



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOL. 12 — NO. 5

MONTREAL

MAY 1975
POST CONVENTION ISSUE

	Canada Post Postage paid		Protein Canada Port payé
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In this issue:

The annual general meeting

a report in pictures and words of the convention happenings pages 7, 8, 9. one way of judging whether delegates dealt with "gut" issues is to examine the convention resolutions page 6



French immersion: are parents aware of long-term implications of certain types of immersion in the school? one home 9 schooler thinks not page 4

School Board Reorganization: Special two page feature highlighting your Federation's brief on this matter. Included are the major recommendations and the reasoning behind them pages 12, 13

Manitoba: New Directions: A report from the President of the Manitoba Federation of Home & School Associations on new educational legislation, and what it means for the Franco-Manitoban page 10

Oh, those Federal Grants! A tapescript from a portion of a phone-in show in which the Official Languages Commissioner is questioned about the bilingualism grant as it relates to the Anglo-Quebecker page 16.

All About Us: Continuing the ever-expanding saga of local association activity. The Focus IS on the locals pages 14, 15

CONVENTION '75



IT WAS JUST GREAT!



Editorial Comments

From the President... by Elizabeth O'Connell

THE MANITOBA SCHOOL CONTROVERSY:

1) What it was

In 1870 when Manitoba joined Confederation, English and French enjoyed equal status as languages of instruction in that province's schools. After confederation the population mix changed. Settlers flooded in from predominantly English-speaking Protestant Ontario, from Britain, and from central Europe. In 1890 the Manitoba government abolished the provincial system of separate, state-supported Catholic (mainly French-speaking) schools.

Within the nation this action caused much discussion. In 1895 the Federal Government, with the Conservatives in power, prepared Remedial Legislation instructing Manitoba to restore the rights of its Catholic citizens. However, before the bill could reach third reading (it passed second reading), the life of that federal government ran out, and the Manitoba Schools Controversy became an election issue.

In Quebec priests exhorted the Canadiens to vote Conservative, to vote for a party that would restore language rights to their fellow Canadiens in Manitoba; but on election day Quebec voted, not for a party but for a man, and gave 48 out of its 65 seats to the Liberal leader, a fellow French Canadian, Wilfrid Laurier, who was unwilling to divide his Liberal party by supporting disallowance of the Manitoba legislation or remedial legislation for the Franco-Manitobans.

Again, in 1911, the same question of the minority's right to its own schools arose when the vast territory of Keewatin was annexed to Manitoba. There were separate schools in the territory; an amendment to the Keewatin Annexation Bill guaranteeing minority rights was defeated 160 votes to 24. Again Quebec did not support its fellow francophones in the Keewatin territory. But Quebec did receive at that time from the federal government the territory of Ungava which nearly doubled the area of the Province of Quebec and extended Quebec's northern Limits to Hudson Strait.

2) What it means to US TODAY

Apologists for Quebec's Bill 22 use the Manitoba Schools Controversy as justification for what is happening in Quebec today. Concerning this, one point needs to be made. Quebec in 1890 and again in 1911 did not vote for those forces in Parliament supporting the minority rights of the Franco-Manitobans.

Having traded off the rights of the French-speaking in Manitoba for Ungava and personal pride in a Prime Minister of their own race, to then suggest that the loss of Franco-Manitoban rights justifies the loss of English-speaking rights in Quebec is the ultimate in hypocrisy.

What Anglo-Quebeckers can learn from this unhappy incident is that minority rights are a precious, but fragile, commodity. To date the action of the Quebec Association of Protestant School Boards in petitioning the Federal Government for a reference case to the Supreme Court and/or disallowance of Bill 22 is the only visible defence of minority rights in Quebec.

The Manitoba School Controversy shows us that the retention of minority rights is dependent upon negotiation and support in government circles. If you are concerned about minority rights in Quebec, speak to your federal M.P. Tell him that your future support of him as your representative is dependent upon his vocal and visible support of the QAPSB's action against Bill 22. If the general public is not seem to support this action visibly and openly, it will be allowed by the federal government to languish in delay and inconclusive argument.

W.P.

Help For Broken Wings

Every child needs adult help along the difficult road from infancy to adulthood. But some children — special children — need more help. Surely crippled children need a special portion of the help that Home & Schoolers are always ready to give.

Last tag day twenty-one Home & School Associations sent out 1600 canvassers and raised almost \$7,000 for the Broken Wings — the crippled children in our midst.

This year again, the tag day for Crippled Children comes in September — Saturday, September 20. It's an inconvenient date for many H & S Associations — a time of executive changeover, of activities just starting up. But costs are rising, crippled children's needs are constant, and they need our help. Could not all local associations — all of US — see that right now one person in our association is designated to be ready to organize the canvassing in our school area in September

Area Reps, local Association Presidents — before you go on holiday — please, plan for the Crippled Children's tag day in September. If you need information, phone or write Mrs. Freda Edelson, at the Society for Crippled Children, 7455 Rochon St., St. Laurent (H4I 1W1) or 748-8816.

The Broken Wings need all the help we can give them.

W.P.

This issue is reporting on our Annual Convention which from all reports was considered by the delegates to be in every respect highly successful. This did not happen by accident but because of the many months of work by a dedicated convention team and because of the delegates and their input without which no convention can hope to be a success.

There was spirit of enthusiasm and goodwill at the convention which we trust will prevail throughout the coming year.

A challenge was handed to Home & School at this 1975 convention to continue to be "THERE" in Education and the following will clearly indicate if either has or will be. To quote Ivy St. Lawrence, the executive secretary of C.H.S.P.-T.F., it's, "all systems go."

Monday, May 12th	Hearing of Brief on School Board Reorganization by Montreal Island Council.
Thursday, May 15th	All day meeting on School Busing on Island of Montreal with Dept. of Transport and MUCTC and Dept. of Education.
Tuesday, May 20th	Meeting on C.H.S.P.T.F. Business
Tuesday, May 20th	Joint meeting of old and new executive
Wednesday, May 21st	Council of Presidents meeting Q.F.H.S.A. (Host, Q.A.-P.S.B.; Q.A.S.A.; P.A.P.T.
Thursday, May 22nd	Meeting with M. Claude Beauregard A.D.M. Ed. re Federal Grant for Bilingualism.
May 24-29th	C.H.S.P.T.F. Annual Meeting in Moncton, N.B.

The achievements of the past and the future are not possible without the untiring efforts of many. At most of these meetings I have and will continue to be accompanied by not only other members of the executive but representatives from the Board of Directors and locals as well. It is most important that you realize the work of Federation is being done by many.

