

Quebec Home & School NEWS



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IN THIS ISSUE

- P. 2 Teacher-Pupil Ratios by Norman Bernstein
- P. 8/9 The French Language Programme
- P. 10 News from the Locals
- P. 13 Protestant Committee's Seminar on Religious Education; by D. Morris
- P. 14 Tips for Parents by Joseph E. Nancoo

A REMINDER:

It is not too early to mark **May 14** and **15** on your calendar. These are the dates of Quebec Federation's Annual Meeting and Conference at Sir George Williams University, Montreal. The conference is open to ALL home & schoolers and is an experience not to be missed. Subsequent issues of the NEWS will be announcing program details, so watch for them. A former Buzzell Award Winner, **Mary Buch**, will be program chairman, and the general arrangements "crew" will include **Denise Arrey**, Vice-President, and president of the Montreal District Council of Federation: **Betty O'Connell**, Recording Secretary; and registration will once again be in the very capable hands of **Betty Lang**, of Algonquin Home & School.

EDUCATION PRIORITIES

This issue of the NEWS concerns itself largely with two major issues in Quebec education—teacher-pupil ratios and the teaching of French to English students.

Both issues tie in with the financial position of the Department of Education, since the improvement of ratios and the expansion of French-language teaching relies on a larger budget being designated for these areas.

While the use of parents in the schools for many of the areas of work not involving the actual teaching process can to some extent relieve the teachers, it cannot take the place of an additional teacher on the staff. Similarly the addition of "assistants" and audio-visual aids, laboratories, and extra-curricular exposure to the French milieu can only supplement the work of the French specialist, not replace it.

It is essential then, that the Department of Education establish priorities in its spending. From the point of view of the parents it is essential that these priorities be given to the actual teaching process. Given a choice between an architectural splendour and a large staff, there should be no question in decision. The number of staff alone is not an end in itself. The qualifications and dedication of teaching personnel are undoubtedly a primary concern. This presents teacher education programmes and the encouragement of teachers to upgrade their qualifications as another major priority for the education budget.

The study and use of the media is obviously a pressing need for our children's

education. Mr. Saint-Pierre has rightly pointed to the need for more use of modern audio-visual hardware and for the study of this new form of communication that exerts such an influence on modern society.

The education budget has reached a sum which cannot be increased without sacrificing some of the other areas of government concern. It cannot be increased without increasing the load of the already over-burdened taxpayer. If, through simplifying and consolidating school administrative procedures, the vast numbers of school board and bureaucratic functionaries, and much of the costly paperwork and delay can be reduced, then we would hope the Department will carry this out in its new legislation.

Unfortunately streamlining procedures can lead to a centralization of authority that could prove stifling to the initiative and creativity of the local school, teacher and student. A balance must be maintained that will ensure a large amount of local responsibility for education. If the priorities set forth at the beginning—which focus on teachers and teaching—are followed, then a high standard of education will be ensured for the children of this province. Quality teachers will eliminate the need for rigid controls.

WHEN IN DOUBT JUST THINK THIS ONE OVER —

"I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."

PUPIL-TEACHER RATIOS

by

Norman Bernstein
Professional Welfare Coordinator
P.A.P.T.

The long acrimonious debate over pupil-teacher ratios which took place during the last round of teacher contract negotiations, and will certainly occur again during the next round, too often served to cloud the real issues rather than to clarify them. Discussion of pupil-teacher ratios has been somewhat sterile as the ratios are merely arbitrary, administrative tools for measuring teacher population. The pupil-teacher ratio is arrived at simply by dividing the number of students enrolled by the number of full-time teachers engaged. Thus, if the school population is 3,000 and 125 teachers are hired, the actual pupil-teacher ratio would be 24 to 1. The government in its infinite wisdom decided that 27 pupils to 1 teacher at the elementary school level and 17 pupils to 1 teacher at the high school level would be the norm. Consequently, school boards have been ordered to restrict the number of teachers hired to correspond to these ratios. The current ratios of 27 to 1 and 17 to 1 seem to have been arrived at arbitrarily and certainly without due consideration given to the change in educational needs in the province.

The imposition of rigid pupil-teacher ratios contradicts the principles and aims espoused by the Government in Regulation I.

To understand this inconsistency, it is necessary to see exactly what the effect of ratios of 27 to 1 and 17 to 1 are in practice. Elementary schools operating under the 27 to 1 norms tend to have average classes well over 30 students. When one considers the extra personnel considered necessary to provide a well-rounded education in the elementary school; personnel such as French specialists, physical education specialists, music specialists, teacher-librarians, etc., it is easy to see that the 27 to 1 ratio does not accurately reflect the number of students in a class. A 27 to 1 ratio in our elementary schools is a deterioration of the situation that obtained three years ago. Elementary schools have been faced with the alternative of having large classes and keeping specialists on staff or having smaller classes and not providing specialists. In educational terms, this is no choice at all. The discrepancy between class sizes and ratio is even greater in the high school. The 17 to 1 ratio produces classes of approximately 28 students on

the average. As a result of new comprehensive programmes with their multiplicity of courses, flexibility of organization and need for specialists in the various subjects offered, even accepting the average class size of 28 students, the real picture is still distorted. For educational and safety reasons, most classes in technical and vocational subjects have 20 or fewer students. This forces the size of classes in academic subjects to well over 30 students. The question becomes not whether ratios are acceptable but whether large classes are acceptable. Do classes of 30 and more allow teachers to give students the type and amount of individual attention desirable? Do classes of over 30 allow students conditions to develop their individual abilities and potential? Are classes of over 30 suitable environments for students to explore and discover and learn? In short, are the working conditions for both students and teachers in large classes conducive to individual learning?

Reputed experts would have us believe that there is no evidence to indicate that students' achievement and teacher performance, however measured, is greater in smaller classes than larger classes. Current research demonstrates that these supporters of the status quo are wrong. In significant studies conducted at Teachers' College, Columbia University, in the San Diego City school system, the Baltimore City school system, in Connecticut, in conjunction with Yale University, and by the Alberta Teachers' Association to name but a few, it has been demonstrated that learning is improved by whatever yard stick with which one chooses to measure. If one thinks only in traditional terms of learning being measured by test results, the San Diego study and the Baltimore study both conclude that test results were significantly higher and greater achievement in terms of students absorbing information and ideas is found in smaller classes than in larger classes. These studies also indicated that better learning conditions existed in smaller classes. If one looks at class size in terms of the educational objectives of Regulation I, the evidence is even stronger.

Some of the following conclusions have been drawn by Dr. E. H. McKenna of Columbia University who has done research on the problem himself and in his book "Class Size, the Multi-Million Dollar Question" has summarized studies which have been carried out in these areas.

"More educational creativity exists when classes are small."

"Promising new procedures are more readily adopted in smaller classes."

"Children are more likely to receive individual attention in smaller classes."

"Small classes tend to have more variety in instruction than do large classes."

"Teachers of small classes not only know their pupils better but use the knowledge as a basis for action."

"Teachers in small class elementary schools were more often found observing children and work and making a record of their individual interests. . . more teachers discussed special interests and aptitudes of children."

One of the most significant findings of these studies is that teacher morale is higher in small classes. It has been widely observed that one of the most important factors in a teacher's attitude towards his work is the size of the classes he teaches. "Large classes do more to destroy a teachers confidence than any other single factor." I could go on and on and on but I think the above is demonstration enough that small classes do significantly improve the quality of education offered in school.

The real issue then in the discussion of pupil-teacher ratios is education.

Administrative conveniences, financial limitations and educational power politics become irrelevant. For the last three years, a rancid debate has been conducted on, essentially, the wrong issues. Educational priorities have become secondary to arbitrary, administrative and financial regulations. Unfortunately, both the public and the teaching profession have been corralled into discussing issues on the government's terms. It is now time to turn the discussion around and place it in the proper prospective. The goals of education and the direction in which the school system should be moving must determine the number of teachers hired not vice versa.

The government has through Regulation I, made a commitment to the population of Quebec. We have been promised that schools will change so that the needs and interests of each child will be met. We have been promised that the lock-step system of pupil advancement will be abolished and replaced by continuous progress so each child moves ahead at his own pace. We have been promised that invidious competition and odious comparisons between children will be sup-

planted by each child being evaluated in terms of his own ability and potential. We have been promised that parents and teachers will be able to participate directly in the type of education each child receives. We have been promised democratic, decentralized, participatory schools for all. While the government continues to pay lip-service to these objectives, it has notably failed to implement them. We are no nearer the millennium foreseen in Regulation I and Document 2 of the Department than the day they were printed.

