



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Minister of Education tells parents:

IT'S TIME FOR A CHANGE



Hon. Jean Bienvenue, Minister of Education, addressed a packed assembly of H&S members, invited guests, workshop speakers and representatives of Quebec educational groups at the closing luncheon of the QFHSA annual convention on May 1st.

Mr. Bienvenue expressed his appreciation at being invited to take part in the convention and described Home & School as reflecting the natural and necessary cooperation between parents and educators in the pursuit of educational objectives. Home & School Associations and School Committees, he said, are assuming complementary roles and cooperating where their interests coincide.

After commenting on QFHSA's position on teacher contract negotiation and Bill 23, Mr. Bienvenue expressed his sincere desire for a rapid and equitable settlement of the differences separating teachers, school boards and government. He then reviewed changes in Quebec education since the 60's and referred to signs that all is not well in education.

"Educators complain that the Department of Education has assumed powers and taken upon itself functions that properly belong to the local school authorities—that all the important decisions are taken at Quebec, that school boards have lost their autonomy, that the provincially controlled curriculum is too rigid and does not take local needs into account, that the Provincial High School Leaving Examinations are

putting a straight jacket on high school programs.

STANDARDS SLIPPED

"Parents and businessmen complain that standards have slipped, that the teaching of language and mathematical skills is deteriorating. We hear that there are too many options in secondary schools. At the same time we are told that moral and religious education, economics, automobile driver education, sex education, art education and physical education should be a part of every student's programme. We are told that order and discipline have disappeared, that students succeed without trying and graduate without learning.

"We are faced with convincing evidence that our children are not learning the fundamental skills of reading, writing and computation—that standards have been lowered. It is claimed that teachers have become so permissive, and instruction so undemanding, that excellence is achieved only by accident if at all.

"Perhaps all of these widespread and sometimes conflicting complaints and criticisms can be summed up by saying that while we have achieved certain quantitative goals in terms of numbers of schools built and equipped, numbers of pupils graduating from high school, numbers of students in college and university, we may have done so at the expense of the quality of the education that we provide.

Minister of Education Jean Bienvenue spoke to 300 parents and educators at Awards Lunch. After, he was made an honorary member of Quebec Federation.

AT CROSSROADS

"We are, I think, at a kind of crossroads—a turning point in the development of our educational system and our educational institutions. It is a time for re-appraisal, for taking stock, for setting new goals.

"This Convention, at which parents and educators are seeking solutions to the problems of learning for tomorrow, is an example of the kind of soul-searching which must be carried out at this time by every sector of Quebec's educational community."

A task force of senior officers of the Department, Mr. Bienvenue said, has already begun planning a project on elementary and secondary education, the first step in which was the preparation of a Green Paper to examine the problem, suggest a number of

(see Minister, p. 4)



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Editorial:

Comments & opinions

A Matter of Privilege

A government bent on centralization use the question of privilege in the pejorative sense to devastating effect in divesting Protestant boards of their historic rights prior to the passage of Bill 71. That these so-called privileges had enabled these school boards to offer high-quality education to the broad spectrum of Protestant society went unnoticed.

It is curious therefore to find the same government protect in the name of freedom of choice an already socially and economically privileged sector of society, the private school system. A recent study indicates that the selective private system is more generously financed than the public system which must accept all children of school age: it also has greater autonomy over pedagogy and administration.

Of the 86 private schools on the Island of Montreal in 1973-74, 10 declared 'eligible for grants' received 60% of the average cost per pupil for the previous year in the public system, the remainder declared 'in the public interest' received grants of 80%. The drift towards private schooling is on the increase. The public school system can only deteriorate further if too many parents who value quality education no longer make their contribution to the public system.

Language Tests

A hallmark of the administration of educational policy in Quebec is the application of Draconian measures to 'correct' a situation created initially by bad legislation. It is abundantly clear that Section 40 of the Official Language Act is inherently wrong and unworkable. Jerome Choquette, briefly Minister of State for Education, resigned to defect from his party because he had insisted that the law be applied as written. The first set of regulations has since been withdrawn to be replaced with those which leave testing in the 'safe' hands of the government.

The very high percentage of would-be entrants to the English sector of the MCSC who have been sent for testing demonstrates the degree of paranoia which has gripped elements within the French-Canadian community. The veriest hint in the complex enrolment form of a non-Anglo-Saxon element in the heredity of the child is sufficient to justify testing. No reassurances about the easiness of the tests or the low pass-marks can disguise their essential purpose in establishing quotas. The whole concept is wrong. Who ever heard of children being tested on what they don't know?

At this point in history after decades of mixed marriages it is manifestly wrong that the State believes it has the right to force the individual citizen to identify

with a cultural group whose cause it has chosen to espouse.

The majority of people in Quebec would always identify with their own language group, French or English as the case may be. Of those that remain, practical or personal considerations would determine the choice to be made. The Province has already taken measures to weight the scales heavily in favour of the French language in Quebec. It must now demonstrate the confidence necessary before the survival of the French language in Quebec is assured; it must restore to the individual parent the right to choose on behalf of his child which of the two of the world's greatest cultural heritages will more greatly influence his development.

Summer Safety

There are many aspects to safety, especially as they apply to children, and in the summer the opportunities for accidents, fevers and other horrible thoughts seem almost unlimited.

You can help prevent problems. Healthwise, have a physical work-out done by your doctor—have your children had all their shots or boosters?

If they ride bikes, use boats, play games—is all the equipment in good order—have you checked the buoyancy of that life jacket lately?

Enough! Get the idea. Have a happy & safe summer.

Hearing from you...

Manipulating children is wrong

Dear Editor:

This being the final year of about twenty-five years of which my four sons were privileged to attend the public and high-school system in Montreal, I would appreciate the opportunity to voice an opinion, which should carry at least the authority of considerable experience.

What prompted me to get this pleasant chore done, was my attendance at the first day of the recent 32nd annual convention. Also what encouraged me to write, was my great pleasure in meeting our very capable and most charming President, Betty O'Connell. Betty, her executive, and all the volunteer workers and staff are to be commended for a difficult job being very well done. The fact that many thousands of parents are not aware of the good work being done by QFHSA is what saddens me. One of this organization's main objectives should be, it seems to me, not only to spread the message of our fine organization, but to get many more people to participate. Believe me, I am not presuming that this is at all easy. I realize how tremendously difficult it is to convince people to become involved.

I would be remiss in my responsibilities if I did not mention my disappointment in the response or non-response to a question eloquently put by a delegate from Dorval. This question was directed to Jack Johnson, President of P.A.P.T. who was a member of a panel at a workshop session of the convention. This person, posing the question, expressed the great concern of many parents, that children at such an early age are exposed to the manipulation of outside forces. She was speaking of course, about the situation where members of a Central Student Council saw fit to exercise a prerogative which is not theirs to exercise. Namely, that of a group of minors assisting and abetting another group of minors to defy and break the law. She also expressed concern regarding the implications resulting from such actions being condoned after being permitted to happen.

The response by Mr. Johnson was a mumbo jumbo of irrelevant statements, ending with a philosophical theorizing that perhaps these students (13-16 years of age) should defy the law

Human touch is needed

Dear Betty,

Please extend to the Executive and Directors of Federation my sincere thanks for the honour which was bestowed upon me on Saturday at your very successful Annual Convention.

Not only was I overwhelmed by Bill's very kind words, but the Eskimo carving caught me completely by surprise. I have always admired these carvings and have been involved in the difficult job of choosing one for a retiring colleague. Congratulations on your choice—it is a beauty.

I regret that I was not able to respond as I had hoped to but Mr. Bienvenue stole my script in that he reviewed the past twelve years of educational progress in Quebec—progress and changes in

to prove how aware and humane they really are.

Someone should reveal to the membership of the teachers' organizations how this sort of irresponsibility by union leaders is driving an electorate into the arms of a government which is inefficient and devoid of compassion for the worker who is most deserving. In the vernacular of the fight-mob, this government should be a set-up in the next election. Instead of which, the tactics and strategy employed by the teachers' organizations is gradually turning this government into the favorite to win the next election, if it is on this issue. I would suggest that the teachers ponder the above remarks.

I wish to thank the Quebec Home and School Organization for the splendid work it has accomplished over the past years that we have been privileged to be members. My family and I congratulate you on your 32nd birthday, and wish you good-fortune in the future.

Respectfully,
Reuben Carin

Getting together

Dear Madam:

This letter is to congratulate you and your association for a very successful convention of the past weekend.

I did appreciate your invitation to meet the members of your Executive as well as the head table guests and I trust that there shall be continuing cooperation between your association and the Central Parents' Committee of the P.S.B.G.M.

I wish you all possible success in your second year as President.

Yours very truly,
Maximilien Polak, Q.C.

DEAR MR BIENVENUE

THE QUEBEC FEDERATION OF HOME AND SCHOOLS ASSOCIATION APPLAUDS INDICATIONS OF YOUR SINCERE EFFORTS TO RESOLVE TEACHER CONTRACT DISPUTE AND URGES THE ACCEPTANCE AND IMPLEMENTATION BY YOUR CABINET COLLEAGUES OF RECOMMENDATIONS YOU MAY TENDER DIRECTED TOWARDS AN EQUITABLE SETTLEMENT OF THESE PROTRACTED NEGOTIATIONS.

WHILST WE DEPLORE AND OPPOSE COMMON CONTRACT POSITION OF OUR PAPT TEACHERS WITH THE CEQ WE DO NOT CONSIDER THAT THE CEQ POLITICAL OVERTONES SHOULD PREJUDICE PAPT NEGOTIATIONS AT THE PROTESTANT TABLE AND THE POSSIBLE GOVERNMENT'S FAILURE TO RECOGNIZE THIS DISTINCTION MAY IN EFFECT BE SERVING CEQ PURPOSES BY AROUSING ENGLISH SPEAKING OPPOSITION.

IT IS REQUESTED THAT COPIES OF THIS MESSAGE BE FORWARDED BY YOUR OFFICE TO PREMIER BOURASSA, TO THE RIGHT HONOURABLE O PARENT AND THE ASSOCIATE DEPUTY MINISTER SYLVESTER WHITE. COPIES ARE ALSO BEING SENT UNDER SEPARATE COVER TO MR J JOHNSON AND MR B LINDSAY AND JUDGE ALEX PATERSON

YOURS TRULY

ELIZABETH O'CONNELL PRESIDENT

2005 151 EAXOSX

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATION

which Federation has had a very important input. I agree with him that most of the monies were used to build physical plants and we can only hope that his government colleagues agree with his statement that we must now look at the needs of the human resources.

Thank you for including Marion in the ceremonies as I feel the

Federation shows real leadership

Dear Mrs. O'Connell:

Once again Quebec Federation has provided real parent leadership and thought-provoking sessions at its annual general meeting.

I was particularly impressed by the quality and choice of the workshops. My own choice was the "Child's environment as an educational resource" which I found to be thoroughly enjoyable.

My sincere thanks for your kind hospitality and my congratulations on a fine convention. Please extend my appreciation to Fay Richardson and to the other members of your program committee.

Please be assured of the Superior Council's interest and good wishes in the affairs of Quebec Federation.

Sincerely,
Constance Middleton-Hope
Vice-president

Excellent sessions

Dear Betty:

I want to take a minute to say again how much I enjoyed your annual convention. Several commissioners and I attended all the sessions on both Friday and Saturday and they were excellent. A number of members of the association went out of their way to extend a warm welcome and made it a most pleasant two days. Please extend my thanks and congratulations to the Programme Chairman and all the members of your executive.

The Lakeshore Board has always supported the Association because we recognize the excellent contribution that has been made to Quebec education. Keep up the good work.

Sincerely,
G. B. Hopkins
Chairman

Quebec Home & School NEWS

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PAPT & CEQ:

Negotiation alliance— How deep does it go?

In December 1972 the Quebec Home and School News printed a random sampling of resolutions passed at the CEQ Annual Convention. The conduct of the current negotiations have obviously been affected by the philosophies expressed by the CEQ and it is a sobering thought to find PAPT so closely aligned with this organization. We reprint the following for your information at the request of local associations.

The resolutions were dealt with under four general broad headings, namely: (a) the protection of the teacher in his status as a worker within the judicial system (b) helping the teacher to become a true agent of social transformation by directing his fight in a more and more political perspective, (c) placing the syndical struggle of the teachers within the social economical framework of Quebec by confirming its linguistic policy, and (d) improving the operations and working conditions of the organization.

In publishing a sampling of these resolutions, two points must be borne in mind by the reader. First, the passages of the resolutions cited are not intended to represent a "balanced" or over all perspective of decisions reached by the C.E.Q. but, as already pointed out, have been selected at random in order to provide an insight into the teachers' thoughts, on certain basic issues. Secondly, the passages cited have been translated from the French text and in some instances, one must treat with caution the degree of exactness in translation.

To protect the teacher in his status as worker within the judicial plan

—by utilizing to the full the judicial recourses in a perspective of offense.

1. Judicial harassment. That the C.E.Q. undertake a judicial harassment struggle in order to protect its members not only by defending them but by counter-attacking on various fronts, be it against the decree, the Education Act, and the other laws and regulations concerned, in collaboration with the other central unions.

38. English speaking teachers. That the C.E.Q. not agree to any special plan and not revise any of its official policies with the sole purpose of facilitating the integration of PACT and PAPT.