While we are constantly being required to react to new legislation which is forever pouring forth from the Department of Education and other government bodies, we must not get trapped by it. When we read, as we did only recently in Time Magazine March 31, 1975, that the scores in aptitude tests have been falling every year since 1962, surely it makes us want to find out why, and surely this must and will be a top priority for the 75-76 Home & School year. We as parents must seek out the answer to this and other questions, or we are not fulfilling our responsibility to our children — and is it not for THEM WE SERVE!

Thank you for allowing me to serve as your president. I deem it a great honour, but it is not now or ever has been a job done alone. The President is just part of the executive team and you in turn are part of the bigger team.

Together we have and will continue to be involved in education.

Board of Directors' Meeting Highlights

At the March Board meeting there were present 24 persons comprising the Executive Committee, Area Representatives, Committee Chairmen, and a guest.

Among items of business attended to were the following:

Quebec Meeting with Dept. of Education Officials: The QFHSA delegation left with the impression that their request for a grant was favourably received. Since then, Department requests have been made for more financial data, which has been supplied.

Received reports on the PAPT-parent workshop; on the Association d'Éducation de Québec; on the AGM; Resolutions, the News; on membership. Motion passed: that the Executive be authorized to initiate membership project in the office this summer.

Accepted Treasurer's Report and passed the following motions: 1) that the Executive be authorized to recommend a suitable increase of the membership fee up to \$4.00 sufficient to cover any projected deficit after taking the Provincial Grant into account; and 2) that cash out-of-pocket expense of office volunteers be covered.

Heard area reports from Mrs. Hunt (Saguenay Valley); Mrs. Legresly (Gaspé); Mrs. Darby (Baie Comeau) who inquired re billeting children when they visit Montreal; Mrs. Pidduck (Châteauguay); Mrs. Lohoar (Hull Area); Mr. Barnes (Seven Islands); Mrs. Milne-Smith and Mrs. Walkington (Lakeshore); Mrs. Lea (St-Lambert); Mr. Clinton (District of Bedford).

Continued on page 15



The Quebec Home & School News

Published by the Quebec Federation of Home and School Associations, 4795 St. Catherine Street West, Montreal H3Z 1S8. Tel. No. 933-3664.

Winifred Potter, Editor
Joan Mansfield, Focus on the Locals
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QFHSA EXECUTIVE COMMITTEE 1975-76

PRESIDENT



Mrs. Elizabeth (Betty) O'Connell,
55 Sommerville,
Westmount, Que.

Mrs. O'Connell has one child. Active in Home & School at Westmount Park and Westmount High School, she was an area representative for Westmount in 1970-71; in 1971-72 she was federation's Recording Secretary, in 1972 became a Vice-President, and in 1973 and 1974 Executive Vice-President. In January 1975 Mrs. O'Connell became President of QFHSA upon the resignation of Mr. John Goodchild. For QFHSA she has been general arrangement chairman for the Semi-Annual Conference of Presidents, 1972 and 1973; Annual Conference General Arrangements Chairman, 1973; member of Teacher Classification Brief Committee 1973-74; member of Bill 71 Committee 1973-74; member of Structure Reorganization Committee of QFHSA 1973-74; member of Measurement and Evaluation Advisory Committee to the Department of Education; member of the Measurement and Evaluation Committee of QFHSA 1973-74. Special duties as Executive Vice-President, off-island associations.



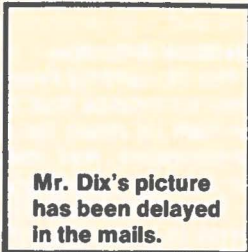
Mrs. Dorothy Chant,
110 Bedford Avenue,
Baie d'Urfe, Que.

Mrs. Chant, is the mother of two children, a son attending Queen's University and a daughter who is graduating from MacDonald High School this year. She has been the President of MacDonald Home & School Association and has also served as its Membership Chairman. Mrs. Chant served on the QFHSA CEGEP committee and is presently the Quebec Federation Membership Chairman for the second year.



Mr. Alex J. Morris,
178 Westcliffe Avenue,
Pointe Claire, Que.

Mr. Morris is the father of two children, one attending Lindsay Place High School and one at Northview Elementary in Pointe Claire. He has been President of Northview Home & School Association for the past two years. Mr. Morris is an Anglican priest.



Mr. Dix's picture has been delayed in the mails.

Mr. Robin John Dix,
1650 Avenue Delauny,
Ste. Foy, Que.

Robin John Dix is the father of four children attending Elementary School and Quebec High School. He is the treasurer of the Ste. Foy Home & School Association and is a member of the Quebec High School Committee.



Mr. Gordon Perry,
1510 Erin Place,
Dorval, Que.

Mr. Perry has two children who are attending Courtland Park Elementary School and he is immediate past president of the Home & School Association of that school. Mr. Perry was educated in engineering and has worked in publishing and public relations. Presently he is with Bell Canada in internal communications.

EXECUTIVE VICE-PRESIDENT



Mrs. Fay Richardson,
2380 Sunset Road,
Town of Mount Royal, Que.

Mrs. Richardson has five children, two at Vanier College, two in Mount Royal High School, and one at Elmgrove. Trained as a registered nurse, she has been active in Home & School work for many years. At Algonquin School she served successively as Chairman of Class Mothers; Membership Chairman, and President. She is currently on the Mount Royal High Home & School Association Executive Committee. In 1973-74 Mrs. Richardson was area representative for the Town of Mount Royal, and in 1974 became a Vice-President of QFHSA. She has been conference chairman for the 1974 leadership conference and the 1975 annual conference.



Mrs. Pat Lewis,
134 Winthrop,
Pointe Claire, Que.

Mrs. Lewis has one child attending Lindsay Place High School and two who have completed their secondary education. She has served on the executives of Northview and Lindsay Place Home & School Associations, as programme chairman, vice-president, and president of both associations, and is presently serving as a Vice-President of QFHSA. She has been a member of Lindsay Place High School Committee. Mrs. Lewis' professional affiliations are the Lakeshore Teachers Association and the Provincial Association of Protestant Teachers.

TREASURER



Mr. Nigel Thompson,
9 Martin Avenue,
Dorval, Que.

The father of three children, two attending Dorval Gardens and one attending Courtland Park, Mr. Thompson is a past president of Dorval Gardens Home & School Association and has also been the area representative from Dorval. He is a chartered accountant.

VICE-PRESIDENTS



Mr. Charles Barnes,
679 Humphrey Avenue,
Sept Isles, Que.

