic cause?

Yes — children. Our children are influenced for life by their education. Home & School is maintained by people who want to improve education — and keep on improving it for children today and tomorrow.

Some of the basic objectives of H&S are:

1. To seek the best education for each child according to his or her physical, mental and social needs.
2. To promote and secure legislation for the betterment of education by becoming part of a large and effective group that can influence public opinion and government.
3. To help parents and teachers in the common enter-

prise of education in preparing children for tomorrow's world.

4. To inform parents of the changing school methods and why they are necessary.
5. To allow parents to get together to study important current educational problems and to present their views to the Quebec Federation of Protestant Home

and School Associations as a basis for policy formation.

WHAT IS QUEBEC FEDERATION?

Quebec Federation is the voice of both public and independent parent-teacher groups and is recognized by Government, Teachers, Principals and School Boards.

Okay, that's very admirable. What's it to me?

Here are a few reasons you, the parent should join your school's H&S association

1. ASSOCIATION —

You will be a member of the only public body in Quebec which actively represents YOU in education at all levels.

2. REPRESENTATION —

You will have a voice in representation to government and educational bodies.

3. PARTICIPATION —

You will have the opportunity to meet the teachers and other parents in your school and to exchange ideas and participate in groups studying education and child development.

4. INFORMATION —

You will receive a subscription to Quebec HOME AND SCHOOL NEWS that will keep you informed on major events and changes in Quebec education affecting your children.

The following quotation is from the address of C. W. Dickson, Associate Deputy Minister of Education, to the Annual Conference, May 1968 —

"Our survival as a society depends on our ability to make this longer period of preparation for life meaningful. This is the challenge facing the HOME & SCHOOL as the two basic agencies of society responsible for the care of the young."

YOUR SHARE IN NATIONAL EDUCATION THROUGH CANADIAN HOME & SCHOOL & PARENT-TEACHER FEDERATION

By your membership you aid in planning educational facilities at the National level.

As a result of Quebec Federation's work with National Committees:

1. Parents of young people 17-18 who continue to attend school receive \$10 monthly extension of the Family Allowance.
2. The Ministers of Education in Canada are working towards standardization of the basic subjects to enable children of mobile families to transfer easily between school systems.

JOIN YOUR LOCAL HOME & SCHOOL ASSOCIATION NOW