46. A. That priority be given to the training and organization of militants at the level of schools.

49. D. That the C.E.Q. promote the role of the teacher as an agent for pedagogical, social and political change, starting with the working environment of the teacher by using the file "The school in the service of the dominant class."

51. That the C.E.Q. declare and seize every occasion to denounce and demonstrate the socially disastrous consequences of the transmission of capitalist ideology in the schools, and to this end adopt the file "the school in the service of the ruling class", and undertakes to make it known to all its members so that these latter may express their opinion.

54. A. That the C.E.Q. take the necessary measures to unmask the pseudo-democratization of the school and the existence of two systems of education in Quebec, the one private for the privileged class and the other for the "ordinary" people.

55. That the C.E.Q. in taking its position concerning schools, combat all decisions, methods, programs or pedagogical initiatives which would serve to perpetuate the capitalist system.

69. That the C.E.Q. reaffirm the urgent need of proclaiming French, the national language of Quebecers, as the only official language of the state of Quebec.

70. That the C.E.Q. demand and take all measures to have the infamous "Bill 63" repealed.

71. That the C.E.Q. affirm that French should become the only official language as well as that of labour relations, business, administration and communications, public services and the educational system.

72. That the C.E.Q. reject the Federal Government's policy which, under the guise of an extremely subtle official bilingualism and ambiguous multiculturalism, aims to make of the people of Quebec a simple ethnic minority in an essentially Anglophone whole.

73. That the C.E.Q. accuse the Quebec Government of complicity with the sources of enslavement of workers within the linguistic and cultural framework.

77. A. That the C.E.Q. support the action of parents' groups who have undertaken to fight against the expansion of bilingual kindergarten classes. a) that, in the curricula English be excluded at the elementary level; b) that, at the secondary level, English become an optional subject just as the other foreign languages.

94. That the C.E.Q. promote the election of its members or of any citizen whose ideas are compatible with our movement and who offer valid guarantees to represent the working class to positions within public organizations, such as the administrative councils of the universities, the CEGEP's, the hospitals and the school boards.

PRESIDENT'S MESSAGE



Elizabeth O'Connell
President

Another annual convention has come and gone and from all reports it would appear that it has attained a remarkable degree of success in every aspect. To the many Home and School members and others who worked together so effectively to attain this, the Quebec Federation is most grateful.

In bringing greetings to our Federation, Mr. Lindsay, the President of QAPSB, expressed, and quite rightly, that represented at our conference was "a tremendous force of unity in the educational sector of the Protestant community." Let us trust that this unity continues. We must also work together with the Department of Education and other educational bodies within our province and in Canada and so we will ultimately achieve the highest quality of education for all children based on a consensus of values.

We were indeed both pleased and honoured to have the Minister of Education, the Hon. Jean Bienvenue, attend our conference. He paid tribute to the outstanding work

of our volunteer organization and the contribution to education Home and School has made over the years.

While it is most natural to reflect on these tributes, we cannot allow ourselves the luxury of resting on our laurels. The work of Home and School is never done.

May I thank you one and all for your endeavours in Home and School during the past year and best wishes for success in the coming school year.

May I leave you with this thought—it is natural and necessary to be concerned about education in your area, but remember to be concerned about education in all areas of our province.

Have a happy and safe vacation.

dawson college



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Minister says schools must pursue excellence.

Continued from page one

alternatives, and invited an expression of opinion as to the most desirable solution.

"A number of studies such as the COMMEL and POLY reports have already been conducted and others are in progress. It will be the duty of this task force to consult and consolidate the findings of such studies. But it will also be their duty to take into

account the views and opinions of groups such as the Quebec Federation of Home and School Associations as expressed in your resolutions and in the reports of your Conventions.

"Above all it will be their duty to propose policies calculated to enhance the quality of the education carried on in our schools.

"Up until quite recently, my experience and my role in the education system has been chiefly that of a concerned parent rather than that of an officer of education. Consequently, when I meet professional educators my instinct is to listen rather than to expound.

"Nevertheless I have some profound convictions born of my

experience as a parent and as a legislator. One of them is that we must now, in Quebec, devote our energies to the pursuit of excellence in education. In your Convention sessions you have been seeking solutions to the questions of how we should educate for tomorrow.

"It is no longer possible to count on life in the future being the same or nearly the same as it is today. The rate of change in society, in scientific and technological development and in the world of industry has become so rapid that we cannot readily picture what kind of a world our children will be living in. The only thing we can be reasonably sure of is that it will be very different from life as we know it today.

"This leads us to the conclusion that the only way we can prepare our children to cope with the problems of this world of the future is to equip them, mentally,

morally and psychologically to deal with change.

"Learning is a life-long process and the future belongs to those who have most fully acquired the ability to change and to adapt to changing circumstances.

"The role of the school is not merely and not primarily the transmission of a body of knowledge; it is of fundamental importance that our schools provide children with the tools of learning. We must see that our children acquire the skills of language and communication and those habits of logical thought and systematic inquiry such that they will have the capacity and the inclination to continue to learn as long as they live. Above all we must help them to develop a spirit of creativity, an intellectual curiosity and a zest for learning that will enable them to face with confidence and enthusiasm whatever the future may bring."



SPEYER MOORE BOYD CAMPBELL

Skills decline related to lack of discipline

This Workshop, chaired by Barbara Moore and co-ordinated by June Ellingsen, was a popular one. Panelists were Ian Campbell, Dean of the Faculty of Arts, Concordia University, Elizabeth Speyer, Head of the History Department of the Town of Mount Royal High School and Gary Boyd, Acting Director of the Educational Technology Program at Concordia University. All panelists in their comments, included basics which would equip young people to deal with Tomorrow's World.

Gary Boyd, first panelist to speak, outlined various approaches to Education including Dewey's "Experience, Experiment, Transfer of Learning" theory. He summed up his own approach as that of "Zest for Life" which he suggested could be broken down into three essentials: a sense of wonder, efficient curiosity and effective style.

Mr. Boyd mentioned examples of experiments designed by his students to develop these qualities, including an audio-tutorial cassette guide designed to teach students how to use their school library properly while developing a sense of "efficient curiosity". He stressed the importance of volunteer aides and para-professionals to handle

routine matters, leaving the trained teacher free to develop worthwhile learning experiences for the students.

Ian Campbell took all levels of education to task for their failure to establish priorities for things necessary to be learned at one stage to enable the child to master the next stage. Basic skills such as reading, writing and computing must be mastered, but as tools to master other more important things, not as goals in themselves.

HISTORY ESSENTIAL

He stressed a study of history so that students can come to an understanding of their own place in the universe and also the importance of presenting children with the challenge of doing difficult things which can lead to a sense of accomplishment in success, or even with the reality of failure so that this experience does not come as a traumatic shock when it is finally encountered in later life.

Dean Campbell suggested that perhaps the two most important things an individual can learn are: how to make decisions in the absence of information and how to lose gracefully. Adults need to teach children that every action

has consequences and that they must be prepared to accept the consequences of their own behaviour.

Elizabeth Speyer emphasized that the present decline in both basic skills and self discipline of students is directly related to an every increasing proportion of permissive parents.

The lack of self-discipline, she felt, was reflected in present day students attitudes towards learning, their deportment, morals and dress.

Mrs. Speyer emphasized that education which does not include moral training in its broadest terms will fail. She suggested a core program in the arts, sciences and humanities is needed together with the development of the student's language skills so that they can reason clearly and communicate with others.

Today's high schools, she noted, with their multiplicity of course choices often result in a "Coca Cola and potato chips curriculum" which denies educational fulfillment to both the scholars and the non-scholars.

A lively discussion period followed, with more good ideas being brought forth by parents and panelists alike.

FEDERAZIONE QUEBECCHESA DELLE ASSOCIAZIONI CASA-SCUOLA

CHE COSA SIGNIFICA "CASA E SCUOLA"

La Federazione Quebecchese delle Associazioni Casa e Scuola e, nel Quebec, la sola e unica voce dei genitori che puo parlare dei problemi scolastici.

Distinta dai Comitati Scuola (che sono stati istituiti con decreto governativo), L'associazione "Casa e Scuola" non ha legami di nessun genere con il governo. A causa di questa sua **INDIPENDENZA** e fuor di dubbio che essa puo investigare, criticare e forzare il governo a dare a tutti i bambini la migliore istruzione.

La Federazione, di lingua inglese, con un numero sempre crescente di membri, oltre 12,500 famiglie in 110 scuole attraverso tutta la provincia, e associata con la Federazione Canadese delle Associazioni "Casa e Scuola" che rappresenta migliaia di genitori in tutte le dieci province.

COSA FA "CASA E SCUOLA"

Durante questi anni la Federazione ha lavorato per ottenere le allocazioni familiari sia provinciali che federali, un numero maggiore di insegnanti specializzati, l'approfondimento della lingua francese, dei corsi di vita familiare, maggiore e migliori mezzi per l'insegnamento dell'educazione fisica, dei programmi televisivi qualitativamente migliori per i bambini, una maggiore esperienza per gli autisti degli autobus scolastici, delle ispezioni piu frequenti di questi ultimi, un'istruzione qualitativamente migliore nei C.E.G.E.P., dei tests e una valutazione piu giusti dell'abilita dei bambini, l'appianamento delle dispute per gli insegnanti declassificati, un maggior numero di libri di testo canadesi. Ci siamo opposti al regolamento che stabiliva i dossiers cumulativi e ne abbiamo ottenuto il ritiro.

'BILL 22'

In giugno, la Federazione si e presentata davanti alla Commissione Parlamentare e si e opposta strenuamente alla perdita del diritto di scelta, perdita sancita dal bill 22. La Federazione si oppone ancora al bill 22 anche se questo e diventato legge e ulteriori azioni sono previste per combattere le ingiustizie del bill.

UNITEVI A "CASA E SCUOLA"

Unitevi alla vostra Associazione locale "Casa e Scuola". Aiutateci al fine di ottenere una sempre migliore istruzione. I genitori devono tenersi un'attitudine ferma per quanto riguarda l'istruzione dei loro bambini. La voce della Federazione, forte e unita, e pronta a servirvi.

FEDERAZIONE QUEBECCHESA "CASA E SCUOLA"

Federation submits brief on Bilingualism:**Demands 9% grant**

Quebec Federation's Brief on the use being made by the Government of Quebec of the grants from the Federal Government for Bilingualism in Education has now been submitted to the Minister of Education. It is the Committee's hope that by the time you read this copy of the NEWS, Quebec

Federation will have had a hearing with officials of the Department of Education on this subject. Following the hearing it is planned to send a copy of the Brief to each Local Association, to every member of the National Assembly of Quebec and to every member of the Parliament of Canada.

Catholic Children in Protestant Schools Some to be evicted!

Parents of Catholic children in some Quebec Protestant schools have recently been informed that they will no longer be able to attend such schools because of a new Department of Education budgetary rule for 1976-77 which reads as follows:

"For pupils receiving instruction in a school under a board other than the one under whose legal jurisdiction they are, only those covered by an agreement duly adopted in conformity with the full application of regulations and directives in force will be considered for grant calculation purposes."

(Ref. 08-06-02, 08-06-04)

In other words, if the local Catholic School Board will not sign an agreement with the Protestant Board regarding Catholic children whose parents, for one or another reason, wish them to be educated in a Protestant school, the Protestant Board will not receive from the government the 'per capita' grant for such children. Since most Catholic boards offer English as well as French instruction, they may well refuse to enter into any agreement. The government grant is vital to school board revenues, so in some areas there will be great pressure if the appropriate Catholic boards will not agree.

Where the Catholic children concerned are children of mixed marriages, we are informed, they will be counted for grant purposes in the schools in which they are enrolled. The Supreme Court in 1930 ruled that a Protestant parent of Catholic children has the right to pay taxes to the Protestant board and have children educated in Protestant school.

'Catholic children' appear to be those baptized in the Roman Catholic church who have not renounced that religion.

The Protestant School Board of Greater Montreal whose charter defines it as a 'common board', not confessional, may well claim 'legal jurisdiction' over all pupils enrolling in its schools, of whatever religion. Other Protestant boards are defined as school systems to instruct Protestant children.

Many children, therefore, properly described as Catholic, may find themselves transferred willy-nilly in mid-education to a school of their confessionality, without regard to emotional, psychological or pedagogical needs. For such children, such administrative measure is heedless of possible harm, in the interests of political expediency. It is likely that this budgetary rule has come into being because of efforts by parents to enrol their children in English Protestant schools, because of language tests under Bill 22.

The Brief itself is ten pages in length and outlines the background of the Federal-Provincial Agreement, points out that Quebec is a province different from the others by giving some of the historical background of education in Quebec and the way education is and has been financed here. It stresses the intent of the financing of the 9 percent formula grant which was to cover extra costs of minority language education and points out that there is no evidence that any extra allowance is being given to school boards for their minority language schools. The Brief goes on to point out the requirements under Bill 22 that children in minority language schools must have a working knowledge of French in order to earn their school leaving certificate and that there is resultant loss of specialists at the elementary level because, with basically the same grants as the French system, our schools must be less in general and cultural areas in order to do more in French. Also stressed is the difficulty of finding suitable texts in order to teach other subjects such as history and geography in French. Unmet needs in the English language schools are touched on with the mention of the need to upgrade the teaching of English in English language schools in Quebec and the need for improved French language instruction for the educable retarded as well as the restoration of specialists in cultural areas at the elementary school level.