Father of two children attending Fleming Elementary school in Sept-Isles, he is President of Sept Isles Home and School Association, Chairman of the School Committee, and Chairman of the Seven Islands Parents' Committee.



Mrs. Valerie McFall,
4351 Kensington,
Montreal, Que.

Mrs. McFall has three children, two attending Somerled and one in French Immersion at Willingdon. She has been President of Somerled Home & School Association and also on the School Committee at that school. She served on the QFHSA Resolutions Committee in 1972-73. Mrs. McFall was appointed Recording Secretary of QFHSA to fill a vacancy in November 1973 and elected to that position in 1974.

RECORDING SECRETARY



Mrs. Joan Mansfield,
R.R. 1,
Hudson, Que.

Mrs. Mansfield is the mother of three children attending Hudson High. Mrs. Mansfield is a former School Commissioner of the Harwood School Board where she served on the Committee for Amalgamation for the West Island, a member of the District Advisory Council of the Lakeshore School Board and its Education Committee. Mrs. Mansfield served on the Executive Committee of Hudson High Home & School Association where she is presently Vice-President. She is the QFHSA Programme Chairman for 1974-75 and the 1975 Annual Conference Programme Chairman.



Mrs. Ann C. Odinotski,
5887 Charmentil Place,
St. Leonard, Que.

Mrs. Odinotski, a teacher, is the mother of two children, one at Mountrose Elementary and the

FRENCH IMMERSION: A Cautionary View

by Maybelle Durkin

Maybelle Durkin, former teacher and last year's QFHSA Buzzell Award winner, believes parents have not considered the long-term implications of French immersion.

French immersion is here to stay. Those who see this particular method of acquiring a second-language as desirable for their children can relax. It's not only going to stay; it's almost bound to increase in the years ahead!

Problems exist, however, for those who differentiate between subject matter taught in French and the teaching of a second language. Since few parents differentiate between an objective, the programme designed to meet that objective, and the way in which it is implemented, many parents are unable to assess its effect on the system which has the task of educating all of the children for whom it is responsible. Parents are still unaware of the practical difficulties involved in implementing these programmes in the school system and are unable to consider their long-term implications.

No in-depth study

The lack of adequate funding and the lack of a second pupil-teacher ratio for second language teaching have concerned the QFHSA for the last few years, but no in-depth study has been conducted to consider precisely what has happened to a predominantly English system which, in response to parental pressure and government regulations, must supply instruction in French.

Teacher problems

Teacher-job security is most visibly affected, with young English-only teachers who lack arbitration rights in their first two years' experience particularly vulnerable. The rapid proliferation of French immersion programmes during

the past few years has resulted in a loss of jobs in the English system which to date has been offset by attrition. Should the Protestant school population decline, as it is expected to, even more English-speaking teachers would be affected.

The Limitation of Choice

Another long-term effect is that the number of choices available to parents in the future is being limited by the choices made by parents today. If we express a demand for Chemistry as an option in French, for example, at the high school level, not only are we deciding that we will have Chemistry in French now, but we may also be deciding that fewer students in future may take Chemistry in English, for teachers have tenure. Since some options are to be duplicated in both French and in English, it is clear that the effect of the pupil-teacher ratios will be to limit the range of options. Clear value judgments are impossible when the school community as a whole has not considered the objectives of the school system.

At the elementary school level

At the elementary level, the problems that have arisen are also educational and appear for the most part to have been swept under the rug, or cast aside as "teacher nit-picking", or worse still, "bigotry". But the fact remains that an almost intolerable burden has been placed on the English language unit of a school where French immersion and English-language instruction operate in parallel. This translates into a reduction of the quality of service to children. Continuous progress, a prerequisite of the school system in Quebec, is possible in the large elementary school in the English-language classes, **provided that a sufficient number of children have opted for English language instruction** to provide viable instructional units, which teachers consider number fifteen

or more. In the smaller elementary school, or when a few children opt for English-language instruction, grade levels are being compressed so that it is difficult to teach at the required levels. Parents are increasingly complaining of classrooms containing not just two, but three, grades in one room. Moreover, when numbers in a homeroom become very large, young elementary children have no particular teacher to whom to relate, and very often feel insecure.

No one can control the numbers opting either way, but in some board areas "Problem" children are being encouraged not to go into French Immersion, so that the percentage of such children is unusually high in the English-language classes at certain levels.

Resultant difficulties

The demand for French Immersion has been so intense that little accommodation can be made for all of the different combinations that children now have. For example, there are those who after a French Immersion experience are bored to tears with the regular "core" programme, but who lack certain English-language skills. They are difficult to integrate into a teaching-to-level situation in the English-language unit again because of the inflexibility of the ratios. Time must be spent in upgrading those skills which the non-French immersion

student already has. The availability of Physical Education, Music, and Second language specialists may also be affected by French Immersion in a school.

We must take stock of the situation as it applies locally and regionally, and tailor our demands on the school system realistically. English-speaking Quebecers must somehow maintain a system wherein quality education is not jeopardized by hastily-applied second-language programmes. We must clarify our objectives, and as a community parents, teachers, and school boards, work together to solve the problem that inflexible ratios and a lack of adequate funding for French programmes have caused in our schools.

●
THE NEWS INVITES YOUR COMMENT ON THE TOPIC UNDER DISCUSSION.
●

Wondering about a camp for your child?

Each year member camps and those wishing to be accredited to the Quebec Camping Association are inspected by the Association. The Association's standards cover virtually every aspect of day, residential and specialized camping. Some of these areas include the campsite, administration, safety, health, personnel, nutrition, transportation, program, etc. This is one way that pa-

rents can be assured of the quality desired in a camp for their children.

For information about the Quebec Camping Association, as well as a copy of the 1975 National Camp directory, call Miss Frances Kelly at the Association's office 489-1541 or write Quebec Camping Association Inc., 2233 Belgrave Avenue, Mtl. H4A 219

BED WETTING INFORMATION

Many procedures, such as restricting liquids and taking children on a schedule to the bathroom do not usually end bed-wetting. We are a total Canadian organization and will provide, free of charge, a booklet that will answer many questions on this problem.