We have heard over the past several months from government spokesmen that the educational system must be made more efficient and more rational. Unfortunately for the systematizers, education is not an enterprise that readily leads itself to cost input-output analysis and the other techniques of systems engineers. The development of a human being is not a process whose end result can be measured and evaluated by methods of quality control as can the production of an automobile or a sausage.

Current concerns with educational structures and efficiency are understandable in light of rapidly escalating education costs and historic incompetence, and waste in educational administration. This present awareness, however well-intentioned, is

still based on the premise of the school as a production line. The goal of present policies seems to be to streamline the educational bureaucracy and simplify the decision-making processes that the products of the schools will have a lower unit cost and be wrapped in a brighter, more contemporary package.

The solution to the present financial limitations is not retrenchment and a systems approach to administration. While these policies may save money and give the appearance of modernity to the schools, they will not solve the critical problems which your children face in their classrooms. Disaffection, boredom, irrelevancy, standardization of curriculum and examinations, etc., etc., will not be overcome by wholesale reorganizations of systems. They may, however, be partially overcome by removing the bureaucratic administrative impediments to teachers teaching and students learning.

Providing the physical and human resources at the classroom level without the overwhelming administrative superstructure that presently exists, will not only be cheaper, but will tend to lead to the type of schools that we have been promised and that we as parents want for our children:

schools where students and teachers are

considered responsible human beings, and, more important, given responsibility, schools where decisions about education are made by parents, teachers and students not where they are prisoners of decisions made at some higher level, schools where ideas, aid, guidance and support are readily available from personnel at the school board and government levels, schools where each child is treated and is allowed to learn and develop as an individual.

To achieve the promises held out in Regulation I, the whole educational system must be turned upside down.

The hierarchical pyramid by which authority in education is exercised has to be inverted. It is no longer consistent with trends in contemporary education that fundamental decisions affecting each and every child, be made by those in far off Quebec. What a child learns and how he learns it is a decision best made by the child himself with the participation, support and guidance of those closest to the child, namely his parents and teachers. This is not to suggest that schools be child directed but that they be child-centred. That is, the child be involved, to the point of being an active participant, in the decisions affecting his education.

Dialogue

'There are alternatives to ratios set in last teachers' contract'

Has educational equality been won?

BY DOREEN RICHTER

Negotiations for a new provincial contract for teachers will begin within a few months, and now is the time to examine some of the effects of the old contract. Teacher-pupil ratios in the schools are perhaps the most serious concern because this is the aspect of the contract which has the most direct bearing on the quality of education. Present ratio in elementary schools is 27 pupils for 1 teacher, and in high schools is 17 pupils for each teacher. In effect, of course, these are guidelines, and actual class sizes are much larger.

ARBITRARY

The ratios were set by the government in attempt to bring equal opportunity to all school children in the province.

The arbitrary figure was proposed as being the lowest ratio that could be provided within the present education budget. To reduce the ratios by one pupil less per teacher, it would cost an estimated \$25,000,000 more. Obviously a significant reduction involving this much money is unlikely to be accepted by the Department of Education.

But alternatives to an across-the-board reduction in ratios do exist, and the government and the teachers should examine these possibilities.

One alternative is an increase in the number of research centres in schools where children can obtain audio and visual tapes in areas of study that they



The crowded classroom is very much with us in Quebec

cannot understand or require extra work.

ALTERNATIVE

Another is the use of paraprofessional aides (that is, people who may not be fully qualified teachers), for those jobs in school administration and operation which now take the teacher away from his professional work.

The most important alternative is to provide more flexibility for teacher-pupil ratios across the province.

It is obvious that no one wants a return to the wide diversity of ratios of the past which created have- and have-not areas. But the department of education has a responsibility to provide better teacher-pupil ratios in areas where present ratios are

JUGGLING

Many large school boards in urban areas are able to juggle their ratios to provide specialist teachers who can serve more than one school, while rural areas often find this impossible both because of small numbers and the vastness of the territory.

It is in these rural areas where outside facilities — libraries, museums, live performances and visiting artists — are scarce, that the children most need the "extras" in the educational experience. If they are to truly obtain the same education opportunity as their urban compatriots, they will need a lower teacher-pupil ratio to attain it.

causing teacher specialists cut backs, in such fields as French, art and music.

The matter of teaching the second language to the children of this province is also of vital concern to parents. Here again a more flexible approach to teacher-pupil ratios must be taken, perhaps even to the extent of eliminating specialists in second language teaching in calculating from the present ratios.

The inclusion of "assistants" as permissible expenditures might be another way to provide better French teaching without straining the education budget.

PARTICIPATION

One of the factors which has always sustained education in the English, non-Catholic community has been an active participation by parents in the work of the school. Such participation must be encour-

aged by the government in all schools. The talents of the community must be used to supplement the basics that are all that the present budget can provide.

The limitations which have been observed under the present provincial contract must be examined closely, and a more flexible approach taken when the contract comes up for renewal this year.

The government must recognize that equality of numbers does not provide equal opportunity. Teachers must respect the limitations of the budget and offer alternative means for improving the education of the province.

Only if the government and the school boards work closely with the teachers with quality education as the goal will a successful contract be negotiated.

Reprinted from Montreal Gazette Oct. 6th 1970

LETTERS TO THE EDITOR

From: The President
Canadian Home & School & Parent-Teacher Federation, —

To: The Managing Editor, Quebec Home & School NEWS.

December 20, 1970.

May I congratulate you on the very attractive format and quality of content of your second issue Volume 8 of Quebec Home & School NEWS. I think it is just wonderful that this publication gets into the home of all your members! I was especially interested in the article on "The Role of the Principal" and Mr. Kelly's article on "The Principal and the Local Association" — fine work!

As we are going to take a look at "Parents Look at Education" at the National Mid-Term Meeting in January, would you send an additional 20 copies to the National Office. I think Mr. Guy Saint-Pierre's article on "Schooling in the '70's" will also be most helpful.

Vic Dotten — President.

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CBC TV.

The CBC TV Network has in progress two series which should not be missed.

"What remains of Audubon's America" is being examined in 12 half hour colour programmes which began on Sunday January 10th. The series will explore wildlife in its natural habitat in many parts of the world.

The Tommy Tompkins Series — a plea to save our wildlife began on January 6th and will run for 13 weeks. It is a forceful and moving plea to Canadians with a stern warning that if we do not become aware of our responsibility to our environment we will see it quickly vanish in less than one generation.

"WHAT IF THERE WERE NO QUEBEC FEDERATION OF HOME & SCHOOL"

A short time ago, President Doreen Richter received a letter from a member of one of Federation's affiliated Home & School Associations which posed the following question: "What do you think would happen if Quebec Federation ceased to exist tomorrow". Her reply may be of interest to many parents who have asked themselves the same question.

"Firstly, the Provincial Government would not have a body on which to call for English non-Catholic representation on its Protestant Committee, its Superior Council, and its many other permanent and temporary committees (i.e. the Pagé Committee, the Parent's Workshop Committee, etc.) Nor would our teachers and school boards have easy access to a parents' body for representation on their various committees, (i.e., the Curriculum Council, the French programme assessment committee set up this fall by the Protestant School Board of Greater Montreal, etc., etc.). If these bodies still wished parent representation, they would be forced to call on individual parents who would not necessarily represent any vast body of parents. Without Federation, then, we would lose much of our say in what is going on in the education world.

Secondly, without Quebec Federation, many of our associations, particularly those without access to university facilities and staff or other informed sources, would have little opportunity to learn of changes contemplated in our educational structures. As an informative source, Federation has provided its membership with the ways and means for studying all aspects of education, and often provided the background material necessary for such study. By means of such two-way communication, i.e. sending out study material, and receiving comment from local associations across the province, Quebec Federation has been able to express the voice of parents to our Government on many issues — last year, for example, briefs were presented to the Gendron Commission, and to the Education Committee of the National Assembly; — the first on the use of French in the

province, particularly as it concerns children in English — language schools, and how the teaching of French to the non-French speaking population might be improved; — the second on the infamous Bill 62. Without Federation then, English-language parents would lose their strong voice at the provincial level — becoming instead a confused babble from a few associations with sufficient local activism to express such opinions. Federation, then, provides the English non-Catholic population with a political voice, and with authoritative interpretation of the education scene.