These explanations are followed by Quebec Federation's demand which is quoted here in its entirety - "In view of the fact that the basic cost of education is the responsibility of the province and funds are being received

Open Conference:

Bridging the Solitudes

How should Christians conduct themselves when faced with the working world of Quebec and its different cultures? Is there anything they can do to make life better in this province?

These will be the themes of a conference to be held at Chateauguay from Friday evening 29 October to Sunday afternoon 31 October. Organized by the Ecumenical Centre (2065 Sherbrooke St. West), the conference will bring together 100 people drawn from Quebec's different social and linguistic groups.

The emphasis will be on small group discussions based on resource material provided in advance. There will be a minimum of prepared speeches.

You need not speak in French yourself but you should be able to understand those who do.

If applications exceed places, a second conference will be organized later, so do not hesitate to apply. It should be well worth while.

Further information and application forms from Q.F.H.S.A., tel. 933-3664 (day); Stephane Valiquette, S.J. tel. 937-9176 (day); Gavin Elbourne, tel. 486-7423 (evening)

reference booklet both for the classroom and the home.

Contact QFHSA at 4795 Ste. Catherine W., Montreal, for copies of the brochure, which was made possible through a grant from the Canadian International Development Agency.

Friendship for Peace

"We must show young Canadians that 'security' is not a high paying job, a house, and a drawer full of insurance policies. Rather, today it is a world free from the threat of crime, racial tension, and war caused by economic and other injustices and a world not under the shadow of environmental disaster. We must show Canadian youth that mindless consumption is not a constructive or fulfilling lifestyle.

"International development education can liberate the mind by providing new facts, skills and attitudes. It encourages people to become concerned about others, informed on world issues, and capable of critical analysis. It also encourages students to have a future outlook, and to be culturally open, ecologically conscious, and internationally and cooperatively minded. Finally, development education challenges individuals to turn information and awareness into concrete action."

—David McConkey, Arusha Cross-Cultural Centre, Calgary.

The International Committee of the Canadian Home and School and Parent-Teacher Federation, is pleased to offer a brochure 'Friendship for Peace', for the use of Teachers, Students, and Parents. It gives a list of agencies, their projects and their education material—a useful

from the Federal Government to cover supplementary costs, the Quebec Federation of Home & School Associations demands that the 9 percent formula grants be passed on to English language schools in the form of supplementary grants to school boards and that adjustments be made to the benefit of English language schools for funds granted by the Federal Government to Quebec from 1970-1975. This could be accomplished by the Provincial Government placing the Formula payments in

Additional information will be contained in future issues of THE NEWS when the brief in its final form is presented to the Federal Government.

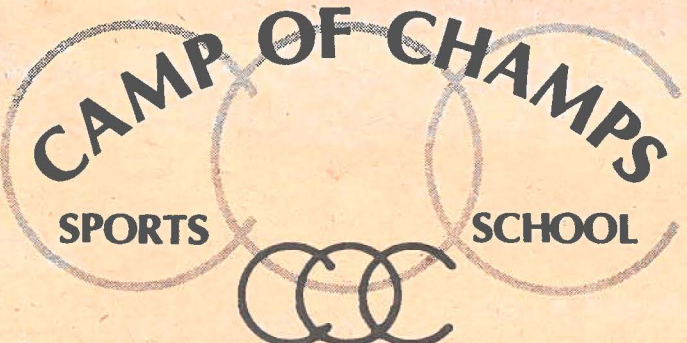
a separate fund to which School Boards could apply for grants."

The last page of the Brief is devoted to the 1.5 percent formula grant which the Federal Government has given to the provinces to enable them to provide services for minority language schools in the minority language. It points out that since 1970 Quebec has received over \$22 million for this purpose and while accepting this supplement from the Federal Government, the Department of Education of Quebec is decreasing the amount of information which it supplies

by Barbara Moore
Chairman, Bilingualism Grants Committee.

in English each year. This section of the Brief concludes with the demand that - "In view of the fact that Federal Grants are being accepted by the Provincial Government which are intended to enable the Provincial Government to give service to Minority language schools in their own language, the Quebec Federation of Home & School Associations demands that you restore services in English to the minority language schools immediately."



The Bilingualism Grants Committee's next task, to be accomplished as quickly as possible, will be a submission to the Federal Government asking that any new agreement or renewal of agreement for Bilingualism Grants include the following: 1) clear guidelines for the provinces as to the application of these funds, 2) a requirement for proof that the actual use being made of the funds conform to the guidelines and 3) acceptance of these principles by the provinces as a prerequisite for the granting of funds by the Federal Government. The current agreement runs until 1979 but it is not too soon to pressure for change.



FOR BOYS AND GIRLS 6-17 YEARS OF AGE

BASEBALL PROGRAM

featuring:

GARY CARTER STEVE RODGERS
& PETE MacKANIN PLUS OTHER EXPOS AND COACHES

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PROFESSIONAL INSTRUCTION IN THE FOLLOWING:

- BASKETBALL
- SOCCER
- TRACK & FIELD
- VOLLEYBALL
- TENNIS
- HANDBALL
- WEIGHT TRAINING
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PLUS OTHER SPORTS

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DATES: July 5 - 30, (Mon. - Fri. 9:00 am to 4:00 pm)
LOCATION: T.M.R. opposite Mount Royal High School

FOR FURTHER INFORMATION PHONE 482-9005 or 748-7279

P.S.B.G.M. reduces services:

Budget cut 12%

The Board adopted an operating budget of \$60,945, 277 for the 1976-77 school year (compared to the 1975-76 budget of \$60,624,220). The Chairman of the Finance and Legislation Committee pointed out that the Island Council, at the request of the Government, has not changed the norms of 1975-76.

These norms do not take into account the reduced purchasing power of the dollar, so that cutbacks of at least 12 per cent were required to produce a balanced budget.

Many items which were requested for the coming year had to be deleted. These include psychologists, lab technicians, teacher-librarians, guidance counsellors, textbooks and

teaching materials amounting to approximately \$200,000.00, and pre-kindergarten classes in schools which have been reclassified as no longer being inner-city schools.

There are some uncertainties remaining. The Financial Statement for 1974-75 is still in dispute with the Island Council and the Ministry of Education, and the possibility of a deficit for 1975-76 still exists.

In view of these and other unsettled questions, the Commissioners agreed to approve the budget, which will be forwarded to the School Council of the Island of Montreal, while discussion of priorities will be held, culminating in public debate this month.

High School Leaving Exams

The joint provincial examination committee of the Central Student Council has drawn up a resolution on matriculation examinations for circulation to student councils, teachers' associations, school boards, administrators and parents.

At its meeting on May 12th the QFSA executive expressed its support for the resolution based on H&S resolutions on the same subject during recent years.

The resolution from the students reads as follows:

Professor Fred Knelman held audience in his hands as he stressed that man has control over his future—and will 'mess-it-up' if not careful.

Proposed Resolution re Accreditation of School Boards (April 29, 1976)

1. WHEREAS a two hour (approx.) examination cannot fully evaluate the entire year's work of a student; and
2. WHEREAS the imposition of Provincial Examinations results in a preoccupation with teaching for the exam; and
3. WHEREAS Provincial Examinations constitute a practice that is detrimental to and in conflict with the individualization of instruction; and
4. WHEREAS the large administrative system required for the exams often produces severe complications (i.e. computer difficulties or translation errors); and
5. WHEREAS the loss of class time represents approximately one (1) month of instructional time; and
6. WHEREAS the oft-used justification concerning university entrance and preparation applies only to at most 20 per cent of the student population; and
7. WHEREAS the discrepancies and/or inconsistencies in students' results do not accurately reveal a student's achievement; and
8. WHEREAS the M.E.Q. has declared itself in favor of decentralization; and
9. WHEREAS eight Canadian provinces have successfully abandoned Provincial Examinations as a method of certification for graduating high school students

BE IT THEREFORE RESOLVED THAT the Ministry of Education of Quebec should be requested to substitute School Board accreditation for Provincial accreditation.



Survival at stake:

Man is not centre of world

The main quality of evolution is Survival, says Professor Fred Knelman of Concordia's Interdisciplinary Centre. Survival was the basis of biological evolution which is now at a halt—and it is the basis of psycho-cultural evolution which still goes on. Education is part of this psycho-cultural evolution; it is the transmission of knowledge, skills, values and art from one generation to another. What should be the form of the knowledge that we transmit today to the next generation? What are the guidelines?

Professor Knelman proposes that we live in a unique time in history; never before has man had the means to his own end. Life is threatened on this planet, not only man's life but, equally important, the life of all living things. All forms of life are naturally, not mystically, interdependent, and man must stop thinking of himself as the centre of the world.

One threat to life is the transformation of space through electronics. There is no longer any hiding place from awareness of inequity and injustice. We now know that the earth is not a spaceship but a lifeboat carrying one third of the world's population, with the other two

thirds in danger of drowning. Drowning people do not die quietly—they may sink the boat.

Montreal is a microcosm of inequity, says Professor Knelman. In one third of the population the rate of infant mortality, disease and life expectancy is similar to that of Third World countries. Quebec is like Brazil, with James Bay the Amazon, a hinterland that is being raped without regard for the eco-system and indigenous culture.

Such a situation makes Professor Knelman see parental love, not as housing and clothing children and providing for their education, but as acting out a political life which guarantees children a future. Formal and informal education must be drastically converted to come to grips with the great, unprecedented threats to survival—environmental damage, inequity and dwindling resources—so that we accept living in a radically different world, with less pollution, greater capacity for living, without disposable products and 'live-now-pay-later'. It is the capacity to survive that must be transmitted, otherwise life will be a lottery without security. Through education, children must develop

the capacity to cope and adopt appropriate lifestyles, and Canada must become sensitive to social priorities and public participation.

A unifying intellectual framework can encompass all formal and informal social and educational institutions, says Professor Knelman, and allow us to 'ecologize' ourselves in our lives and social relations. We must realize that nothing is free, neither air nor water nor what we find in the ground; they are goods and services that nature provides and we cannot live off them as capital.

Professor Knelman is convinced that meaningful changes are taking place in the world—not at government level but at the grass roots. Teachers and parents can carry out their moral obligations to children by demanding, together, that government act in good faith and give priority to values intrinsic to survival—health, the environment and human relations—to make it possible to re-create the future. We are at the end of a 300-year scientific and technological epic and about to enter a new epic which we can enter consciously and willingly, or be dragged into at great social cost.

An educational project:

Habitat

The United Nations Conference on Human Settlements is a challenge to all Canadians as indeed it is to all peoples of the world. Over five thousand government officials, representatives of Non-governmental organizations (N.G.O.'S) and individuals from all walks of life and from 140 countries were in Vancouver to participate in the Habitat Conference & Forum late May and early June. For many this has meant two years of study and work and for many more, much, involvement in the future.

Canadians are proud of the fact that Canada proposed the idea of a Human Settlements Conference at the Stockholm Conference on the Environment in 1972. Canada also offered to back the Conference and the United Nations General Assembly agreed to the proposal. Senor Enrique Penalosa, a former Minister of Agriculture of Columbia was chosen as Secretary-General with a Preparatory Committee of 56 UN member nations to advise him.

In the process, a great responsibility has been put on Canadians, that of becoming well informed on the issues of Human Settlements and of making sure that governments and responsible organizations make these issues a priority. Studies on the subject should become part of school and university programmes and the concern of all worthwhile organizations.

If Canadians and all World Citizens wish to find a solution to the man-made problems with which humanity now struggles they must become involved as persons, as families, as communities in the purposes, issues and findings of Habitat. We cannot afford to go blithely on while our Canadian arable land is being devoured by factories, shops,



houses and highways, while energy is being increasingly polluted.

How can we participate if we cannot attend the Conference and Forum?

—We could begin by reading Barbara Ward's books which are basic to Habitat policy: "Human Settlements: Crisis and Opportunity" and "The Home of Man" (recently published).

—A Habitat Information Kit is available from: C.N.G.O.P.G., 63 Sparks Street, Room 808, Ottawa (\$1.00).

—By following the special programmes and releases issued from Habitat '76.

—Finally by making sure there is follow-up activity wherever we are.

The Habitat symbol sums it all up, very neatly; The circle emphasizes the universal nature of Human Settlements problems. The triangular Greek letter "delta" represents shelter. The human figure appeals for better ways to provide this shelter and enhance the quality of life. The rough graffiti style reflects mankind's urgent need for answers.

Everything that affects quality of life is at stake and the time to act is now.

From left: Piggott, Hill, Morris, Wainwright, Kershaw.