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E-2

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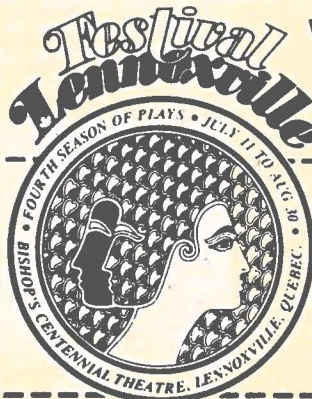
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In Brief:

Bill 22 Calls in Question "Fair Play" Policy of Federal Government

Many people are wondering what implications Bill 22 holds for the Federal Government's official policy of multiculturalism. On October 8, 1971, the Prime Minister, Mr. Trudeau, announced a federal policy of multiculturalism. This policy promised active support for the retention of cultures other than English and French within the framework of Canadian law and society. In his statement on this policy Mr. Trudeau said:

It was the view of the Royal Commission (on Bilingualism and Biculturalism) shared by the Government, and I am sure, by all Canadians, that there cannot be one cultural policy for Canadians of British and French origin, another for the original peoples, and yet a third for all others. For although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other. No citizen or group of citizens is other than Canadian, and all should be treated fairly...

Following that statement, a Minister of State for Multi-culturalism, Dr. Stanley Haidasz, was appointed, and a programme of financial grants for various ethnic studies and activities initiated.

In an address in reply to the speech from the throne in January 1973, the then Minister, Dr. Haidasz, referred to Mr. Trudeau's statement on multiculturalism:

Yes, Mr. Speaker, **fair play for all** is the principle guiding the implementation of this policy as outlined in the P.M.'s document. I have not the least doubt that when the history of this time in our country's affairs is written, the P.M.'s statement, making manifest his government's determination to provide all ethnocultural groups with a sense of belonging **without first having to sacrifice their cultural heritage**, will be regarded as one of the truly enlightened and just policies adopted by any administration.

Now comes Quebec's Bill 22 which penalizes parents who are practising multiculturalism. New school registration forms implementing Bill 22 enquire about the child's mother tongue — defined as "language first learned and still understood." Those children who have first learned and still understand a language other than English now have no automatic entry into English language schools in Quebec. Their parents do not have a choice between English and French schools. If English instruction is their preference, language tests, school population freezes, and arbitrary decision from the Minister can be used to send them to a French language school.

Bill 22 makes a mockery of the fine tenets enunciated on this subject by the Prime Minister and the Minister of Multiculturalism. It remains to be seen how true the federal government will prove itself to its policy.

Wanted: Alumnae to Celebrate the Centennial of the High School of Montreal

This year the High School of Montreal celebrates the centennial of the founding of their Girls' School. It was in September, 1875 that the High School of Montreal for Girls first opened its doors and introduced the then revolutionary idea of a secondary education for women. (As late as 1882 an article was published

"Let the Show Begin"



Seated with the children waiting for Youtheatre to begin are Aldis Lee (Lachine Rapids Home & School) Sylvester White (Associate Deputy Minister, Protestant, Dept. of Education), and Dr. L. Patterson, PSBGM commissioner for the area.

It all started with the invitation of Joan Riches, QFHSA Resolutions Chairman, and Aldis Lee, QFHSA Bussing Chairman. They wanted the Associate Deputy Minister to experience at first hand the genuine pleasure of the children in Youtheatre. So a time was arranged, March 21st, and Mr. White spent the whole day in the Lachine Rapids and Lasalle High area learning about problems and general attitudes and Youtheatre in particular. It was a

full day, with two performances of Youtheatre (sponsored by Lachine Rapids H & S) coffee and discussion with Lachine Rapids teachers, and then luncheon at Lasalle High, a tour of the comprehensive high school, and much more discussion.

The Lasalle High School Camera Club covered the whole day's events — their first assignment — and the picture credits go to them.

"It's that area over there we would like for our playing field," Mr. Ian Trasler, principal, Lasalle High School, points out to the Associate Deputy Minister.



In a coffee break between performances of Youtheatre, Mr. White talks with Lachine Rapids teachers Lillian Broda, June Forbes, Larry Landes, Pat Dale and Tom Booth.



in Quebec in which the writer, using the nom de plume of the **School-master**, asserted "that the higher education of women is radically an economic Mistake".)

The staff and students of the High School are presently involved in the planning stages of a program of events to mark the Centennial. The activities, which will take place primarily in the fall, will include an open house for the general public, a display of costumes and historical data pertaining to the history of the school, and a gala 1890's picnic to be held at Beaver Lake.

Those involved in the planning of the program feel that the participation of graduates will be crucial to the success of the Centennial celebration. An effort is therefore being made to contact as many alumnae as possible. Those interested are requested to call Mrs. Bertha Avrith at 845-5233 between 9 a.m. and 3:30 p.m. Among the alumnae planning to help celebrate the centennial of the High School of Montreal are

QFHSA president, Mrs. Betty O'Connell, and Mrs. Alison Irwin, chairman, QFHSA Education Committee.

SAINT BARNABAS' SCHOOL

Established 1969

A boarding school for boys of intelligence with a learning difficulty, offering courses leading to the Ontario Secondary School Graduation Diploma. Emphasis is placed at the grade school level on remediating reading and writing deficits; emphasis at the high school level is on academic achievement. Saint Barnabas', which graduated its first student in June 1972, is under inspection by the Ontario Minister of Education. It operates under a highly structural routine with a class ratio of 1 master to every 6 students.

For further information write:

The Registrar, Saint Barnabas' School
Niagara Parkway Box 583,
Fort Erie, Ontario.

En Bref:

Going Under Steadily

(Translated from *Le Devoir*, Monday April 21, 1975, p. 4)

In the public service at the federal, provincial and municipal levels, the English-speaking Quebecers hold only a fraction of the positions to which they would have a right if they were distributed proportionally in relation to the population of each linguistic group. Besides, those of them who do work there must in general use French. Let's not forget that a half century ago the majority of the federal government offices in Quebec as well as several divisions of the Quebec government and of the municipal administration in Montreal were unilingual English.

This same turn-around of situation happens each time that the State takes the place of private enterprise in public services. The language which dominates today in the Commission metropolitaine de transport and Hydro-Quebec is no longer that of the former administrators of Montreal Tramways, of Montreal Light Heat and Power, of Gatineau Power and of Quebec Power. The creation of urban communities, the integration of protestant & catholic school systems under the authority of the Ministry of Education, the role of the latter in the organization of collegial and university education, the intervention of the State to direct the different professions and the transformations that the Ministry of Social Affairs has brought about in the distribution of services, more and more place the English-speaking community, its representatives and its institutions, under the authority of the French-speaking majority.