Thirdly, without Federation, many local Home & School Associations would cease to exist. Unless there is a major local issue, (school uniforms, drugs, smoking, inadequate facilities, etc) the local Home & School often loses its reason for being and becomes apathetic or even retires from the scene. With our present set-up of councils and area representatives this can often be avoided, as the resource people at council or federation level can stimulate and encourage the local association. Many issues that are not specifically of a local nature can affect the local school eventually, and Federation can assist in keeping parents aware of what is happening. For example, the new teacher-pupil ratios may change your present school set-up, which may be operating at much lower ratios and will have to cut back. Where and how this should be done is of immediate concern to parents of that school, but the local school may not even be aware of the problem. Federation provides a service by alerting parents to such problems, and by activating parent participation at all levels.

Federation provides its membership with a Provincial newspaper, and a Conference directed to parents. It also provides area workshops for the development of executives, and local co-operation. Without a provincial newspaper, and a Conference directed to parents. It also provides area workshops for the development of executives, and local co-operation. Without a provincial body these services would be non-existent.



Around the table: Federation Officers Martin Boloten, Daniel Morris, Denise Arrey, Betty O'Connell and Mildred Clark consider a policy statement.



Vice-President Sol Cukierman tells it 'like it is' — to Vice-President Mildred Clark and Treasurer Howard Gilmour.



Left to right: Mr. A. Reid-Tilley, Chairman, Protestant School Board of Greater Montreal, Mr. J. H. Dinsmore, Associate Deputy Minister of Education, Mrs. Richter, Mr. Marcel Fox, Superior Council of Education, Mr. Jack Johnson, Vice-President, Provincial Association of Protestant Teachers.

Do You Want To Help Your Child In School ?

You know that learning does not just take place in the school. The learning process is a continual phenomenon. Many parents want to help their children but often they are untrained in knowing where or how to look for additional sources of material.

Information is in such abundance that there is a real need to help children and parents find it when required.

A new and revolutionary program called K. R. S. KNOWLEDGE RETRIEVAL SKILLS, has been developed by Encyclopaedia Britannica, to assist in the teaching of the use of reference material found in the library and at home.

This program is not designed to sell encyclopaedias! ... But to show people how to use any reference material they now have, or intend to purchase in the future.

The program was devised and is being run by professional educators. A level of competence is arrived at, through instruction and expertly administered tests.

The program has guaranteed results and for those persons who do not reach the desired level all monies paid are refunded in full.

For more detailed information phone or write to:
Mr. W. T. Lynch,
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260 Faillon Street West,
Montreal, Que.
270-3033

THE ST. LAMBERT PROGRAM OF TOTAL FRENCH INSTRUCTION FOR ENGLISH-SPEAKING CHILDREN.

Alison d'Angeljan and G.R. Tucker
McGill University.

Five years ago, in September 1965, the South Shore Protestant Regional School Board began its first experimental French "immersion" classes for a group of kindergarten children in the Quebec community of St. Lambert. Although several technical reports of the project are available (Lambert & Macnamara, 1969; Just & Segalowitz, 1970; Lambert, Tucker, d'Anglejan & Segalowitz 1970), we want to take this opportunity to review for you, in non-technical terms, the important features of the program to date.

In 1965, this program which aimed to promote functional bilingualism by using French as the language of instruction for English-speaking children, seemed to many observers to be a radical departure from the normal educational pattern. Others, however, viewed the experiment from a broader perspective and realized that the children were to undergo an experience quite typical for youngsters in many parts of the world where bilingualism or multilingualism are the rule rather than the exception. The program was initiated by the South Shore Board, on an experimental basis in response to numerous requests from parents living in the community.

Selection of Experimental and Control Classes

At the request of the Board authorities and the Provincial Education Minister, the head of the Language Research Group at McGill, Professor W.E. Lambert, was asked to formally evaluate the program. He and the members of the LRG have assessed the French- and English-language skills, mathematics skills, general intellectual development and development of attitudes of the original Experimental Class and a Follow-Up Class each spring since 1967.

The progress of the pupils in the experimental class is compared each year with carefully selected "control" classes of French children instructed via French, and English pupils taught via English. The control classes were selected from schools in comparable middle-class neighbourhoods. In view of the well-established influence of social class on language and intellectual development, and since the number of students involved was relatively small, considerable care was taken to balance, very carefully, the experimental classes and the control classes on the basis of intelligence and home backgrounds.

No attempt was made to specially choose children for the Experimental classes on the basis of IQ or other variables; thus both the Pilot and Follow-up classes contained children with a wide range of IQ, and even had a few pupils with recognized perceptual-motor difficulties.

The Kindergarten Curriculum

The Kindergarten curriculum was left largely to the discretion of the teacher, a native of France, who stressed the development of passive comprehension skills in French and vocabulary along with the other traditional Kindergarten activities. At the end of the Kindergarten year the children were assessed through direct observation by teachers and evaluators; but no attempt was made to formally test them. By the end of the school year, they had built up an extensive recognition vocabulary and were attempting to use single French vocabulary items as well as occasional short sentences. Their productive skills varied considerably from one child to the next, but all were able to comprehend, without difficulty, simple children's stories as well as their teacher's direction. In September 1966, the Pilot class entered Grade 1 and a second or Follow-up Experimental class entered Kindergarten.

Curriculum at the Primary Level

At the Grade 1 level, reading, writing and arithmetic were introduced, via French. No attempt was made to teach the children to read in English, and the parents were specifically urged not to do so in the home. In Grade 11, two

daily half-hour periods of English Language Arts were introduced. The rest of the curriculum remained essentially the same, with reading, writing, arithmetic, and elementary science taught via French.

In Grades III and IV 35-40% of the curriculum was taught via English with the balance in French. In addition to the English Language Arts program, other subjects such as Music, Art and Physical Education were taught in English. This was due mainly to a lack of French-speaking personnel in these special subjects.

The Method of Evaluating Academic Skills.

Each spring, starting at the Grade 1 level, the Experimental and Control classes have been given a battery of tests devised to assess their intellectual and cognitive ("understanding") development: achievement tests in French and English Language Arts; mathematics tests involving both problem-solving and computation tested in French and English; listening comprehension in both languages; English and French speaking skills; foreign sound discrimination tests; flexibility and creativity measures; verbal and non-verbal IQ tests as well as tests designed to measure the attitudes of the children in the Experimental and Control groups toward their own and other language-speaking groups. Approximately 100 different tests were administered to all children each year.

We will not attempt to describe the results of these numerous tests in detail since this information is available in the articles mentioned earlier. However, we shall attempt to briefly summarize the highlights of the findings to date.

Results to Date

The general picture, thus far, is very encouraging. This program which involves instruction via a second language, has not resulted in any intellectual confusion or retardation. In addition, the Experimental children perform as well as the Control groups in mathematics tested via English and French, indicating that they have no difficulty in using their mathematical concepts acquired via French when called upon to work via English.

There is no evidence of a lag in English-language skills, either active or passive, when the Experimental children are compared with the Control group of unilingually instructed English children. This finding came as a surprise to Dr. Locke Robertson, past Principal of McGill University, who during a recent visit to St. Lambert Elementary School questioned the Grade IV English teacher about the ability of the Experimental children to keep up with children in the standard English Language Arts Program. She replied that contrary to her expectations they had proved to be her **best** students; a further example of beneficial transfer from one language to the other.

With regard to their French-language skills, in December 1969, the Grade III and IV pupils were given a very demanding test of French achievement, devised by the Commission Catholique des Ecoles de Montréal for children whose native language is French. The Grade III class scores in general fell at the 75th percentile range, while those of the Grade IV pupils were above the 77th percentile range on city norms for 15,000 French-speaking children. In other words more than 11,000 French children tested **below** their counterparts in the Experimental classes.

The productive skills in French of the Experimental children, however, are not yet equal to those of the French control class. The children have mastered the basic sounds of French, but their speech still tends to be less fluent and to contain more grammatical errors (particularly gender) than that of the native-speaking children. Nonetheless the Experimental children have acquired French-language skills far beyond the level which they would have attained through traditional second-language teaching methods — and at no cost to their English-language ability.

The Evaluation of the Pupils' Attitudes

A further interesting, but hardly surprising, result has emerged from the assessment of the children's attitudes toward their own and other groups (e.g., English Cana-

Continued on Page 9, Column 3

FRENCH BOOKS, RECORDS & T.V.