Educational Role of the Community:

Vital need for leaders

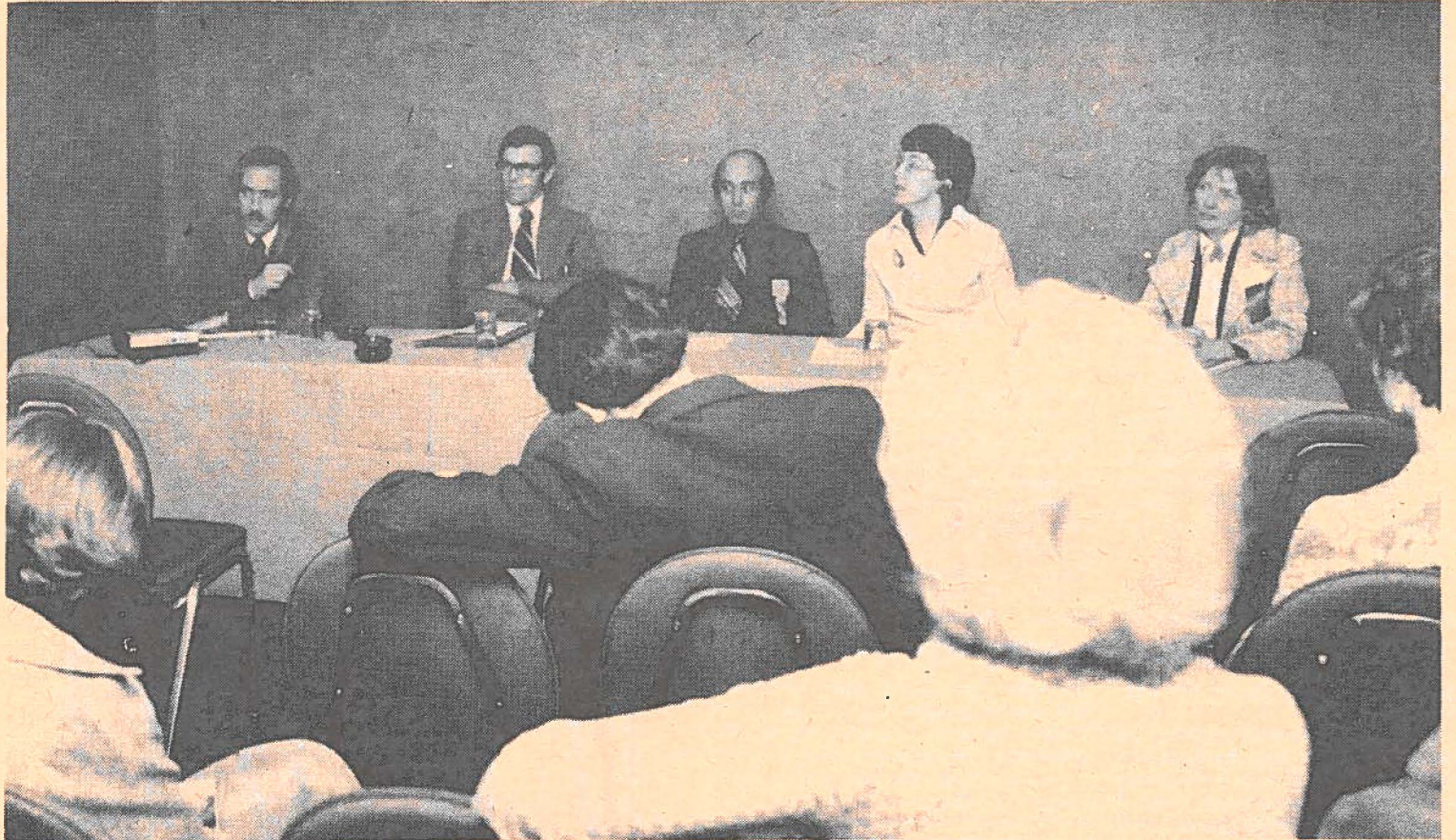
Each panelist gave a brief presentation on the educational role of the organization they represented.

Ruth Kershaw began by outlining the program of the C.G.I.T. (Canadian Girls in Training), describing it as a church affiliated program giving a religious emphasis to their many activities, but dealing with life in a way which is perhaps more realistic than the approach of the more structured and formalized church programs.

Girls develop their own program and seek to learn about other countries and cultures through contact with knowledgeable people. The group tries to provide learning and teaching experiences for all girls of the community and has integrated slow learners and retarded girls into the group.

Bill Piggott described a number of programs of the Y.M.C.A., specifically those dealing with the pre-school, 6-10, and 10-14 age groups. In the former group a pre-school program is available which includes games, athletic and learning sessions. For the 6-10 age group a creative movement centre has been developed. This activity develops imaginative skills and enables the person to learn through body language, dance and drama. One of the acute problem areas is encountered in the 10-14 age bracket.

The 'Y' is implementing an alternative to probation and other programs which are seen as good alternatives to punishment through law enforcement. Amongst these is a mini-bike program and survival camps. The Living and Learning program enables participants to learn what is happening in the community by visits to agencies such as business establishments,



municipal and civic centres. All 'Y' programs seek to be supportive of the local schools.

In the Girl Guides, as presented by Joyce Wainwright, the emphasis is on the recognition and development of the individual. From Brownie age (7) through Guides (10-14), Rangers (15-18) and Cadets (19-24) girls assume personal responsibilities which teach self-reliance, dignity and leadership skills. Guide programs are constantly changing to meet the needs of the members, who decide what their needs are. The program includes camping, sales, bazaars and on-going badge work.

David Hill saw schools being somewhat removed from the community. Schools have been asked to do more and more for students but in spite of many attempts and successes, have failed in many ways. For example, there is a decided lack of programs for boys, and in general poor cultural training. This is because of a dearth of leadership. Mr. Hill stressed the need to develop more social and community activities.

The comment and question period which followed focused largely on leadership — where do you find good leaders, how can they be incorporated into the various community programs. Some of the panelists saw their groups generating leaders from within, while others, because of the composition of the organization, had to recruit from the community.

Bikes need a check-up:

Now that summer's here children have brought out their bicycles. Remember, it's never too late to get the bike into good, safe, working condition, says the Quebec Safety League. Check the alignment. Straighten the front wheel and, placing your hand on the seat-stand just behind the seat, push the bike forward. It should travel in a straight line. If it veers to one side, it is out of line. Get it fixed. It's dangerous.

Make sure that all the equipment is in good order. Replace batteries on horn and lights if necessary. Be sure that generator lights are working.

Check your tires. Tire tread is just as important to the bike driver as it is to a motorist. Bald tires will not grip the road.

Make sure your bike is well oiled, check the chain condition and fitting, tighten all nuts and bolts and check for bent or broken spokes. These weaken the bike.

Before you take the bike out on the street, check out its braking ability on both wet and dry pavement.

Remember, your machine has not been used all winter. It needs to be thoroughly checked over—like any other machine—to make sure that it is still a safe vehicle and in good running order.

Canadian Home & School Annual Meeting

Resolutions become National Policy

QFHSA President Betty O'Connell was accompanied by two other members of the association forming the Quebec delegation to the national H & S meeting in Vancouver late May. Among other business dealt with were the following statements of policy based on resolutions passed at the 1975 Annual Meeting in Moncton, New Brunswick.

The Federation endorses:
(Resolution No. 1 - Status of Women)

(a) Co-educational guidance in elementary and secondary schools and the continuation of

education of both girls and boys for all occupational fields, according to their individual aptitudes.

(b) Textbooks portraying women as well as men in diversified roles and occupations.

(Resolution No. 2 - Values Clarification Program)
The encouragement and support of formal Values Clarification programs in all Canadian schools.

(Resolution No. 3 - Advertising directed to children)
The elimination of commercial advertising directed to children.
(Resolution No. 4 - Educational

Technology)

The encouragement of technology in education in conjunction with a comprehensive training program for teachers in its use as a classroom aid.

(Resolution No. 5 - TV Violence, Obscenity and Profanity)
A higher standard of TV programs in general, and particularly during child viewing hours, in consultation with an Advisory Committee of parents, teachers and child psychologists.

(Resolution No. 7 - Legal Mood Modifying and-or Sleep Inducing Drugs)
Re-affirmation of 1971 Statement of Policy.



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3rd FLOOR, ROOM 3-Q

Telephone 879-5928

Telephone 879-2806

WHY WAIT!

Denticare and our children's teeth

Look Mum—No cavities!

At a recent convention of Quebec dentists, it was reported that only TWO out of SEVEN Quebec children eligible for free dental treatment under the Denticare program are using its service. Children up to the ages of 10 are eligible for free examinations, cleaning and fluoride treatments, x-rays, fillings, pulp treatment and extractions. Repairs to teeth injured in accidents are not covered.

The Canadian average for a 12-year-old is 14 decayed teeth. By

age 19, two of these will have been removed. To improve dental health, dentists are turning to 'preventive dentistry'. Preventive dentistry seeks to keep teeth healthy by stopping tooth decay and other problems before they start.

Someday there may be produced a vaccine for tooth decay similar to those for polio and German measles. But already it is possible, by seriously following all of the advice—to almost completely prevent cavities in teeth.

FORMATION OF TEETH

At two months before birth, all of the primary teeth have begun to form—and at birth, the front teeth already have one third of their enamel formed. Six months later, they burst through the surface, or 'erupt', and during the next year and a half, the rest of the twenty primary teeth erupt.

In addition to chewing food, helping with speech, and giving a pleasant appearance, the primary teeth must hold space open for the permanent teeth that will follow.

It is important that primary teeth are protected from cavities, for losing a tooth through decay before the permanent tooth is ready to follow can result in eruption of the permanent tooth before its roots are fully formed.

If the permanent tooth is not fully developed under the primary tooth and the primary tooth is lost too early, the other permanent teeth could move out of place, causing crooked teeth that affect chewing and increase the likelihood of cavities.

WHAT CAUSES CAVITIES?

Chewing won't wear out the enamel on teeth, but acid will. Acids in the mouth are formed by the interaction of ever-present bacteria, and sugar. Bacteria can change sugar (from table sugar and most candies and sweets, called sucrose) into acid in less than 5 minutes.

Unfortunately for us, acid cannot easily be washed away—it collects in a sticky substance made up of saliva and tiny bits of food residue. This substance is called "plaque" and it sticks tightly to the surface of the teeth. Eventually the acid builds up in the plaque until it is strong enough to dissolve a pit in tooth enamel.

Once the decay has broken

through the enamel, the cavity will not stop growing by itself. Only a dentist can stop it by removing the decayed material, cleaning out all the bacteria and filling the hole.

PREVENTION

Since tooth decay is caused by acid formed from sugar by bacteria and held to the teeth by plaque, cavities can be prevented by preventing the formation of acids. Brushing properly after every meal with a good toothpaste will remove much of the food particles and plaque. It is recommended also that dental floss be used, a special kind of thread that is used to remove plaque from between teeth where brushing cannot reach.

FLUORIDE

Another help in preventing cavities is fluoride. Fluorides are compounds containing the element fluorine. In areas of the country where water in the ground and streams comes into contact with minerals that contain fluorine, the water contains fluorides dissolved in it.

Tests across North America have shown that wherever water supplies contain fluorides, children have fewer cavities—31 per cent -58 per cent fewer. Many cities now add fluoride to their water supplies, and in Quebec fluoridation of drinking water is now mandatory and will eventually affect the 70 per cent of the population in municipalities which have a filtering station.

Fluoride is added only in minute quantities that have been shown through medical research to be completely safe. Its greatest effect is on teeth before 'eruption', and the effect lasts until middle age.

FLUORIDE TREATMENTS

Fluoride can also be applied to



Even though tooth enamel is the hardest substance in the body, it is still not completely resistant to attack. Bacteria, always present in the mouth, can turn sugars contained in foods into acid. The bacteria collect in plaque, a sticky substance composed of food residue and saliva that clings tightly to tooth surfaces. The acid level builds up in the mouth until strengths are reached that are capable of dissolving

tooth enamel. The acid eats a tiny hole in the surface.

If not found the hole slowly grows until it eats right through the enamel and enters the softer dentin. Soon the decay advances to the pulp of the tooth.

Infection can set in, resulting in a very painful swollen abscess—and often loss of the tooth.

teeth in a solution by a dentist. Such 'topical' fluoride treatment has been shown to reduce cavities in adult teeth as well.

FLUORIDE TOOTH PASTE

Toothpaste is made up of a number of ingredients, each with a special purpose. Many brands nowadays contain an ingredient called 'stannous fluoride'. Such fluoride toothpastes have been accepted by dental authorities as effective in preventing tooth decay when 'used in a conscientiously applied program of oral hygiene and regular professional care'.

DIET AND TEETH

What we eat makes a big difference to our teeth. We can have fewer cavities simply because we eat the right food. The same foods that keep teeth healthy are the foods that are needed to keep the rest of the body healthy too...milk, vegetables, fruit, eggs and meat or fish because such foods are rich in essential minerals, vitamins and proteins.

Candies, soft drinks and desserts are not included in the perfect diet, but many people enjoy them. We should eat them after a meal, not between meals, and clean our teeth to remove

sugar WHENEVER we eat.

Interestingly, tea and apples are being found high in fluoride, with clear effects on tooth decay when these are regularly in the diet.

On the other hand, chewing gum containing 80 per cent sugar and chewed each day between meals will precipitate tooth decay.

VISIT THE DENTIST REGULARLY - FROM INFANCY ON

In order for children's teeth to receive the kind of care they need, parents need to catch the enthusiasm of dentists for new programs of preventive dentistry while children are small. Through such programs cavities can be prevented and other tooth problems anticipated. The

dentist gives the parent and the child individual instruction on prevention and motivates the family to cooperate over the long term.

In this way, subsequent dentist's visits become 'shots-in-the-arm' to keep up the enthusiasm, instead of 'jabs-in-the-jaw' while the dentist prepares to salvage what he can from the wreckage.