English-speaking Quebec has no Political Clout

(translated from *Le Devoir*, Monday, April 21, 1975, p. 4)

For twenty years there has no longer been a real English-Quebec political class. Its last representatives in the federal cabinet were Douglas Abbott and Brooke Claxton, respectively Ministers of Finance and National Defence in the cabinet of Prime Minister Louis St-Laurent. Ten years later Mr. John Turner quickly understood that there would be no future for him in English Canada if he remained an M.P. for the Montreal region. He abandoned the electors of Montreal-St. George and had himself elected in an Ontario county. In Quebec the English-speaking members of the National Assembly and the Governments which have followed for some forty years have seen their influence diminish from year to year. The last English-speaking minister of influence in Quebec was Eric Kierans and he put his talents to the service of the Quebec State as an administrator. It is unlikely that the former Minister of Revenue who rationalized the collection of taxes will have a successor.

Michel Brunet,
Les Minorités anglophones
au Québec
Février, 1975, l'Action Nationale

EXTRA ISSUES OF THE NEWS AVAILABLE FOR MEMBERSHIP PROMOTION

Association presidents, Membership Chairmen, and other Home and Schoolers interested in making new members for Home & School can obtain additional copies of this issue of the *News* and of the Back-to-School-September '75 issue by phoning or writing Quebec Federation of Home & School Office, 4795 St. Catherine St. West, Montreal, H3Z 1S8 (933-3664).

RESOLUTIONS ADOPTED AT THE 1975 ANNUAL MEETING

1. The Commel Report

WHEREAS a recent study of school boards with less than 3000 students resulted in the presentation of the Commel Report to the Department of Education, and

WHEREAS, the sponsoring schools have identified recommendations which they consider of priority.

BE IT RESOLVED that the Q.F.H.S.A. strongly supports recommendations

No. 5 — That the Ministry of Education by a systematic study, rethink an overall plan working with the public, a fair financing system for all parts of the province, keeping in mind particularly equality throughout the province as regards services, materials and personnel according to geographic conditions, population distribution, cultural and other factors existing in different regions of Quebec.

No. 7 — That the Ministry of Education proceed jointly with the public in a systematic study of the elementary schools now *subject to Clause 8-2.02 of the Decree* particularly covering their significance, their educational effectiveness and their practicability.

No. 9 — That the Ministry of Education, the Ministry of Transport and the Associations of School Boards sit at the same table and realistically rethink about the reorganization of school transportation in terms of educational demands, distances, road conditions and the general climate of Quebec.

No. 20 — That the Ministry of Education of Quebec will undertake the necessary procedures to amend Article 68 of the Law of Public Instruction that is amended by Bill 27, 1971, to make possible in school boards of 3000 or less, the *elimination of parent committees* after an unanimous decision by school committees to do this and to operate this way.

No. 30 — That the Ministry of Education of Quebec ensure that an administrative school unit made up of more than one school building be generally *limited to two physical school buildings* at the most.

No. 31 — That the Ministry of Education of Quebec apply to a school administrative unit of more than one school building, at least the present authorized *norms for the position of principal of a school administrative unit* made up of one school building.

No. 32 — That the Ministry of Education of Quebec in the case of a school not administratively regrouped, where the school population does not permit the position of a Principal, authorize the School Board to name a *Head Teacher, partially freed from teaching* according to locally established rules.

No. 39 — That the Ministry of Education take the necessary steps for the teaching of the *second language* at the elementary level, as well as *music and physical education* and that these people be outside the regular norms.

No. 48 — That the Ministry of Education of Quebec revise the norms related to the opening of classes for children with minor learning difficulties and/or adjustment problems, according to the factors of geographic and population distribution.

Exception — No. 33 (Amendment Recommended)

No. 33 — That the Ministry of Education furnish school boards with less than 3000 pupils the necessary finances to engage at least one secretary for each administrative school unit, made up of one single school building and at least half a secretary for each physical school building in the case of an administrative school unit.

We recommend that No. 33 above be amended to provide a full time Secretary for each school building as we feel this is required.

2. Buses for Field Trips

WHEREAS, field trips are an important part of the educational process,

WHEREAS, the cost to schools trying to hire buses on an individual basis has recently become prohibitive forcing students in some case to depend upon public transportation for field trips; and

WHEREAS, this situation virtually rules out field trips for kindergarten and grades one and two students, and confines trips for older students to those places situated along public transportation routes; therefore

BE IT RESOLVED that the Department of Transport be requested to include in the rules governing the busing contracts for the future year, provision of reasonable rates for bus service for field trips.

3. Bus Monitors

WHEREAS responsibility for school transport no longer rests entirely with the local boards.

WHEREAS some boards have as a result discontinued the practice of providing supervision on busses.

WHEREAS drivers in many cases have no specific training or aptitude for the effective supervision of large groups of children

WHEREAS the Department of Transport has not seen fit to require this sort of training, or indeed to include any provision for the development of a physically safe and/or emotionally secure environment on school busses.

BE IT RESOLVED that the Department of Transport be requested to make provision in the rules for school transportation contracts for the hiring of suitable adults to act as supervisors on school busses or for equally effective means of providing a desirable environment.

4. The Teaching of English Grammar

WHEREAS, language is primarily a means of communication, and, grammar the system of rules and usages of a language which allow ideas to be communicated clearly and unambiguously; and

WHEREAS, clear logical expression of ideas not only stems from but in turn facilitates further clear and logical thought; and

WHEREAS, increasingly complaints are being heard from teachers at institutions of higher learning, employers, from parents, and from students themselves about the difficulty young people have in writing and/or speaking clearly and effectively; and

WHEREAS, in these complaints frequent mention is made of the lack of knowledge of grammar; therefore.

BE IT RESOLVED that a study be undertaken so that precise and definite curriculum guidelines be established for the teaching of the fundamentals of grammar and composition to elementary and high school students.

5. Knowledge for Student's Personal Finance

WHEREAS teenagers now reach the legal age of majority at 18 years of age and

WHEREAS the lowering of the legal age of majority to 18 years has created a new group of consumers as customers of finance companies, the loan departments of banks, insurance companies, credit card companies, etc., and to make legal contracts and engage in legally contracted commitments;

WHEREAS many young people may not at this age have acquired the knowledge or information necessary for sound economic judgement of the terms, conditions and costs relating to credit obligations and legal contracts.

BE IT RESOLVED that the section on economics of the compulsory Canadian Studies courses be examined and revised to include information relating to the economic realities of the market place relevant to our students' lives.