Choosing French books for English-speaking children in French immersion programmes is not easy. They do not have sufficient vocabulary to tackle books geared to their age group, and may become frustrated or they are bored by the simple text of books which they are capable of reading. Quebec Federation's Better French Committee, through the French Liaison Committee at Roslyn School, suggest the following which have been found helpful:

BEGINNER READERS

Very Easy:

1. La Souris Verte series e.g. Le Lion Fait Sa Ronde
available: Héritage, 2 rue Calmet, Place Bonaventure
2. Que Veux Tu? Les Albums Bonne Nuit series

Easy:

1. Larousse en Images
2. Mon Grand Vocabulaire — Une Grand Album d'Or
3. "Je veux Connaitre" series — Editions des deux coqs d'or e.g. Je Decouvre Les Formes et les Signes
4. "Première Lecture Amusante" series e.g. J'apprends à lire en m'amusant
5. "Tip Tip" series e.g. La Maison de Tip Tip
6. Mini-Livres series — collection Hachette e.g. Animal
7. Monthly magazine "Le Journal de Nounours"
Write: SFPI 22, rue Bèrgere, Paris 9ième, France. Price: 31 francs a year

READERS Ages 8-10

1. "Mon premier album hachette" series e.g. Mowgli, fils de la Jungle. Bip, Aéronaute.
2. "Les Albums du Père Castor" series e.g. La Belle Robe Neuve d'Anne Catherine
3. "Caroline" series — Hachette e.g. Le Voyage de Caroline
4. "Martine" series
5. "Tin-Tin" series
6. "Asterix" series
7. "Cadet Rama" series by Alain Grée — Casterman e.g. En Route, La Ville, Les Avions
8. "Les Pommes d'Api" series e.g. Oukala, le Petit Indien
9. Monthly magazine La Pomme d'Api.
Write or phone: Periodica, 7045 avenue du Parc, Montréal. Price: \$7.50 a year.

NOTE: Except when otherwise indicated, most of these books may be purchased in any good French book store. A particularly helpful store is Librairie Dussault, 8955 St. Laurent, Montréal.

RECORDS:

1. "Chez Hélène" series RCA
2. "Raoul Roy" series Select — folksongs
3. "Philips" series: Stories told on records with the printed text enclosed. Available in 45 and 33 rpm
4. Pierre et le Loup Babar By Jacques Brel
5. Chansons et Rondes d'Enfantines — Barclay
6. Songs for Children and Other People — Michel Choquette London KL 234
7. Souris Verte

NOTE: These are records made especially for children. Children, however, enjoy most records aimed at the adult market. Do consider records by Gilles Vigneault, Monique Leracq, Robert Charlebois, Nana Moukouri, Barbara etc.

TELEVISION:

Any programmes that the children will watch in French will be beneficial to their understanding of the language. There are a number of very good programmes available, e.g., Souris Verte, Bobino on Channel 2. Also on Channel 2 at 6 p.m. on Wednesdays is "Fifi Brindacier" a new programme and appealing to children.

CABLE TV (9) is carrying a credit course series of programmes produced by the Centre for Instructional Technology of Sir George Williams University designed to enable students to acquire a working knowledge of the basic structures of oral and written French without the necessity of attending a formal class. The times of the programmes are 7 a.m., 8.30 a.m. and 10.30 p.m. on Tuesdays and Thursdays. Detailed information can be obtained from Sir George Williams University, Montreal 107, and the course is French 201.0 (Beginner's French) "Cours audiovisuel de français, langue seconde" by Dr. Gilbert Taggart.

THE FRENCH LANGUAGE PROGRAMME

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by

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Curriculum Development Services

The Search

In January, 1970, the Lakeshore Regional School Board appointed a committee to study ways and means of extending the French programme in its schools. The committee met for six weeks. It studied the question of the directions indicated by present practices in French instruction, and their relevancy in the future in the light of the new philosophy of education which has been evolving during the last decade. "Hearings" were held with senior administrators, principals and vice-principals of high schools, principals of elementary schools, teachers of French in the elementary and secondary schools, heads of the high school departments of French, leaders of cooperative teaching teams from various schools, as well as with consultants for various disciplines engaged by the Board. Members of the committee along with other members of staff of Lakeshore Regional School Board also visited schools in Montreal, St. Lambert and Toronto to observe, first hand, the special French programmes in effect.

The Answer

Among the recommendations made in its report, *A Proposal for a French Programme in Schools of the Lakeshore Regional School Board*, the committee recommended that the time allocated to French instruction be increased, and that the programme be made up of two distinctive parts: a "core programme" and a "complementary programme" which when integrated would provide pupils with abundant opportunities to interact with others and use the language in as many situations as possible. These recommendations were approved by the Board.

The Core Programme

The time allocated daily to French instruction by the Department of Education is devoted to the courses which it authorizes for use in the province. These courses are all based on the audio-lingual approach to the teaching of languages, and they constitute the core programme. Through the core programme, pupils acquire the sound, structural, morphological (e.g. singular-plural changes) and spelling systems of the language. Pupils also acquire the vocabulary which speakers of French find essential and use most frequently in expressing themselves.

The Complementary Programme

Additional time has been allocated to the complementary programme to provide pupils with opportunities for free expression within the range of their experiences and needs, and to provide them with a deeper insight in the way of life of their French-speaking compatriots. This complementary programme is presently being developed by teachers of French with the collaboration of the consultants of the Curriculum Development Services Division of the Board.

Why Have a Complementary Programme?

The need to develop a complementary programme which reflects the contemporary way of life of French-speaking Canadians arose out of a conviction that a language is a set of verbal and non-verbal behaviour patterns within a particular cultural context. An inevitable corollary is that competency in French should be developed through the natural use of the language in real or simulated true-to-life situations. It also follows that insights into the psychology of French-speaking Canadians should be developed through experiences and activities which reflect their beliefs and values in the context of their cultural patterns.

Language and Culture

Language itself is an intimate manifestation of culture. It is not only the means by which French-speaking people communicate with one another, it is the fabric of which their thoughts are formed. It is one of the ways in which their cultural patterns and overtones are reflected and their interpersonal relationships expressed. The use of *vous* and *tu*, for example, manifests a different cultural pattern from the universal English use of *you*.

Just as the linguistic aspects of culture are taught as part of language learning, the nonlinguistic aspects of culture may be used as the vehicle for language learning. The integration of language and culture to provide experiences resulting in an understanding of cultural patterns and overtones along with linguistic skills becomes part of the language learning situation.

If culture is to be assimilated rather than learned as a list of facts pertaining to social institutions, customs, material and artistic products, it is important to provide pupils with insights into the basic beliefs and values which underlie their concrete manifestations. In short, culture should be made to live in the hearts and minds of pupils through experiences and

activities of various kinds in an atmosphere of delight and discovery. The facts will thereby assume meaning and be incorporated into the child's learning, appreciation and attitudes.

Choice of Themes and Topics

Although the scope of topics which can be developed in the complementary programme is almost limitless, they must be carefully planned and developed to form a body of knowledge within which attitudes and appreciations of permanent value are incorporated. Topics must relate to specific themes, and must be based on a progression from the immediate to the more remote and from the concrete to the abstract. The detail in which topics are developed increases with the development of the pupil's experiences, interests and abilities. Where new material is incorporated into the presentation, it must be carefully selected and provision must be made for abundant practice.

An Integrated Approach

The assimilation of culture is effectively increased by correlating topics with those of other curriculum areas such as geography, history, science, art, music, home economics and physical education. Caution must be exercised, however, to develop topics within the range of the pupil's emotional, social, and cognitive development. Unless caution is exercised, a breach can soon become apparent between the language needed to develop communication skills and the language needed to develop an understanding of the cultural patterns.

Implementation of the Complementary Programme

During the current year, due to limitations imposed by time, budget, and teacher-pupil ratios, the complementary programme, as described earlier, is undergoing the initial phases of implementation at levels K, I, II, VI and VII.

Learning activities for levels K to II inclusive are as informal as possible, and are carefully planned to provide practice in developing the listening skills. Emphasis is also being placed on the development of motor-perceptual skills as well as on learning to identify, for example, right from left; the common colours and their names; the simplest number concepts (such as one, two, a pair, a couple, a half) and certain common descriptive terms (such as small, big, round, square, long, short, under, on, beside). At levels K to II, the very nature of the learning activities is such that no distinction can be made between the "core" and the "complementary" programmes.

BOARD

Learning activities for levels VI and VII are also based on activist principles, and focus on specific topics which reflect the general theme, "The French-speaking Canadian in Canadian Society".