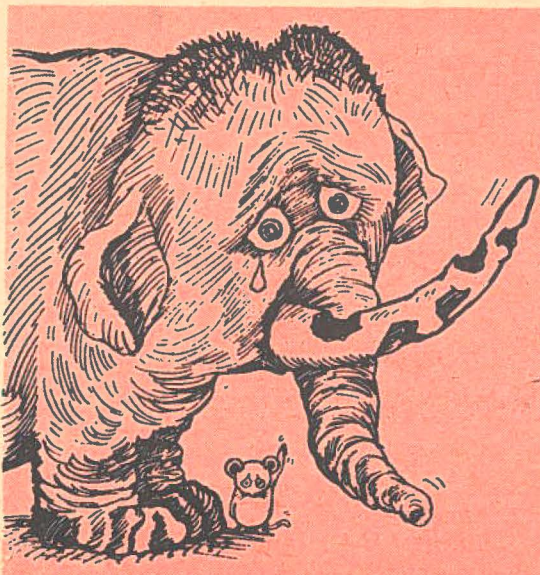
Dentists say that nowadays many families which have followed long-term prevention programs are scoring 100 per cent cavity-free dental checks. Such good habits started early prevent tooth loss, pain, eating difficulty and the expense of costly dental restoration.

The Denticare service is available now for children under 10 at very nearly every dentist's office. It makes good sense to use it.

Tooth Eruption Chart

Primary Teeth	Eruption Begins	Shedding Begins
Central Incisors	6-8 months	6-8 yrs.
Lateral Incisors	7-9 months	7-8 yrs.
Cuspids	16-18 months	9-12 yrs.
First Molars	12-14 months	10-11 yrs.
Second Molars	20-24 months	10-11 yrs.
Permanent Teeth	Eruption Begins	
Central Incisors	6-8 years	
Lateral Incisors	7-9 years	
Cuspids	9-12 years	
First Bicuspid	10-12 years	
Second Bicuspid	10-12 years	
First Molars	6-7 years	
Second Molars	11-13 years	
Third Molars	17-21 years	

Eruption varies from one child to another. Teeth usually erupt earlier in girls than in boys, and lower teeth usually erupt before the corresponding upper teeth.



A Dental Health Reminder:

tooth decay won't wait

Once tooth decay starts, any change is likely to be for the worse—probably more decay, more discomfort, and more extensive repair. Have regular checkups to assure early detection and treatment of decay.

Canadian Home & School & Parent-Teacher Federation

National holds Annual Meeting

Between May 25th-29th, 1976, Vancouver was the site of the national H&S annual meeting. Presidents and representatives of all parts of Canada, with the exception of Newfoundland, congregated at the Georgian Towers Hotel to debate resolutions and plans for the coming year. From Quebec came President Betty O'Connell, and Vice-Presidents Dodie Chant and June Ellingsen. National H&S Education Committee chairman Joan Mansfield (QFHSA) was also in attendance.

Many achievements were

Habitat Conference

Settlement experts challenge governments

As the United Nations Conference on Human Settlements opened in Vancouver on May 31st, attended by representatives from some 140 nations, a panel of the world's foremost experts on human settlements issues published a 14-point list of priorities drawn up over two days of meetings prior to the Conference.

Heading the panel, called the Vancouver Symposium, was economist Barbara Ward, with such colleagues as anthropologist Mararet Mead, geodesic dome developer F. Buckminster Fuller and Japanese environmentalist Jun U.

The Symposium's priorities for government are:

1. Control over land use.
2. The securing for the community of unearned increments in land sales.
3. The organization of the whole 'national space' as the basis of settlements planning.
4. The reinforcement of intermediate cities and rural settlements to create systems that strengthen agriculture and lessen pressure on the biggest cities.
5. The creation of better balanced communities in which the mix of different social groups, occupations, housing and amenities ends all forms of social segregation.
6. In developing societies, the encouragement in migrant communities of the full range of self-help, by means of security of tenure and assistance with essential services.
7. Special emphasis on the provision of clean water by a specific date.
8. The introduction of conserving and recycling services.

recorded by H&S all over Canada during the past year. A start has been made on H&S 'Discovery Groups' initiated as a result of the UN Faure Report on Education, in order to inform and encourage the parents of small, pre-school children to prepare their offspring for school and for education as an ongoing, life-long process. It is hoped that many more of those groups will come to life during the coming year.

Particularly in the Maritime provinces, much thought and study has been given to the role of the school in helping young people clarify and respect the values which will govern their decisions, both personal and political, when they are adults.

The OECD Review of Canadian Educational Policies due soon to be published in its final form is earmarked for close study and as a basis for action. The 'Friendship for Peace' brochure of resource material produced by the Canadian H&S International Committee has been much lauded by school authorities as valuable in broadening children's awareness of the world outside Canada.

The Bilingualism Committee (chairman Bill Asherman, QFHSA) produced a very full report on the status of the Federal-Provincial agreement on grants for bilingualism in education, as a result of which a resolution was passed requesting that 'the Federal Government define accountability (for the spending of the grants) in such a way as to ensure that the monies are in fact being spent as intended by the Biculturalism and Bilingualism Report.'

FUTURE PLANS

Another decision made was to make a concerted attempt to establish a H&S Federation in Newfoundland, to coordinate the

9. A moratorium on the adoption of nuclear power generation and emphasis on environmentally safe and economically cheap 'income energies' such as solar power.

10. The full participation of all residents in the decision-making that determines policies for their settlements.

11. The reorganization of national, regional and local governments to respond to the new emphasis on human settlements.

12. A new direction in research and academic institution to give the problems of settlements the attention and data base they require.

13. A commitment on the part of the international community to the basic services in human settlements a first call on capital assistance.

14. A pledge to set in motion the cooperating process of settlement development and improvement.

71 Home & School Associations in many of the four different types of school—Catholic, integrated, Pentecostal and 7th Day Adventist.

On Smoking and Health, it was agreed that a pilot project on health education and smoking be undertaken in PEI in conjunction with the Canadian Council on Smoking and Health. Another survey is likely on children's smoking during the coming year. Each Provincial association was asked to assign responsibility for a provincial smoking and health campaign. A formal resolution called for the elimination, progressively, of all smoking areas in schools for both students and teachers.

Other resolutions called for government action to reduce the portrayal of violence on TV, for values clarification programs in schools, for a broadening of the framework for cost-sharing agreements on daycare and upgrading and extension of child-care facilities. TV was the target of resolutions on advertising during programs, the quality of programming, and increased Canadian-produced youth programs.

A NEW PRESIDENT

Dr. Blanche Bourgeois of New Brunswick handed over the presidency of the Canadian H&SPT Federation to June Lore of Alberta, who begins a two-year tenure of the office.

OFF DUTY

Between business meetings, delegates were entertained at lunch by the B.C. Teachers Federation and at dinner by the B.C. Department of Education. Visits were paid to Simon Fraser University (with an informal discussion with Dean John Ellis of the Education Faculty), and to

Secretary Extraordinaire

It's hard to get Florence Scott to talk about herself. Her deep concern is for the school and the children. For 23 years, Florence has been the secretary of Lorne Elementary School in Point St. Charles. Actually, she is far more than a secretary. She is mother, confidante, and social worker.

Florence is one of ten children, all of whom attended Connaught School, the school where she first began her secretarial career. After four years she transferred to Lorne and has been there ever since. The only time she has missed a day of work was when her parents died. The Scotts have three children, two daughters and a son, and three grandchildren.

"I have been at Lorne so long that the children I see every day are from families whose mothers and fathers were students here." So Florence is not only the secretary of Lorne but friend and unofficial counsellor to a whole neighborhood. Her unofficial tasks include maintaining a slush fund to help provide taxis or bus tickets for hospital visits, or a dollar or two to tide someone over till payday. She phones the "powers that be" for extensions when oil or gas companies threaten to cut services to one of her Lorne families.

Florence has a brother with the Westmount Fire Department and has enlisted their aid to supply "extras" for children. She ex-

pressed gratitude to the Lady Scott Chapter of the I.O.D.E. who set up bursaries and donate money for field trips.

"They are always available as a resource in times of need," she said. Another thing that especially pleases her is that the Island Council is providing snacks to the children at recess to help balance their diets. She also emphasized that the warmth and understanding of the teaching staff helps create a secure atmosphere for the children.

"You need a sense of humour in this job," Florence remarked recently.

And it's been that sense of humour, a warm friendliness toward people and a sincere devotion to her work that has helped her "put it all together" for Lorne School.

an unusual community services centre called the Britannia Complex which incorporates a high school, and elementary school, skating rink, swimming pool, daycare facility, retired people's centre and other community services.

Vancouver was blooming with rhododendrons, azaleas, flowering trees and shrubs of myriad variety. The Habitat Conference was due to start the



following week and the streets were full of visitors of every nationality. But, yes, it did rain quite a lot!

The B.C. H&S Federation received grateful thanks for the reception given to Canadian H&S members, and for the interesting program and arrangements handled by Cathy Schoen.

Next year's annual meeting is planned to be held in Pugwash, Nova Scotia.

1976 Federation Executive



Front row from left— Ruth Pidduck, V-P., June Ellingsen, V-P., Sandra Keightley, V-P., Elizabeth O'Connell, President, Fay Richardson, Exec. V-P., Jane Findlay V-P., Rear— Gor-

don Perry, V-P., Pat Lewis, V-P., Joan Mansfield, Recording Sec., Charles Barnes, V-P. Missing are Dorthy Chant, V-P. and Nigel Thompson, Treasurer.

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Priorities established

Some one hundred parents, students, teachers and school board members took part in this activity led by Roy Snow of Hudson High School. It comprised small group discussion of a list of 'educational goal statements' agreed by the participants.

Nineteen goal statements, educational in the widest sense of the word, were to be assessed and reassessed by each of fifteen groups (six to eight members in each), with the objective of giving the highest possible ranking to at least one of the topics cited.

Animated discussion and argument led to consensus within each group as to the relative significance of different kinds of knowledge, skills and personal development. At the end of some 45 minutes, each group reported to the assembly the items to which they gave the highest rankings.

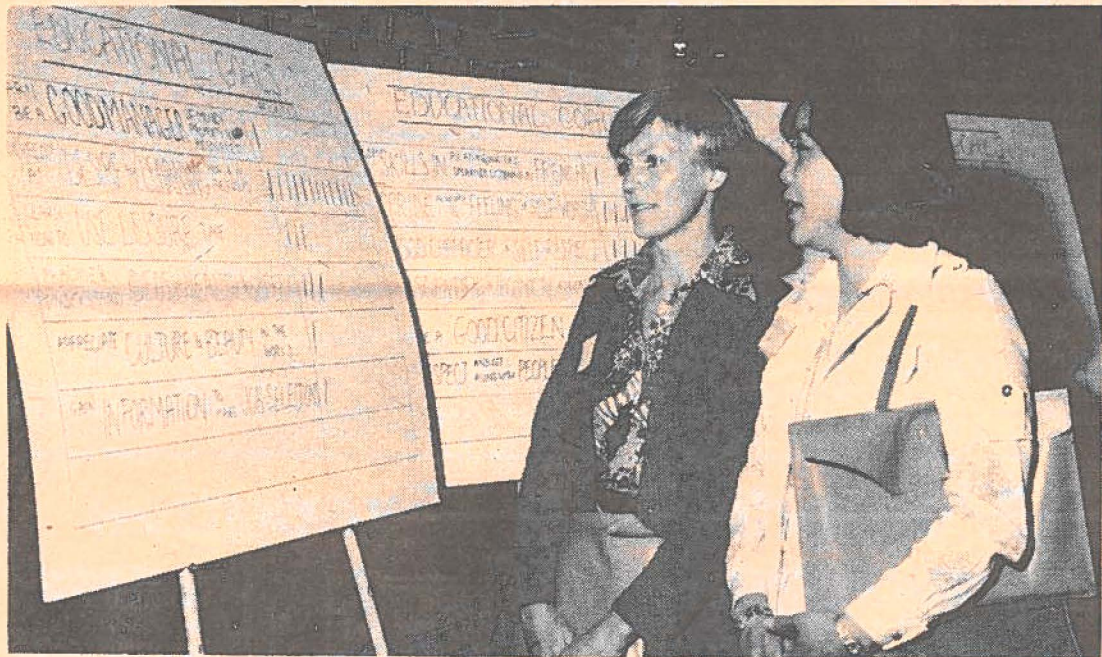
- The Leaders were:
- Develop a desire for learning now and in the future (12)
 - Develop pride in work and a feeling of self-worth (9)
 - Develop good character and self-respect (9)
 - Learn how to examine and use information (8)
 - Learn how to respect and get along with people who think, act and dress differently (8)
 - Learn how to respect and get along with people with whom we work and live (6)
 - Learn how to use leisure time (6)
 - Learn how to be a good manager of money, property and resources (5)
 - Learn how to live in harmony with the natural environment (5)

Mr. Snow found the results very similar to the profile usual to teachers' ranking, whereas students tend to emphasize job preparation in their priorities.



No, it's not a bingo game in progress. Everyone was busy working out rankings of goal statements under the direction of Roy Snow, Hudson High,

(giving advice to group below). General comment after was—we should do this as a program in our school next Fall—both by parents and students!



Reading: it really is all important . . .

Marion Kift, Commissioner of the Protestant School Board of Greater Montreal introduced the speakers and chaired the plenary session. Dr. Richard Hamilton, Professor of Sociology at McGill University was invited to speak on behalf of parents to express their reservations about standards of literacy. He chose the topic 'The Public and the Experts'.