6. Provincial History Examinations

WHEREAS next year it will become compulsory for all senior high school students to study Canadian history;

WHEREAS examinations for the three senior history courses—History 412 (New France, Canada, Quebec); History 512 (Contemporary World History); and History 522 (Civilization of Classical Antiquity) — are objective in nature, that is, consisting of 50 objective type questions, constituting a paper which may be marked by automatic means;

WHEREAS these fifty questions deal with a large amount of historical material, encompassing both complex themes and small insignificant detail;

WHEREAS the type and content of the history examination detrimentally influences the history teacher's method of procedure in the classroom, since he or she must spend much time lecturing to his students, instilling into them a large amount of historical detail; and

WHEREAS both the history teacher and the students are given little opportunity for the discussion (and, on the part of the students, for the comprehension) of movements, trends, changes in philosophical climate, the historical generalizations that give a student an understanding and awareness of the world around him and its development; and

WHEREAS students exposed to this type of course do not appear to learn to appreciate or to enjoy the study of history from this kind of exposure to it — as examinations results attest;

WHEREAS also, for those students who write these examinations in English, the translation of an objective type question from one language to another is a very difficult task, demanding the precise and accurate transference of the meaning of the question asked, into the other language, and whereas the attempt to do this in the past has sometimes resulted in questions in translation which are ambiguous and sometimes incomprehensible;

BE IT RESOLVED that the history matriculation examinations be changed from an objective question type to one that is heavily weighted in favour of questions of an essay type wherein the student may show his competency in the understanding of historical movements and trends;

BE IT RESOLVED also that the essay type examination be marked by the relevant school boards and their personnel.

If this is not possible, BE IT RESOLVED that the nature of the history examination be changed to allow at least 50% of the value of the examination to be devoted to essay type questions to be marked by the relevant Board's personnel, the other half (or less) of the examination to be in the nature of objective-type questions, to be marked automatically so that there may be a constant in the method of arriving at history marks obtained on a global scale.

7. Special Education

WHEREAS there are problems in the smaller school boards with the provision of special education facilities

WHEREAS the needs for special education particularly in the elementary years tends to be neglected in isolated areas

WHEREAS the ministry of Education has made provisions for special education which are not always clearly understood or used to the fullest extent.

BE IT RESOLVED that all school boards be urged to examine their own practices in the area of special education in order to use the present provisions of the Ministry most effectively for the benefit of their students.

8. Exclusion of Specialists from the Norms

WHEREAS the Quebec Federation of Home & School Associations has in 1969, 1973 and 1974 already passed resolutions on the exclusion of specialists from the norms (See: Resolutions: 1969: Specialists Not to Be Included in Pupil Teacher Ratios; 1973 #9; 1974 #8), and

WHEREAS these resolutions have not as yet been accepted nor implemented by the Department of Education, and

WHEREAS the reasons for the passing of these resolutions have not changed, and

WHEREAS the decree which governs the working conditions of teachers in the Province of Quebec expires in June, 1975, and

WHEREAS the forthcoming negotiations between representati-

ves of the teachers, school boards and the government provide an ideal opportunity to rectify this situation.

NOW THEREFORE BE IT RESOLVED THAT the Q.F.H.S.A. calls on the Department of Education to permit the hiring of specialists outside of the pupil-teacher norms (at present 26-1 in elementary schools; 17-1 in high schools), and

BE IT RESOLVED FURTHER that Q.F.H.S.A. suggests that the Department of Education seriously consider providing specialists in a ratio determined by teacher negotiations.

9. Support for Teachers in Negotiations

WHEREAS the parents in QFHSA have had a long history of support for teachers in their efforts to provide a better education for our children, and

WHEREAS the decree which governs working conditions, salaries, etc., for our teachers expires in June of 1975, and

WHEREAS, pre-negotiations have already begun for a contract between and among the teachers, the school boards and the government, and

WHEREAS teachers' organizations are making a real effort to keep parents informed as to the progress of such negotiations, and have also asked for parental support, and

WHEREAS Bill 95 has already been passed, a bill which sets forth the conditions for negotiations in such a confusing way that even the Department of Education is not certain about its provisions, and

WHEREAS the Minister of Education has repeatedly stated publicly that he wishes to move toward decentralization of education in the province,

NOW THEREFORE BE IT RESOLVED THAT the Q.F.H.S.A. affirms its support specifically for teachers' desires in the current negotiations for a contract which will 1) help bring teachers' salaries in line with the rising cost of living; 2) move towards a reduction of class size (whether through hiring of specialists outside the pupil-teacher norms or through reduction of pupil-teacher ratios); 3) return to a policy of making agreements on a local level with local school boards on questions of workloads and working conditions.

10. Home & School Use of School Facilities

WHEREAS the involvement & concern of all Home & School Associations is with the local school community, and

WHEREAS some School Boards levy no charges to local Associations for the use of school facilities but this is not the practice of all Boards.

BE IT RESOLVED THAT the Q.A.P.S.B. be requested to ask its member boards to allow Home and School Associations to use school facilities free of charge.

11. Increased School Payphone Charges

WHEREAS, Bell Canada has recently raised the cost of a telephone call placed from a payphone from ten cents to twenty cents; and

WHEREAS, Bell Canada has exempted hospitals, convalescent homes, bus terminals, and rooming houses from this increase; and

WHEREAS most young children and many students from inner city schools may not carry two dimes or a quarter with them; and

WHEREAS, most telephone calls placed from school payphones are to alert the students' families of a change in plans; therefore

BE IT RESOLVED that the Canadian Transport Commission be requested to include schools in the list of exemptions from the twenty cent charge.

12. Multiculturalism and Quebec Government Policy

WHEREAS on October 8, 1971, the Prime Minister, Mr. Trudeau announced a federal government policy of multi-culturalism whereby the federal government promised active support for the retention of cultures other than English and French in the Canadian mosaic within the framework of Canadian law and society.

WHEREAS the Official Language Act of Quebec (Bill 22) penalizes the parents who, by teaching their children their ancestral language first actively engage in the federal government policy of multi-culturalism and possibly deprive these children of the option of either a French or English school system.

BE IT RESOLVED that the Government of Canada be true to the tenets of its policy of multi-culturalism and actively pursue with the Government of Quebec a means of achieving fair play and equal treatment for those ethnic parents in Quebec who wish to have a choice between English or French school system for their children.

13. QFHSA Position on Bill 22

WHEREAS the Quebec Federation of Home & School Associations believes that Bill 22 may be unconstitutional in part, and

WHEREAS it believes that implementation of the legislation will impede the educational process of all children in this Province, and

WHEREAS different groups involved in the education of children have different ideas on how to attack Bill 22, and

WHEREAS a unified stand will use the available resources more effectively and carry greater strength due to greater numbers,

BE IT RESOLVED that the Quebec Federation of Home & School Associations continue to provide leadership to unite various organizations involved in education in order to maintain the challenge to Bill 22.