At the levels where the complementary programme cannot be implemented this year, pupils are being provided with additional time for conversation classes or learning activities which can be developed by teachers within each school in consultation with members of the Curriculum Development Services Division. The Lakeshore Regional School Board is fortunate that its teaching personnel is supplemented by volunteers whose native tongue is French or whose command of the language is native-like. Without the help of these parents who give so freely and generously of their time and energy, schools would have to curtail considerably the number of opportunities which pupils have to meet and interact in small groups.

Adjuncts to the French Programme

History and geography are taught in French in a few schools.

Two of the secondary schools are planning to send a number of Cycle I pupils to camps this winter and next spring. Teachers of French will assist in operating these camps and will conduct some of the activities in the French language.

One high school has already afforded a "cultural exchange" whereby some seventy pupils will spend a full week living with French Canadian families and attending a French Catholic school in a suburb of Quebec City.

Some of the schools offer extra-curricular activities such as French clubs, and several of them have programmes run by parent volunteers during the day. The Home and School offers French courses after school in three elementary schools.

Teachers of French often take their classes to visit Old Montreal, museums, and a number of companies where the tours are conducted in French.

Options for Language of Instruction

Children of parents who opted for total instruction in French for their children were transferred without charge to schools operated by neighbouring French Catholic School Boards in the area. This arrangement was made because parents of less than 100 of the 17,000 children in our district requested total French in-

struction at all grade levels. The Board is keeping in contact with these parents to discover how their children are coping with this new situation.

Conclusion

It is much too early to determine the effectiveness of the French programme. It can be said, however, that the first units which have been prepared for the complementary programme have been very well received. Teachers of French who have participated in the development of the programme claim that they have never had as good an opportunity for professional growth.

Enthusiasm is evident. It can only be hoped that the same spirit will prevail with our pupils, and that as they learn about the way of life of their French-speaking fellow-citizens, they will come to class with an urgency to polish and master the elements of the language which they have found necessary in their relationships.

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Continued from Page 7, Column 1

dian, French Canadians, European French). It now appears that the product of this program will be essentially a new type of individual — neither exclusively English nor French — who possesses a sensitivity and a positive outlook toward both Canada's English and French-speaking groups.

New Directions

From our perspective as critical evaluators we have been pleased with the progress of the program to date; but would like to see whether this new type of approach would work with children from more diverse backgrounds. With this thought in mind, we were extremely happy to learn that the South Shore Board has recently set up an experimental Kindergarten for children from a lower income area and we look forward to following the progress of this group of children.

The South Shore Board should be justly proud of their experimental program which has equipped them to train students to meet demanding challenges of our bilingual or bicultural society. This type of educational program is now available to any child entering Kindergarten within the South Shore system, and this year approximately 35% of the eligible pupils have enrolled.

From a scientific standpoint, the St. Lambert study provides a minutely documented, longitudinal study of bilingual education which is being closely followed by scientists and educators not only in Quebec, but throughout the world.

Reprinted from the Newsletter of the Council of Childhood Education, Autumn 1970.

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FROM THE LOCALS

LOGAN has, over the years, won itself high praise for its annual fund raising event, and it looks as though this year will be well worth attending — and this means YOU, all Home & Schoolers in the Montreal area. Logan will hold a Friendship Dance (honouring the 20 different nationalities in the school) on **February 20th, 1971 at 8 p.m.** in the school gymnasium at **6055 Darlington Avenue, Montreal.** There will be international entertainment in the form of songs and dances by representatives of the Portugese, Slovak and Greek community, in addition to dancing to the Ben Israel Orchestra, who, will play ethnic dances at the request of the guests. The children at Logan School will decorate the gym by making posters and drawings of different aspects of the natural environment throughout the world, which will fit in with the theme of the event which is "A healthy environment for people of all nations."

Prior to the event there will be a letter-writing contest throughout the school — the children will write letters to Mr. Jack Davis, Canada's first Minister of the Environment, expressing their concern for the environment and telling what they personally are doing about it. The best letters will be exhibited at the Dance. Also in this connection Logan Home & School Association has arranged for all the classes to have the opportunity to hear Mr. J. P. Thibault, biologist with the Redpath Museum, discuss the various aspects of our environment, and see slides on the biosphere, the forest, and aquatic life, to impress on the children a reverence and respect for nature, which is a prerequisite to preserving it.

Tickets to this event are **\$2.50 each**, including delicious homemade refreshments, and are available in advance from Mrs. M. Goldman 738-3543 or Mrs. L. Rogevin 733-9046, or at the door on the night of the dance.

The proceeds of the Dance will be used for Logan's Home & School projects, for an enriched science programme, and field trips, as the students of today will be the teachers and problem solvers of tomorrow.

Come on Home & Schoolers, get out and support Logan and meet some wonderful people — you can afford to miss one "Hockey Night in Canada", and you can bet the film on the other station is one you saw at least 5 years ago!



GARDENVIEW SCH. H & S EXECUTIVE

Left to Right
(Seated) N. Cohen, R. Garrity, M. Richter, A. Brull, J. Dennick, M. Teitelbaum, C. Brull, I. Richter

(Standing) E. Fisher, S. Shapiro, Z. Nussbaum, G. Goodman, D. Grossman, F. Spodek, F. Lutterman, I. Brown, E. Sevac, B. Jones

Missing from Photo E. Silver, R. Wald

GARDENVIEW is in the midst of a busy year with increased emphasis on parent volunteer work. Among the projects being undertaken is the use of French-speaking parents to conduct small conversational groups to supplement and coordinate with formal classroom instruction. Mothers are also staffing the Resource Centre two days a week, and a programme of help for children with learning disabilities is about to begin.

AHUNTSIC held a highly successful fund-raising event at the beginning of December. They combined a "Meet the Teacher" Night with a home-bake sale and Christmas bazaar. Involving teachers, parents and students they had a record turn-out, which was a real family affair. Decorations for the evening were made by the children during their art period, and they were involved in selling the various items offered, with parents supervising. Just another illustration that Home & School, which normally deals with more serious matters, can turn to the "fun" side of life, and do a really good job.

MOUNTROSE added a light touch to its November programming by holding a highly successful children's fashion show, using the students as models.



Montrose President Frank McAdam and Federation Vice-President Martin Boloten talk things over at a Board Meeting.

JOHN RENNIE had a round table discussion covering many touchy topics with parents, students and teachers participating. Incidentally this association regularly sends its members one of the most informative Newsletters we have seen.

HEROES MEMORIAL (Cowansville) has had a meeting on moral and religious instruction which dealt in depth with this topic at both the elementary and high school level.

WILLINGDON is starting a series of four meetings on the drug problem.

MEANWHILE — Federation President Doreen Richter has visited the Saguenay area, and the Gaspé, and at mid-January was at the Canadian Home & School mid-term meeting, accompanied by Vice-President Sol Cukierman.



S. F. White

Montreal District Council has issued an invitation to Education Minister Guy Saint-Pierre to meet with them on March 15



Vice President Denise Arrey ponders a problem at the December Executive Meeting.

And regarding that \$24,000,000 grant from the Federal Government to the Quebec government, — at the last Federation Board Meeting, Mr. S. F. White, Director of Finance, Dept. of Education explained that this was a special grant which is being used to sustain the language programmes that have been practised in Quebec even before the B and B Report. Therefore it is not an additional sum as had been indicated. (See December, 1970 issue, page 5, 2nd column.)

THERE ARE SOME THINGS IN LIFE
YOU DON'T

LEAVE TO CHANCE

... LIKE YOUR CHILD'S FUTURE.

Does your child find it difficult to get down to his school work, repeatedly come in with low marks, and get complaints from his teachers?

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For personal consultation and more information, contact:

Ronald Cayne, B. Sc., M. Ed., Director,
The Lakeshore Counselling Centre
Provincial Association of Protestant Teachers Building
245 Hymus Blvd.,
Pointe Claire, Montreal, Quebec
697-4108 (24 hour telephone service)

WHAT'S YOUR OPINION?

There seem to be two widely divergent views on the CEGEP programme. Many parents feel that the additional year that has been added to the former university entrance requirements in the Province of Quebec fails to provide the wider range of education that was supposed to be realised. Instead it merely seems to prolong the agony of obtaining a "senior Matriculation" level, and complicates the flow of students into Quebec English-language universities and conversely complicates the entrance to universities outside of Quebec for our students.

The dearth of technical and trade school education for English-language students has not been helped as much as had been hoped either, since entrance requirements for the present CEGEPs remain high, possibly owing to the limited number of CEGEP places available for English-speaking students.