He began by stating that he favoured the development of educational theory that is linear—along one main path that is constantly refined by expertise although the latter is inherently dangerous because of its nature. He reminded us that 'experts' are not infallible. They seldom agree and it is difficult to discern founded judgements from unfounded ones. Their knowledge can overwhelm the uninformed; seldom are we reminded of their failures. People are easily impressed by the form rather than the substance of what the experts are trying to sell us. Even among experts themselves there is a lack of a self-correcting process since they tend to become seduced by their own theories.

It is important to sort out the real from the spurious. The liberating appeal of innovations must not blind one to the reality that they may damage as well as help. The inability to read closes off not only literature but literacy and life-chances. For some, those of limited means, the loss of the opportunity to become educated is final.

QUESTION EXPERTS

One must therefore question experts; their sources, findings, effects of programmes and who the innovation is designed to help. One must then recognize the importance of a Research Committee for the Q.F.H.S.A. Parents must not be intimidated by experts: the basic rule of scholarship is that evidence counts, not authority.

Later, in his response to Dr. O'Hara's presentation he defined the needs of the post-secondary student as knowledge of nations, their politics and economics, one's own as well as those which will determine the quality of our future. Basic to that kind of study is a lot of prior training which involves reading.



O'HARA

KIFT

HAMILTON

Slingerland set convention tone:

Future values 3-way street: Home - School - Community



Dr. Francis Slingerland of Laval, Chairman of the Protestant Committee was introduced by Dorothy Chant, Chairman of the Editorial Board of the Q.F.H.S.A. News.

He elected to deal with the topic under the general heading of Tomorrow's Values for Today's Children in three parts and was able to convincingly demonstrate that it would be possible with co-operation between home, school and community to obtain a consensus on values for the future.

1. THE FUTURE

Toffler, the dean of futurists, has presented his theories of a future society subjected to accelerating change. He sees total transience of things, knowledge, organizations and personal and family relationships. He presents a future of total novelty, especially in science, and has argued that total accelerating change will lead to overchoice in the environment. His argument is based on certain modern realities. There is the cop-out—an attempt to block out reality; the withdrawal into specialization to block out social unrest and upheaval; there are reversionists or nostalgists and lastly there are those who join a super-simplifying cult.

Toffler's theories, however, have been attacked on both scientific and philosophic grounds. The Club of Rome has attacked the principle that technology is the driving force of progressive change. They have

claimed instead that technology can change only the nature of the coming catastrophe, it cannot avert the tragic results of resource depletion, starvation or pollution. Other experts claim that the Club of Rome is too pessimistic—that normal, stable, if austere, life can continue, provided that enlightened self-interest in society is able to accept severe restraint by government in the areas of family size, land use and capital investment.

2. VALUES FOR THE FUTURE

A value in society is at one and the same time an energy source and a channel of that energy. There are values common to all mankind. Humanity, the value held to be ultimate, is joined by three others, survival, freedom and dignity as the primary values. Over-emphasis on secondary values should be

avoided. Individualism, pragmatism and enlightened self-interest can, when imposed to an excessive degree, result in the inhuman treatment of minorities or the tyranny of the majority.

3. VALUES IN THE SCHOOL.

The Primary values can be taught explicitly. Students must be helped to become aware of their own secondary values in order to understand the consequences of their own actions. Moral and religious instruction, provided that it is not authoritative is essential. An education in which it is neglected is truncated.

Mr. Nigel Thompson, Treasurer of the Q.F.H.S.A. thanked Dr. Slingerland for his address asking that copies of it might be made available for further reading.

Some Perspectives in Education

Must train people to live in an impersonal world

Dr. O'Hara, Professor of Education at McGill, began by reminding his audience that we tend to be limited by our own experience of schooling making it difficult to assess priorities for the future at a time of great technological change. Schools today must cater to a much more varied clientele since a much greater percentage of students reach post-secondary levels and a certain shift in standards has been inevitable. The failure of our present system is to promote a sufficient number of the lower socio-economic groups to post-secondary education.

He then enunciated six needs that he felt would have to be met in schools geared to the needs of

tomorrow's world:

1. Need to concentrate on the lower socio-economic groups to provide equal opportunity.
2. Need to concentrate on the new language allied to the abstract modes of communication—Mathematics and Computer Science.
3. Need to concentrate on writing which is becoming increasingly difficult in an electronic age; ways must be found of putting it into a context where it can thrive. There is also a need to demonstrate literary enjoyment in order to promote an interest in literature.
4. Need to educate feeling in

face of technological development which tends to insulate people. Students must not lose touch with the universe; they should not be trained to live in an intellectualized, impersonal world.

5. Need to 'become'. There is a need for young people to collect in order to cherish and share which is the first step in community.

6. Need to remain open to new possibilities, new claims and new needs. This Dr. O'Hara feels to be the greatest challenge—to continue to listen to all sections of the community.

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Past-President Miller presents Buzzell award

IAN TRASLER, this year's recipient of the Gordon Paterson Award has had a long and distinguished career in education. For the past twenty-five years he has been associated with the Protestant School Board of Greater Montreal during which time he has been the President of M.A.S.A., the President of P.A.P.T. and the chairman of the Association for Reform in Education. He is currently the President of the Quebec Association of School Administrators. To those parents in Home & School who have been given the opportunity of working very closely with him as he has discharged his many duties this award offers recognition of his dedicated service to education and more particularly those fine qualities which distinguish him as a humane, tolerant and compassionate human being.

Decisions in Education:

A "messy" situation

Ernest Spiller outlined the "Whos" and "Wheres" of educational decision-making and gave a brief history of events leading up to present day. He pointed out that there are various ways to make decisions and that most decisions should be arrived at with consultation.

He emphasized that the sixties showed authority being challenged, and that the seventies are showing an attempt at democracy in education. The greatest drawback of this trend is that it "Produces some candidates who are more interested in being in power than they are in serving all children."

He concluded that the time has come to let it "all hang out" and the key to making intelligent decisions is an informed electorate with greater awareness.

Mrs. Joan Dougherty agreed with the basic premise of more democratic decision-making but, "I feel that it should go further and that more issues should be decided at the local level." She said that educational decision-making is in a "total mess. There is too much government interference, too many laws and regulations. There is a struggle for power between levels; a struggle for grabbing pieces of the empire of decision-making."

In contrast to Mr. Spiller, Mrs.

Dougherty felt that we had plenty of democratic participation, but that all decisions cannot be made by all people. There is no such thing as a consensus in education. We have to look at each level and we have to risk giving power to individual grass roots groups.

She concluded that we will never get teamwork or an atmosphere of trust until the decisions for money distribution are returned into the hands of the implementors of the programs. We need money resources at the local level.

Mr. Robert Kouri delineated his own philosophy regarding decision making. He feels that because the principal is no longer supreme his role becomes that of a co-ordinator in order to have "Better communications for the satisfaction of all."

He believes that there is a basic format for the process of decision making. Everyone cannot assume responsibility for all decisions. One must decide who shall be informed, how and when.

Mrs. Michelle Clabrough disagreed with Joan Dougherty and feels that students, teachers and parents are not encouraged to play an active role and are therefore powerless. She said people should be given more than token power.

Michelle's presentation con-

Bilingualism Grants- We keep trying!

by T.S. Dutton, President
Lakeshore Regional Council

The attached telegram, addressed as shown, is self-explanatory. The blunt political wording employed was deliberate and would appear to be appropriate to a Government which has paid little heed to Federation's more conventional and reasoned efforts on behalf of Quebec parents, both English and French-speaking, who have not received the respective Federally intended educational benefits from the considerable funds provided since 1970 by Canadian taxpayers at large for these specific purposes.

Replies and results to date are summarised as follows:

Mr. Rod Baker, MP - Replied indignant at tone of telegram, - referred to a position he had stated time and again whilst on CJAD staff and promised detailed figures from Secretary of State - no further communication to date.

Mr. Hal Herbert, MP - Replied stating his strong opposition to continuation of Federal funding on present basis - has since forwarded minutes of two Standing Committees which confirm his stand as stated, also copy of letter to him from Secretary of State and copy of Treasury Board Summary of 1976-77 Expenditures which indicate that Quebec will receive 76.2 million (more than other

Copy of Telegram

3000 members of Home & School Associations your readings note unanimous House approval members motion for continuation of financial assistance to four Ottawa School Boards which have already received several million dollars of our federal taxes for French language immersion teaching.

Quebec English Boards providing French immersion teaching to far greater number of English language students have not received one nickel's worth of \$125 million a year provided to provinces for this purpose from our federal tax monies.

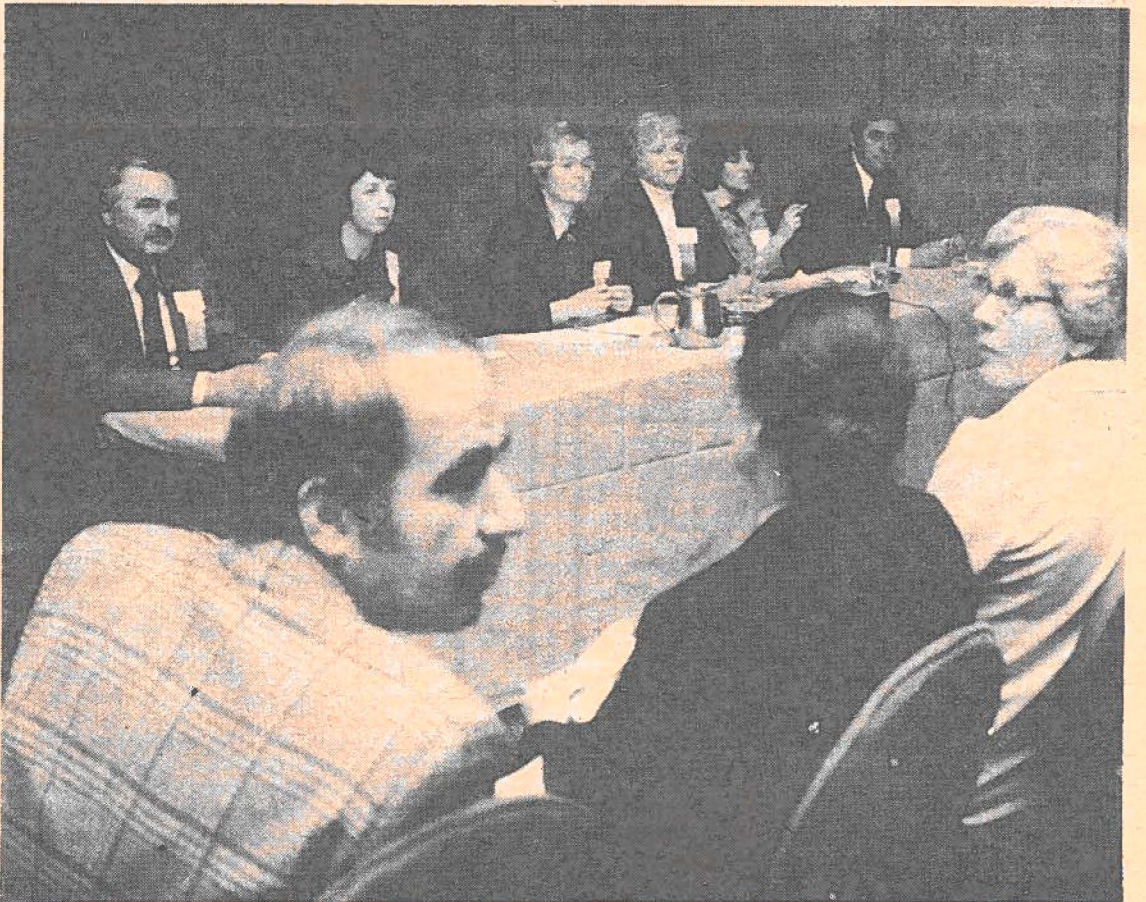
Why cannot our liberal representatives do equal job for their English speaking electorate as Mr. Poulin MP does for privileged Ottawa parents.

Continuation of this Liberal Party injustice and gross economic discrimination against Quebec English speaking educational system resulting in heavier workload for lower paid teachers unavoidable degradation English language standards which together with Bill 22 ambivalence will not be forgotten by parents at next federal and provincial elections.

Provinces combined) for bilingualism development!

In subsequent correspondence Mr. Herbert agrees that Federal Government should either see that funds are employed for the purpose for which they are supplied or get out of the business altogether. As he states "it is

almost ironic that the 'english' of Quebec must argue that our province is not like the others". P.C. Leader Joe Clark, MP - no written reply to date, but an indication has been received that a brief personal meeting opportunity will occur in the near future.



trusted the traditional system with the co-management system. She pointed out that in the traditional system decisions made by students, teachers and parents are only token since they do not have the authority to enforce them. Conversely, in a co-management system all decisions are made by consensus and the three groups making up the school are a committed body which can take the responsibility for the results.

Mrs. Eileen Bedoukian emphasized that the P.S.B.G.M. must learn when to consult and not be afraid to make waves. She felt that local groups and the board are playing "Fall guy" for the government; that they have no real power but that they take all the "flak". She was incensed

that decisions were being made before consultation and implored the board to make decisions without bowing to the pressure of individuals.

There is a basic lack of honesty on the part of all groups. We must learn to compromise on a common goal.

There was a discussion period. One member of the audience felt that the board was too in recognizing and dealing with problems. A suggestion was made that perhaps boards should be allowed to fix their own tax rates so if they wished to pay more, they could have more expanded educational services. The questions ranged from the cost of transportation to the election of school board members.