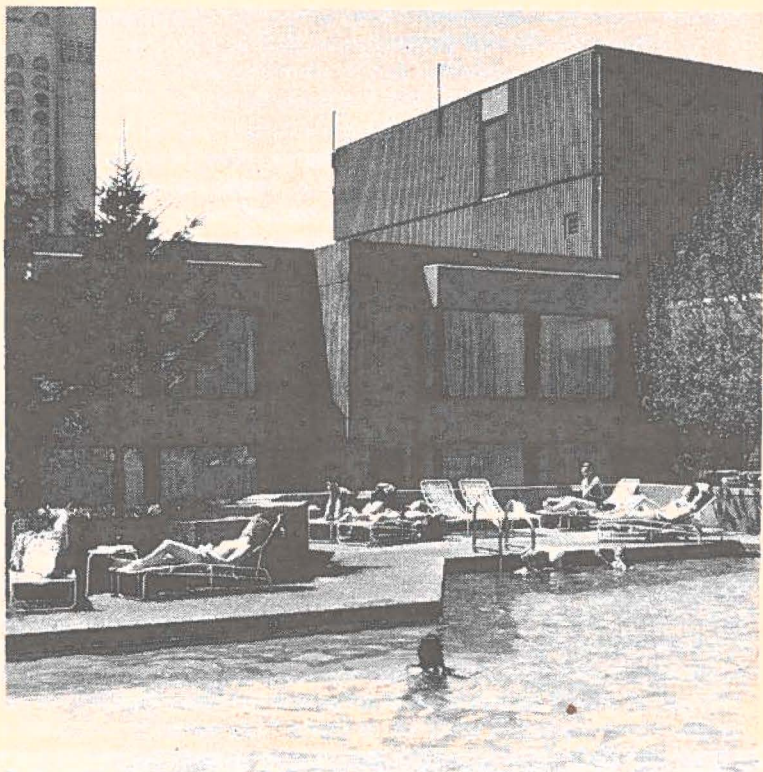
CONVENTION '75 ... *A Mind-Expanding Mix*



QFHSA President Betty O'Connell presents George Springate with a plaque commemorating his defence of minority rights.



John Ciaccia, recipient of a plaque from QFHSA for his defence of minority rights, talks with Margot Bullen, QFHSA Executive Vice-President. To his left is Rev. William Clinton, Buzzell award winner; on Mr. Ciaccia's far right, William Asherman.



Time out for a swim.



Gordon Perry, Vice-President, QFHSA, introduces Kay Crowe, her subject as Learning for Living: Ghislaine Roquet, Saturday Awards Luncheon Family Life speaker.



LEARNING FOR LIVING

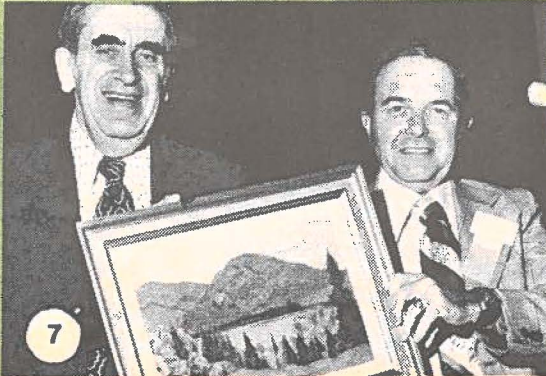


Workshop on Bill 22: Betty O'Connell, Robert Stocks, QAPSB lawyer, Allison Irwin, QFHSA Education Committee, Claude Beaugard, Dept. of Education.



"Are you registered?" Sylvia Adams wants to know.

Q.F.H.S.A. ANNUAL GENERAL MEETING



Convention Ret

by Pauline Ashto

Feelings were spotlighted at our annual happening, the Home and School conference May 9th and 10th, this year.

Delegates were encouraged, even urged, by speakers and workshop leaders to discuss their feelings on a bewildering array of subjects — let it all hang out, define feelings, examine feelings, suffer no guilt, nor apologize for feelings.

In a way it was surreal.

Put 300 Quebec English-language parents together (after the fact of Bill 22) in the total immersion atmosphere of the "Learning for Living" conference theme, add mind-expanding speakers and fact-festooned workshops, stir together in the plushly unreal surroundings of Hotel Bonaventure — and you've got an explosive mix.

What we learned was jolting.

Flowing out of a session on Bill 22 come the admission by a deputy minister of education (Claude Beaugard) that none of the \$20,000,000 (or more) federal grant money for minority language teaching goes into English-language schools for the improvement of French — and precious little into updating English classes in the French system. Instead its put into a "general fund" spent at the "discretion of the cabinet." Parents — both English and French are beginning to vie for a piece of this juicy pie.

Montreal Island school board re-organization discussions pointed out that Quebec English parents could lose control of their schools within a year — if unified or language boards are set up without built-in safeguards insuring the expression and implementation of minority opinions and needs.

A measurements and evaluation workshop group tussled over the illusive problem of how to assess a student's talent, potential and worth — how to keep school records of it all — and who should have access to the damning data.

A session on volunteers came to the rueful conclusion that teachers must be taught how to use volunteers — just as surely as volunteers need special training. Parent volunteers bridle at too much repetitive joe-job activity — "particularly if the teacher pads off to have coffee."

Kay Crowe, a dynamic grandmother who criss-crosses Canada annually animating workshops on family life education for the Vanier Institute of the Family, came on like a tiger at the Friday night dinner speaker slot — she was the theme-speaker leading into discussions on human sexuality, family life, youth, alcohol and drugs — and fathering.

Kay Crowe plunged into the never-never land of alternatives — alternative life styles, alternative values, shifting beliefs — and the ability to roll with what life hands out in this "confusing, furiously-paced, free-flow changing times of ours."