The students who have spoken in public on the CEGEP programme in which they have participated, do testify to the broader spectrum of subjects and seem to appreciate the approach to teaching that has been taken by the teachers in the present colleges. The complaints appear to be coming mostly from persons who have not been directly involved, or who have not been able to gain entrance, again often due to the lack of space.

It is possible that a review of the programmes which are being presented should be made at this time, with perhaps a return to a one-year college entrance or "senior matriculation equivalent" course being made available for these students who are prepared and able to enter university, having already matured to the level of decision necessary for such a step. In this way these students would not be forced to mark time for a year, and at the same time more space could be made available for those who mature more slowly, and for those who wish to take advantage of the technical and trade courses that are being offered.

A pattern of rigidity sets in very quickly in our educational system, and one would hope that the flexibility in education so highly recommended in the Parent Report and in most modern educational philosophy will prevail at this level to allow individual students to continue to progress at their own capability level.

Comments on the CEGEP programme from parents or students who have had contact with the CEGEPs will be welcome in the next education of the NEWS. Our deadline for letters is February 28th.

RÉGIME PÉDAGOGIQUE

The draft Regime Pedagogique introduced very quietly by the Department of Education last July, when most Home & Schoolers were on vacation, and discussed briefly at the local Presidents meeting in September, was the subject of one of the most representative meetings of Home & School representatives across the Province, that has ever been organized. Apart from the general area surrounding Montreal, people came from Val d'Or, the Gaspé, Quebec City area, Western Quebec, and the Eastern Townships, which indicates clearly the concern of parents about the curriculum in the schools, and how it is interpreted.

Mr. Norman Bernstein, representing the teachers, and Mr. David Thomas, representing the Protestant School Board of Greater Montreal, explained at length and in detail, their concerns about this proposed directive, which seems to negate many of the ideas introduced with Regulation 1.

All the local associations represented at the meeting promised to study the frameworks of the Regime Pedagogique, and to report their findings to Mrs. Dorothy Frankel, chairman of the special Federation ad hoc committee set up to deal with the matter by the beginning of January, so that a Brief could be prepared. In the meantime, Federation undertook to contact the Minister of Education, advising him of Federation's interest in the matter and informing him that a Brief would be forthcoming.

It has since been learned that the Minister will grant Federation's representative a personal interview sometime in February to hear Home and School's opinions.



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BOOK REVIEWS:

CRISIS IN THE CLASSROOM by Charles E. Silberman, 525 pp. Random House. U.S. price \$10.00

This outstanding book is the result of a three and a half year study of education commissioned by the Carnegie Corporation of New York. Already reviewed in many leading national publications we can only add that it should be at the head of the reading list for 1971 of anyone interested in education, and should be made compulsory reading for all professional educators.

"CARING FOR THE GIFTED" by Rita Mitton Dickson, Ph.D., published by Christopher Publishing House, 53 Billings Rd., North Quincy, Mass. 02171, U.S.A., U.S. price \$3.95 is an informative reference guide for parents, schools and libraries. Dr. Dickson makes several salient points. The gifted are not a breed apart, they are more like their peers than different from them, — they are not confined to the middle and upper-class offspring, but are distributed proportionately over all socio-economic levels. At least half of the children whose genetic makeup might be called "gifted" never realize their potential, and this is a waste the world cannot afford.

Dr. Dickson is a psychologist with both clinical and educational competence, and her book is based on extensive and continuing research.

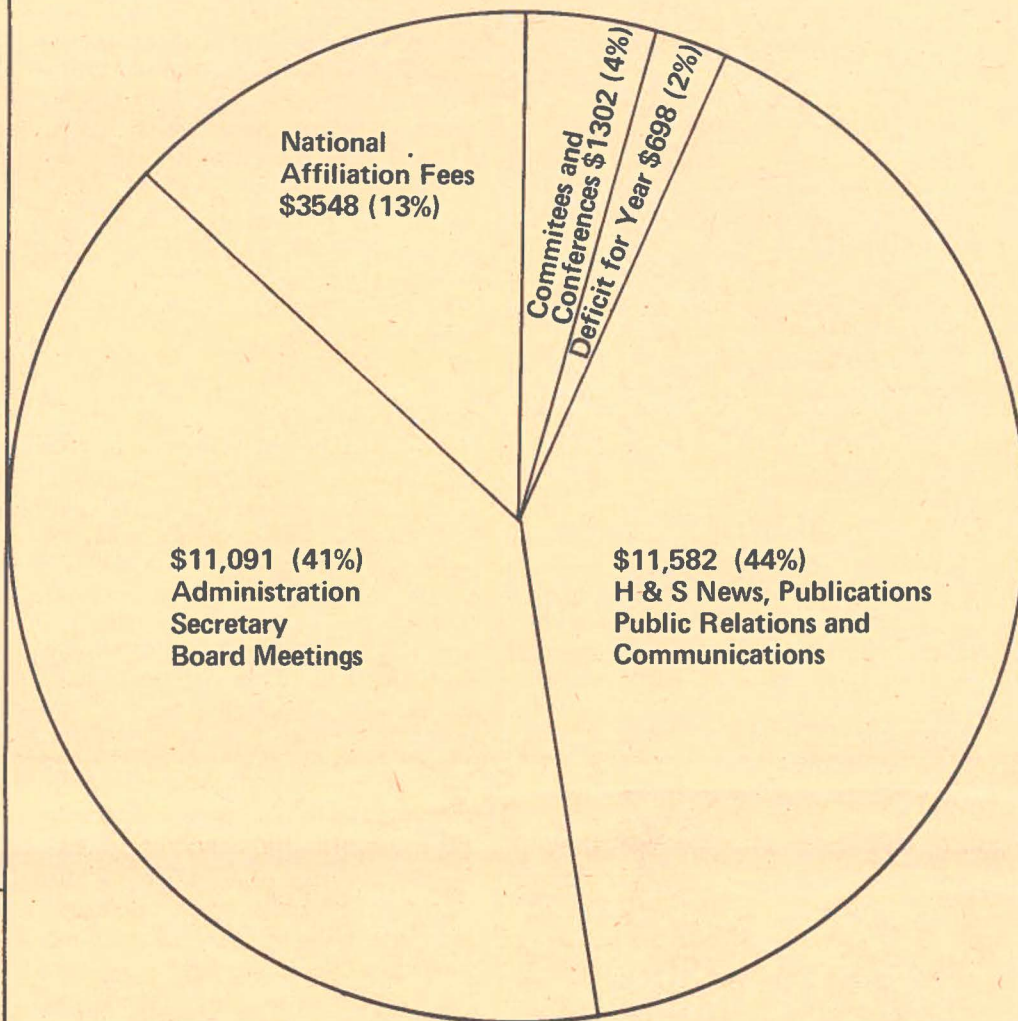
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Education for the '70s is a total process - not a nine - to three school day. It entails community responsibility so that the child will relate his education to the world in which he lives. Parent participation is essential at all levels to ensure that the child is always the first consideration in educational development. Federation has done much to make this participation possible. The Parent Report, the guide for educational reform in this province, acknowledges the role of parent associations in the past, and promotes their role for the future. Much of the Report itself includes recommendations which were made by our own Federation in its Brief to the Parent Commission, which developed from a 2 year study by parents throughout the province.

What would happen if Federation ceased to exist tomorrow? Well, the world would not come to an end, but within a matter of months, local associations would be coming together again to form a provincial body - at least that's the way I see it.

Where the money went

1969 - 1970

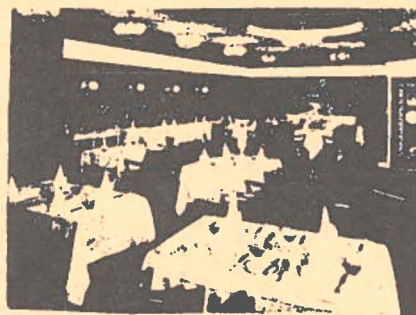


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PROTESTANT COMMITTEE'S SEMINAR ON RELIGIOUS EDUCATION

by D. Morris — V. Pres.

On November 21st, 1970 a Seminar, sponsored by the Protestant Committee of the Superior Council of Education of Quebec took place on the question "Religious Education? Moral Education? Or What?"

The Seminar which took place in the beautiful new education building of McGill University was attended by about 200 people who were there by invitation. Those invited all had a special interest in education generally and in the question being discussed specifically. There were no students present and one wonders whether it would not have been a good idea to invite some students. There were school administrators, teachers, clergymen and representatives of parents' groups present. Of course Quebec Federation had several representatives in attendance.