Decisions in Education Panel Members: Ernest Spiller, Deputy Director General, School Council of the Island of Montreal; Joan Dougherty, Vice Chairman P.S.B.G.M.; Robert Kouri, Principal, Baron Byng High School, Member of Superior Council of Education; Michelle Clabrough, Head Teacher, M.I.N.D. P.S.B.G.M. Alternative High School; Eileen Bedoukian, Member of Central Parents Committee. Gillian Hayes, Chairman, Mount Royal High School School Committee, Chairman and Co-ordinator.

French - second language

"Literacy" required

In May, a Department of Education committee on the teaching of second languages (English and French) invited QFHSA President Betty O'Connell to bring other QFHSA representatives to meet them in order to discuss French (second language) teaching in Protestant schools.

The Second Language committee present consisted of S. F. White, Associate Deputy Minister; Monique Daigle, Roger Langlois, Leonce Pelletier and Guy Dozois. Maybelle Durkin and Joan Mansfield accompanied the President.

Mr. White opened the discussion by saying that the committee was looking into the question of short-term and medium-range goals for second language education in Quebec schools. He also asked for comments on weaknesses seen in present programs and on the role of the family in the acquisition of second language skills.

The QFHSA representatives expressed the feeling that of most importance was an improved pupil-teacher ratio in second language classes, more in line with current practice, for instance, in federal bilingualism courses for civil servants. Also, the concern that the basic or 'core' program in French should be upgraded consistently and that teachers of the second language develop the necessary technique for 'teaching-to-level' in their classes. With such skilled resources, however, the visitors made it clear in their view it should be left to the school board concerned to set up the programs appropriate to the needs of its students in each school, including special courses for education students by specialists under special ratios.

The question of the development of oral French skills in a school setting was another point raised and there was agreement

that the family needed to play a role in encouraging students to take advantage of opportunities to speak French outside the school. A plea was made for the encouragement of student exchanges which can provide cross-cultural friendship as well as communication skills and mutual understanding. As parents, the QFHSA representatives had observed in recent years a growing openness of attitude in anglophone youngsters towards the majority group. However, the progressive 'Francisation' of life in Quebec is seen to be taking some of the burden off English schools to provide institutional opportunities for speaking and understanding French.

Mr. White reported that there was some pressure to remove the written French requirement as obligatory for a Quebec English high school leaving certificate. Members of the QFHSA delegation, while understanding the difficulty writing French poses for some students, expressed reservation at the idea of releasing students from the motivation to write any French at all, though consideration might be given to a simple written exam for some students not intending to go on to higher education.

One of the reasons for this reservation was the feeling that the 'working knowledge of French' which was demanded of anglophone students might be better described as 'literacy' in French and writing is therefore necessarily involved. It would be desirable, however, for newcomers to the Quebec system and others experiencing special difficulty to be able to acquire a S.C. leaving certificate without fulfilling this qualification.

The Committee listened attentively to the official and personal points of view expressed by Betty O'Connell and her colleagues, and a positive and relaxed atmosphere prevailed.

No change in fees for 1976/77

President Betty O'Connell chaired business sessions during the convention. She announced, among many other things, that the \$3.00 fee would remain for this year at least. On her right is Associate Deputy Minister of Educa-

tion, Sylvester White who officially opened the event, Bill Asherman, Federation's Constitution specialist and Fay Richardson, Executive V-P., who also had the responsibility of Convention Chairman.

Contract negotiations:**Bargaining does not exist**

Leo Roback of the University of Montreal, Jack Johnson (president, PAPT), Dr. R. Tali of McGill's Education department, and Peter Ross, financial administrator with the Chateauguay Valley School Board, formed a panel to discuss the topic of provincial contract negotiations in the educational system, under the chairmanship

of Sid Dutton, QFHSA.

Yes, collective bargaining between teachers and employers is necessary, says Leo Roback, U of M. But the system under which it is carried on is cumbersome and anomalous, based on the outmoded centralized French model one generation behind Ontario's and increasingly interfered with by the financial

power of the government.

Ron Tali of McGill sees collective bargaining as necessary—but we do not have it in Quebec where the priority is not bargaining but balancing the budget. Jack Johnson agrees that collective bargaining in the proper sense of the word does not exist in the educational sector in Quebec, and has not done so since the day of the Lesage government. Incremental legislation has set limits to bargaining and provides no recourse in the case of conflict.

One of the problems is that the Labour Code governing collective bargaining was drafted for the private, not the public, sector, says Roback. In the private sector employees are not interested in how the plant should be run, whereas in the educational sector teachers have to be concerned about this, for it affects working conditions. A special bargaining set-up for the educational milieu should allow different areas to have different priorities. In the end, however, conflict will always be present; there is no perfect way.

More than one speaker from the floor spoke of the opposing pressures on the government from the francophone and anglophone milieux. A parent and a student expressed concern for the long-term effects of civil disobedience and disruptions on young adults and young students. Jack Johnson replied that laws must respect human rights and the collective good, and the effect of disruptions in the school program will be minimized by 'continuous progress'.

Recommendations from the panel are that teacher negotiations should be outside the Labour Code and under laws which will give more hope for satisfactory progress. Negotiating close to where decisions are at present made is difficult, for four government departments make decisions affecting education. Educational administrators called for decentralization of the educational system.



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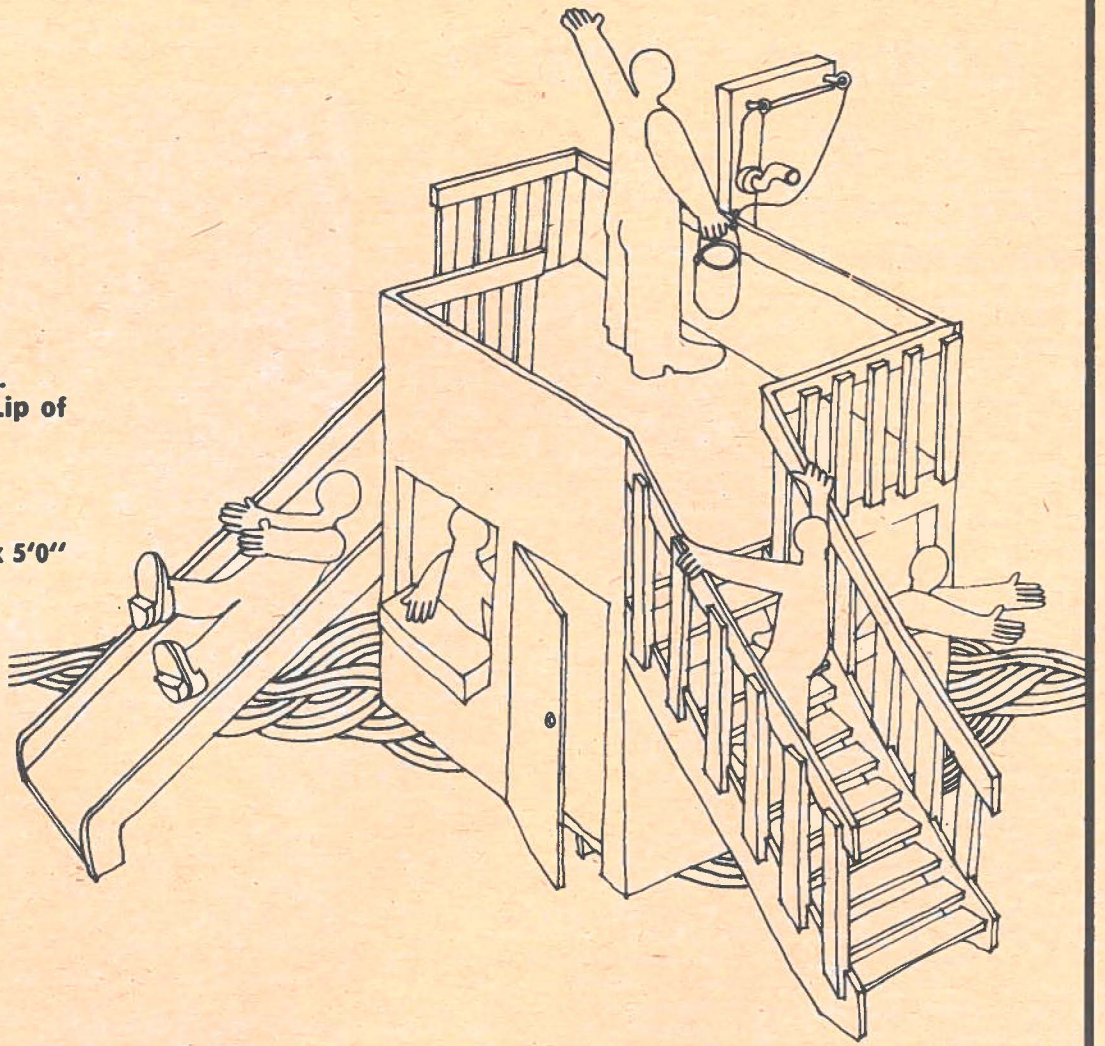
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Build this playhouse for your children

Materials & dimensions

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- [C] Stairs 2'0" wide; rise to be 5", tread 8".
- [D] Three quarter inch fir ply treated sides.
- [E] Three quarter inch fir ply floor inside.
- [F] Playhouse dimensions: 5'0" wide x 7'0" long x 5'0" high.

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Environmental studies:

Creative playgrounds aid learning process

The chairman, Mrs. Vilagos, began by saying that, while she is very aware there are many different types of programs being presented to various age groups at various School Boards, the objective today was to interest parents so they would go back to their own schools and ask why their children were not offered Environmental Studies.

She then presented Mr. A. MacDonald, who is Principal of Heroes Memorial School, Cowansville. Mr. MacDonald explained his school, being a country school, has children before school, at two recesses and also during the lunch hour; the regular swings and slides provided were not only not adequate but were always being vandalized.

When he started to look into playgrounds he found them not only to be fun for the children but also a learning experience.

Since the playground was started reading has improved throughout the school, children with perceptual handicaps have been helped tremendously as have children with motor disability problems and the overall fitness of the school has increased as shown by the Canada Fitness Awards.

INVOLVE TEENAGERS

A series of slides were shown showing how the Playground was constructed. It was stressed that not only the children in the school but also the local teenagers must be involved in the enterprise, otherwise one morning everything may be torn down and broken. The younger children were helped by not only seeing shapes but also feeling them; all the paving in the school is covered by games, squares, circles and aids to perceptual handicaps. How much better for a child to lie and try and make himself into a square than to look at it on a piece of paper!

Slides were then shown from around the world of various playgrounds; if it is possible to have large blocks of wood, how a child's imagination works into making almost anything and how well they play together. Tires, tires, and more tires can be free

and can be anything; some are painted, some left black and think of the different sizes from a car up to the tractor trailers!

Dr. Willis was then introduced and by coincidence he had been Principal at Heroes Memorial many years ago. After a career as a teacher, Principal and Administrator he retired to run a year-round Education Centre at Wilvaken.

CHANGING ATTITUDES

Dr. Willis talked about the changing attitude in the country today and how we must teach the children now to try and save the

beauty around us while there is still time. He told of many instances of not only city but suburban children coming to Wilvaken "just because the class is coming" and seeing the change take place as they began to appreciate not only the beauty of the countryside but also of seeing animals in their natural surroundings.

He also felt that being in a group with one's peers was a great help to the shy child and that they enjoyed the experiences and being able to talk them over with each other. Cross-country skiing was a new adventure for most children and skiing across a

frozen lake always was a high point.

Dr. Willis showed a series of slides to explain children are not there just for fun; children learnt to read a compass, examined trees to find the age, and many other projects.

Slides were also shown of children in the evening helping with the dishes (boys as well as girls), playing chess and just sitting enjoying a roaring log fire.

Dr. Willis had a series of books available on outdoor education and also recommended other books to improve our knowledge on the subject.

It was learnt that P.S.B.G.M.

has a booklet listing activities for various ages, activities from boat sailing to mountain climbing to camping out in the dead of winter. (Mr. Walter Meary of P.S.G.B.M. is in charge of Outdoor Activities.) Trips can be on school days, weekends, overnight, three days or five days—it depends on the teachers involved and also the parents.

If an exchange can be arranged between say twenty-five French children and twenty-five English so they can learn each others' cultures the Provincial Government will pay for the whole thing, so the opportunities are there.

Mr. Macdonald noted that in Cowansville their trips were into Montreal and suburbia so the children would understand the type of reading books put out by the Department of Education when Daddy comes home from the office in a car to be met by Dick, Jane and Spot in the small garden.

HELP WAITING

A question period followed of mostly how to get things started in their own school.

Mr. MacDonald's information on 'Playgrounds for Free' was much in demand.

Two films from the Children's Environment Advisory Services, "Where Do Creative Children Play" and "Where Can City Kids Find Adventure", (the former for preschoolers, the latter for older—eight to thirteen—children), and also a slide and sound presentation "Our Children's Environment" are all excellent material.

There are also a series of booklets available and a newsletter. Extra order forms were available (maybe still are) from D. Vilagos, Q.F.H.S.A. Program and Services Chairman.



If your children are physically fit — they're probably mentally alert!

(IF NOT, HELP THEM)

FOCUS on the LOCALS

Lakeshore Council hits meet:

Parents told political inspired problems need political solutions

The Lakeshore Regional Council of Home & School Associations sponsored a lively meeting April 26th at the Macdonald College Centennial Centre with representatives of provincial and national political parties responding to a précis of the changes which have taken place in English protestant education since the 'quiet revolution' of the 60's in Quebec.