The Seminar opened with a keynote address given by Dr. Stanley Frost. Dr. Frost expressed a very liberal view, saying, in essence, that for him any form of intellectual exploration or questioning of one's reason for living, of the purpose and manner of existence was religious thinking or a religious exercise. With this approach to the definition of religion Dr. Frost then suggested that there should be religious education in schools.

After Dr. Frost's address there was a panel discussion. The members of the panel were Dr. L. D. Hamilton, Dr. J. D. Jefferis, Rev. Leonard Mason, Rev. Fred Turley and our own Bernice Gold. The panel expressed quite a wide variety of opinion from the view that there should be a segregation of groups of students for religious education to the Unitarian viewpoint that religious education consists, amongst other things, of concern for

others and certain human values which should permeate the whole curriculum. Bernice Gold gave a brief but informative report on the results of the Questionnaire on religious education which had been done by Quebec Federation and reported on at our annual meeting of 1968.

There was a lunch break after the panel discussion and in the afternoon all those attending divided into smaller groups for open discussion under discussion leaders. There were reports taken of what was discussed and these reports no doubt will be used by the Protestant Committee as a guide in the future. A closing statement was given by Mr. John Dinsmore, Associate Deputy Minister of Education.

The Seminar was a successful attempt by the Protestant Committee to solicit the opinion of the educational community on questions with which the Protestant Committee is concerned.



Tony Downs

Another area representative who is extremely active is Mr. Tony Downs, who represents La Tuque, Shawinigan, Three Rivers and Thetford Mines on the Federation Board of Directors.

Tony Downs' home is in Cap-de-la-Madeleine, where he lives with his wife and their three children.

Tony joined the Three Rivers Home & School Association in the fall of 1968 and has been their Recording Secretary since the spring of last year. He became a Federation area representative a year ago.

Most of Tony's education took place in England and he did some teaching while in the Army and after demobilisation taught in a secondary school near Glasgow, until he was lured away by higher pay in industry.

"My views, on the Home & School Association have not yet crystallized. I regard the association as a formal expression of the link which is created by my children who spend as much time with their teachers as they do with their parents. It is interesting to note that the Home & School Association does give a voice to the unenfranchised parent who rents accommodation. If we could establish the proportion of such parents in the community — and I am speculating that it might be quite high — then we would have yet another "sales-point" for Home & School. It is important, though, in the midst of all this democracy to respect the professional privacy of the teachers. Teaching is best done by teachers, unhindered by well-intentioned laymen. The development of a child's personality on the one hand, and the training of his intellect on the other, are complementary, but not overlapping activities."

Concerning modern education, Tony Downs admits to holding old-fashioned views to which he clings dogmatically. He deplores the elimination of the "competitive spirit" in children's schooling, which the implementation of Regulation 1 — leading to ungraded

schools — seems to him to be bringing. "If I understand educational psychologists aright, an individual child's performance is to be compared with that child's capacity, rather than with the performance of his classmates. I see no danger in children pitting their intellects against one another in scholastic endeavours — in fact, it seems quite noble". He notes, too, that Ontario has no longer "departmental" i.e. province-wide examinations; Quebec is phasing them out. "Exam results lead to inter-pupil comparisons: exams themselves are therefore obsolescent. What puzzles me is how we shall keep our finger on the pulse of Quebec or Canadian education if we have no provincial and national yardsticks. To conclude, I am optimistic that an initially province wide, but ultimately nation-wide, educational system can lead — as no other force can — to a cohesive Canada. We shall have to be very patient; it may take another century. When one school in Canada is typical of any other in the country; when all Canadian school children learn French to a certain standard and have had an honest account of the history of the entire country, then we shall have the Nation and its Schools".

Continued on Page 12, Column 1

EDUCATION WEEK March 7 - March 13.



Joseph E. Nancoo

MARCH 7 – MARCH 13

TIPS FOR PARENTS FROM A TEACHER
by
JOSEPH E. NANCOO,
COMMUNICATIONS CO-ORDINATOR,
PAPT

Good Schools

What makes a good school?

Parents!

You can make or mar its effectiveness by the degree to which you give or withhold your support.

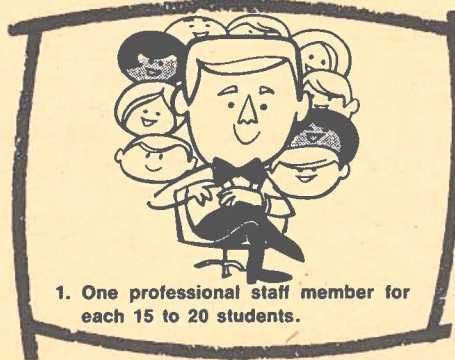
My efforts as a teacher were made easier and more enjoyable if I had the confidence and cooperation of the parents.

There are, obviously, other vitally necessary ingredients which combine to produce effective schools. Parent-Teacher cooperation is high on my list. Given this, both parents and teachers can together strive to obtain the others.

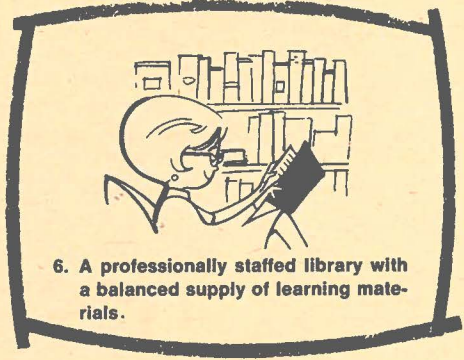
Why not send me a list of what you consider necessary prerequisites for effective schools. Write:

J. Nancoo, c/o PAPT, 245 Hymus Blvd., Pointe Claire, P.Q.

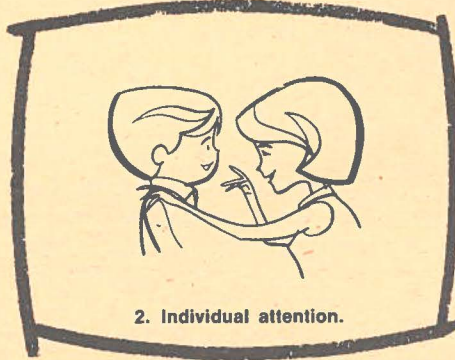
Here is an illustrated list prepared by one organization for American Education Week:



1. One professional staff member for each 15 to 20 students.



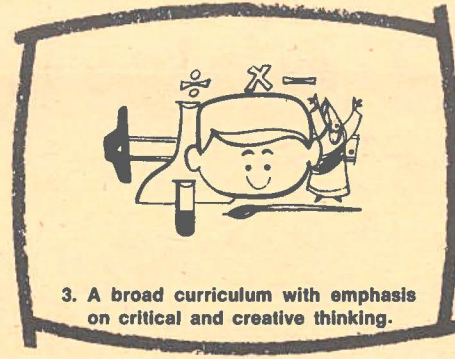
6. A professionally staffed library with a balanced supply of learning materials.



2. Individual attention.



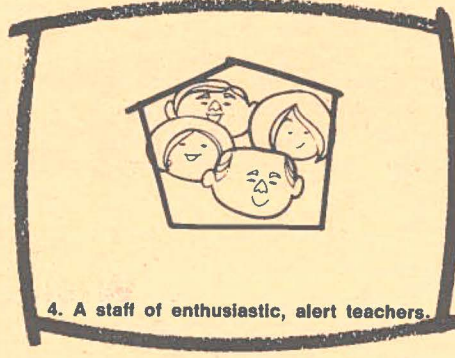
7. A variety of programs to meet the diverse needs of its students.



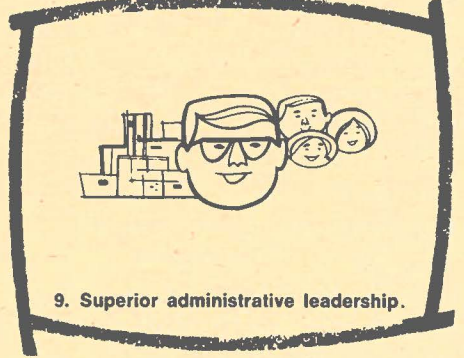
3. A broad curriculum with emphasis on critical and creative thinking.



8. A safe, efficient, pleasant building containing all necessary regular and special instructional facilities.



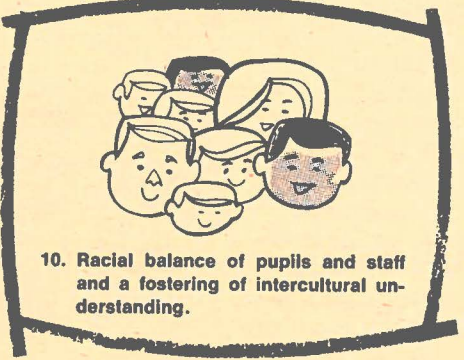
4. A staff of enthusiastic, alert teachers.



9. Superior administrative leadership.



5. Written personnel policies.



10. Racial balance of pupils and staff and a fostering of intercultural understanding.

Text of Regulation No. 6

THE following is the text of Regulation No. 6 "concerning the teaching of French to certain pupils of the elementary and secondary levels":

Whereas pursuant to section 2 of the Education Department Act (Revised Statutes, 1964, chapter 233), enacted by section 1 of the Act to promote the French language in Quebec (1969, chapter 9), the Minister of Education shall take the measures necessary to have the curricula, made or approved for educational institutions and the examinations which confirm them, ensure a working knowledge of the French language to children to whom instruction is given in the English language;

Whereas such measures have consequential effects on the actual pedagogical organization of elementary and secondary schools;

Whereas it is expedient, under the circumstances, to make a regulation for such purposes,

The Minister of Education enacts as follows:

Section 1. The present regulation applies to pupils of the elementary and secondary levels whose parents or the persons acting in their stead have

requested, at the time of their enrolment, that they be given the courses in the English language.

Section 2. French, as a second language, is compulsory for the six (6) years of the elementary level for all pupils affected by the present regulation.

Section 3. French, as a second language, is compulsory for the five (5) years of the secondary level for all pupils affected by the present regulation.

Section 4. The French language will, progressively, become the teaching language for other subjects at the elementary and the secondary levels, for all pupils affected by the present regulation. Educational experiments, coordinated by the Department of Education, shall be carried out prior to the general implementation of this measure.

Section 5. All pupils affected by the present regulation shall undergo, towards the end of their elementary studies, a proficiency test in French, simultaneously with the service tests provided under Regulation No. 2 of the Minister of Education.

Section 6. In order to obtain a sec-

ondary school leaving certificate, all pupils affected by the present regulation must pass both an oral test and a written test relating to the program of French, as a second language, for Secondary V.

Section 7. The present regulation shall come into force on the 1st of September, 1971. In the case of pupils aged seven years or those in grade two, section 2 applies as of the 1st of September, 1972. In the case of pupils aged six years who have started grade one in September, 1971, the minister may authorize a school board to postpone application of section 2 for a period of one year provided the said school board takes the necessary measures so as to permit such pupils to achieve the objectives of the program of French as a second language before the end of the elementary level. School boards shall take appropriate measures to allow pupils from outside Quebec to prepare, if necessary, for the tests required under section 6. Moreover, the Minister of Education shall issue directives specifying the terms of application of section 4.

(Guy Saint-Pierre),
Minister of Education.

LECTURE QUEBEC

The aim of this new and needed collection, directed by Serge Losique, is to make accessible in an easily read form, works by the best French Canadian authors. While reading for pleasure, students are also to further their study.

Each work included in the collection contains a good introduction to the author, to his work in general, and then to the particular work studied. The author biography is also outlined. At the bottom of each page difficult words are explained in French and, in the margin, students are invited to comment on and to study the main ideas of the work in the light to appropriate socio-historic context: *To those interested in pursuing their study further, essay-topics are often recommended as well as good bibliography.*

The collection is intended for students already having knowledge of French but it is also useful to those having a general interest in the language and literature of French Canada. The best specialists in French Canadian literature are collaborating in this collection. It must be stressed that for the first time the Canadian public can study some of the best examples of great writing in French by reading books by Canadian authors.

Published in Montreal by Editions du Renouveau Pédagogique, collection comprises the following titles: *Avec ou sans amour* (Claire Martin), *Les grands départs* (Jacques Languirand), *Le libraire* (Gérard Bessette), *Une maison... un jour...* (Françoise Loranger), *La patience des justes* (Pierre de Grandpré), *Poussière sur la ville* (André Langevin), *Prochain épisode* (Hubert Aquin), *Souvenirs pour demain* (Paul Toupin) and *Le temps des jeux* (Diane Giguère).



CHILDREN LEARN FRENCH WHILE WATCHING THEIR TV HEROES IN ACTION

What could be more beneficial and fascinating to a young child than to learn French by watching television?

And what could be more relaxing to a child than to learn while being entertained by programs specially designed with youngsters in mind?

The children's programs telecast each day the Radio-Canada French TV Network feature a wide variety of presentations, not to mention a host of colorful characters who have become heroes in the eyes of thousands of young viewers. Why not have your child share in this captivating and highly educational experience?

The following is a brief description of these programs.

La Souris Verte (The Green Mouse) is telecast Monday through Friday at 11 a.m. Under the lively and perceptive guidance of La Souris and her friends, youngsters

learn songs, games, stories and how to build things.

The program *Tour de Terre*, Saturday at 12.00 noon is in the form of a "live" encyclopaedia for children. Through the aid of visual effects and games, co-hosts Lise LaSalle and Jean Besré help young viewers to appreciate and understand geography, nature, animals and many other aspects of the world we live in.

Bobino, each weekday at 4 p.m., features original cartoon presentations and the comments of Guy Sanche (as Bobino) and the marionette Bobinette.

Weekdays at 4.30 p.m., the French TV Network presents "theatre for children", a series of programs featuring some of French Canada's finest actors.

Griot et Delicat (Monday) is the story of two "dogs" with very friendly temperaments:

Sal et Gobelet (Tuesdays) are a couple of uproarious clowns;

Maigrichon et Gras Double (Wednesdays) is about two comical military types with a flair for exciting and unusual adventures;

Picolo (Thursdays) is a brightly-dressed, loquacious character, with Colombine and the Doctor as partners;

La Ribouldingue (Fridays) is like a party, moving along in an atmosphere of gaiety and exuberance.

In addition to the above, one should note the series "Les Oraliens", presented Monday through Friday at 9.15 a.m. It comprises a course on the French vocabulary designed for first-year students and presented in the form of a dramatization.

This series was produced by Radio-Québec for the Department of Education, January 26, 1971

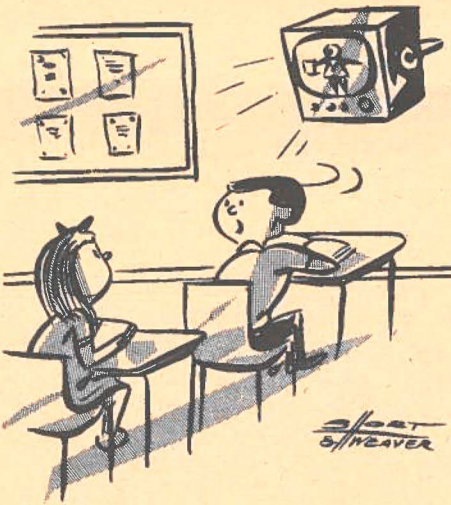
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THE NEW "BILL 62"

In a recent press conference the Minister of Education, Mr. Guy Saint-Pierre stated that new legislation concerning the administrative bodies of education in Quebec would be forthcoming in mid-February. The Education Committee of the National Assembly will be set up to hear views on this legislation following its approval in principle in the House (i.e. first reading).

Despite the protests that have been made the unification of school boards remains a guiding principle of this legislation, stated Mr. Saint-Pierre.

In view of this announcement local Home & School Associations should review the position taken by their Federation (based on local association questionnaires last year re Bill 62) as presented in our Brief on Bill 62 (printed in the NEWS: Volume 7 Issue 3, March 1970).



"THE TROUBLE WITH EDUCATIONAL TV IS THERE'S NO PLOT."

If your association has any further remarks to make following the presentation of the new legislation, which may be considerably changed from Bill 62, would you send in your opinions as quickly as possible, as this will expedite any presentation we would make to the Education Committee. There will NOT be any further questionnaires from Federation on this subject to Montreal Island Associations as the time element will probably not permit such a process. The responsibility will be, therefore, with the individual local association to send its views to Quebec Federation office as soon as possible following the publication of the new legislation.

Federation will do everything possible to obtain and distribute copies of the new legislation as soon as it is available.

Many delightful Christmas cards were received at Federation Office. The prize one is reprinted because the inscription inside seems particularly appropriate — "Portrait of the President of Quebec Federation trying to sniff out the meaning of the Régime Pédagogique". It was sent by a very well-known Home & Schooler who wishes to remain anonymous!



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