Mr. L. J. B. Clark, Director-General of the Lakeshore School Board, provided a factual yet personal view of educational developments in the last years, since the Parent Report.

"In 1960" said Mr. Clark, "it can be—and was—stated that the Protestant Schools in the Province of Quebec were second to none."

With the setting up of a Ministry of Education in Quebec in 1964, however, Protestant Administrators' fears that English Protestant education would be undermined were aroused. The large staff of the Ministry is overwhelmingly French-speaking. Moreover, a flood of directives, regulations and new Bills required extra work of the staff of local boards and the energies of people interested in education—teachers, administrators, school commissioners, members of H & S Associations were channelled into reaction to this material rather than into the creative ventures of previous years.

"A situation from which we have still failed to recover", said Mr. Clark, "is the norms for the classification of teachers issued in 1968. The Entente of 1969 fixed government rules for hiring teachers and paying them. Many excellent teachers were so concerned that they moved to other provinces. Those that remained were forced to accept larger classes, with the result that individual attention to needs of pupils had to decrease, and cutbacks were forced in the use of specialists."

"To summarize", said Mr. Clark, "legislation and resultant regulations and directives have drained the energies of all concerned with education during the last twelve years, a process counter-productive to the maintenance of standards and to the development of new trends in education."

Commenting on Mr. Clark's presentation, Mr. Art Seguin,

SPRING GARDEN

H&S without a School!

A first in Quebec took place on May 18th when an organizing committee of H&S was formed for Spring Garden School, Dollard des Ormeaux. What is unusual is the fact that the school is not due to open until September. Spring Garden is to be 'twinned' with Sunnyside Park and at the March executive meeting Sunnyside Park H&S voted \$300 to help start their new 'twin' H&S. Wilma Stolovitch was elected chairman, Mavis Flet-

cher and Ursula Dexter co-vice chairmen, and Pat Poitras secretary. QFHSA was represented by Diane Vilagos (Program Chairman) who gave a short talk on the work of the provincial H&S and also brought greetings and good wishes from the QFHSA president. A full slate of officers will be presented to parents in September. All good wishes to Spring Garden H&S and the principal Mr. Jones!

Paul Unterberger (PQ) referred to the lack of quality in the MNA's elected to the National Assembly. The PQ, he said, wants justice for minority groups without loss of the English school system. Mrs. Janet Burleigh, a federal Conservative, announced her intention to run as an independent against Mr. Seguin in Pointe Claire in the next provincial election. She said that she is for total freedom of choice in education, and that politically inspired problems in education, as in other areas, need political solutions.



LASALLE HIGH: THE BUS

FLASH!! On June 2, LaSalle High Home and School Executive was able to write "PAID IN FULL" across the bill for our bus. In addition to this we paid this year's insurance premium on our bus. Since the acquisition of our bus in September, 1975, our Executive has worked exceedingly hard organizing fund raising events, such as, mini-

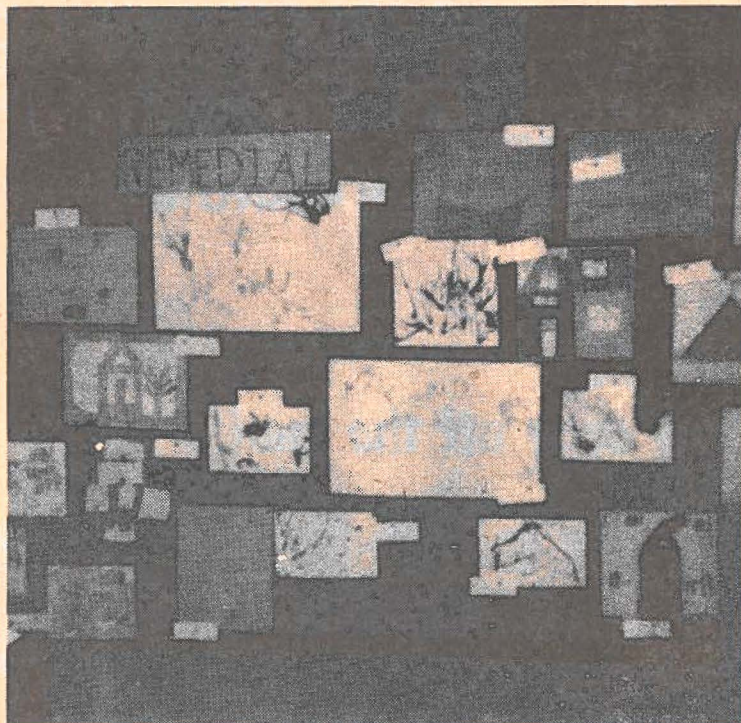
auctions, rummage sales, craft sales, wine and cheese parties, etc. In retrospect it has been a busy and fulfilling year for each of us.

In writing the article on buying the bus, I did not mention that our High School is a Comprehensive or Polyvalent one. The type of school or facilities available should be a point to consider when the decision to purchase a school bus or vehicle by a Home & School is made.

Three points in my original manuscript were omitted from the Home & School News. I feel they are worth mentioning and have listed them below:

The Purchase of Insurance: In purchasing insurance it is necessary for one's own protection to ascertain from the broker the name or names and the financial ratings of the companies which will underwrite the risk.

Establishment of Policy & Guidelines: Another step was to begin drawing up Policy and Guidelines, with the necessary forms, which once approved by the LaSalle High H&S Executive,



SHIGAWAKE-PORT DANIEL compositions, spelling, math, and handiwork in art.

Arts Display

The Shigawake Port Daniel H&S held an Arts Display at their regular monthly meeting. The teachers from Kindergarten to Grade 5 worked with their classes to set up displays of handwriting,

Time was allowed during the meeting for parents to view their children's work. Every child in the two schools which participated, Hopetown and Port Daniel, had at least one contribution displayed. It is hoped that the Arts Display will become an annual event in this Home & School.

GREENDALE

Money from junk

A Garage Sale was held on March 20th at the school, proving that one man's junk is another man's treasure when it raised \$740. Even the 'leftovers' were put to good use as they were donated to St. John's United Church for their May Garage Sale.

SUNNYDALE PARK

Babysitting and Bikes

For the third year, a babysitting course has been organized by the H&S for Grade 6 students, with 26 children taking part. Lists of this year's successful graduates are available for new parents to the area.

A Bike Rodeo is planned for June with all schools in the area invited, to a total 1,500 children. A local Cycle Club will check out all bikes and advise on any repairs or changes to be made. The police will then take the children through a safety course. A free glass of orange juice and a Bicycle Driving Licence awaits each successful and safe rider.

The Montreal Symphony Orchestra visited Sunnyside Park in April, the costs being shared with St. Bernard's Catholic School which the orchestra visited in the afternoon.

vehicle used to transport students and the decision to purchase a school bus or vehicle must not be taken lightly by any Home & School Assn. By June 1977 we will be in a position to present a complete report. Should any Home & School Assn. require more information, please write me c-o LaSalle High School, 8300 George Street, LaSalle.

by Lorraine Batten, Chairman, LaSalle High Bus Committee

the Bus Committee and the Principal of the school, could only be amended for good reason by a joint meeting of the above mentioned people.

Evaluation of Ownership and Use of Bus: In order to evaluate the cost of operating the bus and to be in a position to decide on future Policy, the Bus Committee is keeping a complete record of all costs relating to the bus whether they be incurred by the Executive or the School. All matters whether administrative, pedagogical, parental or others occurring which relate to the bus, must be noted by the Bus Committee in order to assist in the evaluation.

In conclusion I would mention that many responsibilities are inherent in the ownership of any

Make your views known - Join

Home & School
- TODAY !

NOTICE TO ALL PRESIDENTS

NOW IS THE TIME TO BE SURE YOU HAVE SOMEONE WHO WILL BE RESPONSIBLE FOR THE AREA REPRESENTATION & PROVIDE COORDINATION BETWEEN YOUR LOCAL, OTHER LOCALS IN YOUR AREA AND WITH FEDERATION.

IT'S UP TO YOU.

Membership:

Be early off the mark!

Now's the time to appoint your membership chairman!

It's June, summer vacations, and the end of the year's work for a H&S executive. September seems—and, of course, is—a season away. But hang in there, H&S-ers, just a little longer. Get at least one project planned now ready for BACK TO SCHOOL time—get your Membership Chairman installed and psyched up.

The reason for this is clear. With the leadership of next year's membership campaign decided, some preliminary planning can be done so that September does not hit below the belt and lay your Association low, groggily mustering last-minute people and information to rebuild local membership and, from QFHSA's point of view more important, put

PROVINCIAL membership and revenues back on a solid base.

Throughout the summer, when many of us are enjoying the respite from day-to-day H&S involvement, the provincial H&S office will be preparing and sending out to the locals the facts and guidelines to help next year's membership campaign.

To make this work worth its while, somebody in your H&S Association must be briefed and planning to put the wheels in motion as soon as school bags come out of the closet and children go back to school in their new shoes and haircuts.

A Membership Chairman new to the job and looking for ideas, moral support or information on how to set up lists (NB in

alphabetical order WITH postal code) in invited to visit, write or phone the QFHSA office at 4795 St. Catherine West (near Westmount CP station) telephone number 933-3664.

Or to contact the QFHSA Membership Chairman:

Or, contact QFHSA Vice-President Jane Findlay, 386 Berkeley Circle, Dorval Phone 636-1804.

Membership cards, renewal forms to mail, and other supplementary publicity material are available through the office.

So get off to a good start—appoint your Membership Chairman NOW and let us know their 'name, rank and serial number'.

You will be glad you did!

'Hands-on' learning aids

Learning metric with Catermetre, Deca the Dragon and Kilo the Kilogram is more like playing games, than working, for primary school students who have already been introduced to the "Track 10 Program". The first completely Canadian designed and produced primary measurement program, Track 10 combines educational credibility with the flavour of Sesame Street.

Two features of "Track 10" measurement centres are the provision of pre-planned hands-on learning activities, and an introduction to metric vocabulary in advance of the consolidation of metric concepts (the same way children talk about trains before they can write about them—they can talk of metric with Track 10 before actually using it). Developed by Metric Media Inc., Toronto, this program is being made available to schools and other interested groups by Colgate-Palmolive of Canada Ltd. at its absolute cost (\$37.00 per centre).

The first "centre" to appear on the market features charts, teachers' guides, song sheets and a whole cast of comic metric-creatures. The centre may be used as a supplement or as a complete measurement instruction program.



Some of the Track 10 learning aids contained in a measurement kit that encourages children to have fun as they adjust to thinking metric. The kit is made available to schools at cost price by Colgate-Palmolive of Canada Ltd.

To-Do's from the Canadian Home & School Annual Meeting

The following resolutions, which were passed at the recent Canadian H&S annual meeting, ask for individual letters from Home & Schoolers across Canada.

RESOLUTION NUMBER 9 - TELEVISION ADVERTISING

- from Alberta Federation of Home and School Associations

WHEREAS, we are very deeply concerned that television advertising may cause a distortion of the values of our young people because of the stress upon "possessions"; and

WHEREAS, we are cognizant of and grateful for the plans of the Canadian Broadcasting Corporation and the Canadian Radio Television Commission for cut-backs in television advertising; and

WHEREAS, we realize that the television industry at present relies upon paid advertising for operating income; and

WHEREAS, it is possible that to offer programs uninterrupted by advertising, except for the name of the sponsoring party, would not mean a lessening of sales but rather of increased good will toward such sponsors; and

WHEREAS, the Federal Cabinet has the power to make the decision regarding the proposals of the Canadian Radio Television Commission for advertising;

THEREFORE BE IT RESOLVED that the CHSPTF, working through its Provincial Federations, urge parents to make their wishes known regarding advertising to both sponsors and Members of Parliament, through personal hand-written letters, with the suggestion that sponsors seriously evaluate the possibility of increased good will by viewers if television programs were uninterrupted by advertising other than an announcement of the sponsoring party; and

FURTHER BE IT RESOLVED that the CHSPTF make known this suggestion to the Canadian Broadcasting Corporation, to the Canadian Radio Television Commission, to the Advertising Standards Council, and to the Federal Cabinet.

RESOLUTION NUMBER 10 - TELEVISION PROGRAMMING

- from Alberta Federation of Home and School Associations

WHEREAS, it is felt that continued action is called for in bringing about needed improvements in television programming; and

WHEREAS, it is felt that more effective influence will be exerted by directing our resolution to the advertising sponsors of programs, as well as to the authorities;

THEREFORE BE IT RESOLVED that the CHSPTF, through the affiliated Provincial Federations, urge provincial television stations to adopt the following policies:

- much less violence in programming
- the showing of more programs portraying values which would support and strengthen family ties
- the showing of programs portraying humour without vulgarity, more of the excellent educational programs that are now being shown, as well as programs giving instruction in creative arts, crafts and hobbies; and

FURTHER BE IT RESOLVED that members of the CHSPTF make the above requests known by personal, hand-written letters to local television stations, to the Secretary of State, to the Canadian Radio Television Commission, and to advertising sponsors; and

FURTHER BE IT RESOLVED that the CHSPTF appeal to the Secretary of State, to the Canadian Broadcasting Corporation, to the Canadian Radio Television Commission and to the Advertising Standards Council for the above type of programming.