At the summing up session after these workshops the convention seemed to shift into a very personal phase. Delegates were pleasantly surprised by the admission of a PhD in psychology that his profession has erred — "we've been concentrating too hard on the affect mothers have on their family — and neglecting to look at the family as a whole — particularly the role of the father." A young mother popped up declaring that after 10 years of marriage and three children she no longer knew "who I am." A blonde, brimming with enthusiasm, advised women to go back to school to find out who they are — "I did it without neglecting my husband, children, or home." We admired — but felt tired. A psy-

Pictures of the convention:

1. At the opening session Friday morning.
2. The Westmount High School Stage Band entertains.
3. Panel discussion: Discipline and social order in the school.
4. Displays — they were all down the long hall!
5. Comparing notes.
6. "But that's a debatable point." Animated

7. Winton Roberts receive Award from QFHS Life Asherman.
8. Workshop with Dr. Clive
9. Ruth Pidduck asks for n the office, while the A Minister, Protestant, scans his notes.
10. Youth theatre

THAT MANITOBA QUESTION *the French Language in Manitoba schools today*

In 1970 educational policy in Manitoba assumed new forms with Bill 113 which made French and English equal as languages of instruction in Manitoba — a province where some 60,000 francophones form 6% of the population. The 1970 statute removed the instructional time limitation to French in the school; it also set out conditions under which children of an English or a French minority in any school area or division could be grouped together to receive instruction in either language.

In 1971 further legislation gave any student the right to receive schooling outside his division if it did not offer the program of his or her choice. And in 1972 the Manitoba government borrowed Olivier Tremblay from Quebec to examine the status of French-language education in the province.

Because Bill 113 gives a new emphasis to French in the Manitoba educational system, and because it strives to undo some of the neglect previously inflicted on French there, we wrote to the President of

the Manitoba Federation of Home & School Associations, Madame Francine Morier, asking her about the effect of the new legislation.

Back came Mme Morier's reply; in a week filled with "a 20 page term paper for my course in psychology of religion, our regular executive meeting for Provincial, and preaching at two masses (one in French and one in English) on behalf of shared Lent in a rural church close to the Metro (Winnipeg) area" Mme Morier yet found time to write the report which follows, slightly abbreviated for reasons of space (QFHSA News ed).

The Availability of "Français" for Manitoba Francophone Students

by Francine Morier, President, Manitoba Federation of Home & School Associations

Before the passage of Bill 113 only "French" was taught in public schools in Manitoba. Originally this was at High school level and was a "translation" course with emphasis on the written and printed word rather than oral expression, and more suitable for anglophones wishing to obtain some French. The

Association d'Éducation française had set up "français" courses which were "over and above" the required French courses, but which were eventually recognized by the Department on a par with "French", at least at the high school level. In rural areas, with a high percentage of French language population, a **situation de fait** existed, which was not enshrined in law, whereby these Français courses were taught, for about one period a day, from grade one to grade twelve.

The Parochial School

In the city the Français situation was an added incentive for a parish to have its own parochial school. In order to conform to minimum standards the Inspectors of the Department were asked to monitor the remainder of the curriculum and methodology just as they did in the public schools, so that any necessary transfer of students to another school was facilitated.

The public usually associated private schools (and parochial) with francophones. In actual fact, at the time of the Manitoba hearings that led to the publication of the report on Bilingualism and Biculturalism, only 7, that is, less than one-third of such schools were actually francophone. One high school has since closed because of the financial burden and changing priorities and the other six have, since the passage of Bill 113 "gone public".

Various Options

Bill 113 outlined the various options under which Français could be taught in a given school and in given grades. In the first three grades this could increase time-wise to a total immersion situation, provided there was consensus among the parents and that the required number of students per class were "signed up". From grades 4 and up there has to be at least one subject called English and comparable options are available as far as percentage of time allotment is concerned.

This is permissive legislation, and if a school board does not take the initiative, then the onus is on the parents to obtain what the law allows. It does happen that anglophones who are sold on the need for Français will more actively pursue this route than some of our Canadiens. This is presently happening in Sacré-Coeur, the most ancient francophone parish school which went public some two years ago... the last ones... and where classroom space is now insufficient for those wishing to avail themselves of "Français". Another factor that has an effect on the Français situation is that legislation has been passed whereby, when a school board is unable to furnish a service required (be it shops or Français), it can make arrangements with another school division to provide this, and when the school board does this, it is one "that pays the difference". For example, our School Précieux-Sang is a Français school (k to 12) and students from Saint-Vital (the division next to ours) at the high school level, attend here for Français and our students who take typing and such attend the collegiate in St. Vital. This was not previously possible.

The transition period meant that courses were made available (based on existing English courses in social studies, maths etc.) as suitable French textbooks were available, and on approval of the Department. There was a need to assess the need for Français teachers, as l'Institut Pédagogique, a joint Federal-Provincial venture under the aegis of the University of Manitoba and operating co-operatively with the Arts and Sciences at St. Boniface College, opened its classes a year ago last fall. This research was done during the academic year 1972-73 and in June 1973 Olivier Tremblay submitted this research to the Department of Education with a view to identifying and analyzing the "socio-economic", cultural and linguistic needs" of francophones in Manitoba. He is presently co-ordinator of the various activities of the Bureau d'Éducation française. A program for the development of Français education has presently been launched and is receiving top priority.

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SCHOOL BOARD REORGANIZATION

CONFESSIONALITY AND RELIGION

Confessionality is the present basis for the school board structure in Montreal. Confessional boards, Catholic and Protestant, were guaranteed for Montreal in the British North America Act and reflected the reality of the general situation at that time.

Today it is commonplace to say that religion is "on the decline"; to quote statistics to show the diminution in the number of men and women entering religious orders, to point to the decrease in the number of parishioners affiliated to a specific church in a religious denomination, and so on.

Yet a decline in formal confessionality does not necessarily indicate that a completely secular or irreligious community has replaced a formerly religious one.

To understand this one must appreciate the nature of Protestantism: It began as a protest against a centralized church authority, and this is a root characteristic of protestantism — a distrust of centralized authority. It does not dispense with authority, but it prefers to rely on individual conscience and private judgment; in secular matters this usually leads to a philosophy of pragmatism, of rule of thumb procedure based on positive previous experience.

The Protestant Ethic In Education

In our own time, an age of science when men have penetrated the celestial spheres and landed on the moon, a formal belief in a deity and a highly structured religion is difficult. But the Protestant ethic remains: there is such a thing as a spiritual or moral continuum, people are conditioned in their attitudes by the beliefs of their predecessors, whether there is formal or conscious awareness and acceptance of this or not. The reliance on private judgment holds good: it is this characteristic which has influenced Protestant educational systems all over the world.

This basic educational philosophy is one that can open itself to serve others who are not necessarily in the protestant confessional tradition. It is a tradition of which others in a pluralistic society can freely avail themselves. This accounts for the ready absorption of people of other beliefs into the protestant educational system; because of its basic educational philosophy it is an umbrella system under which people of varying ethnic, racial, and indeed other religious backgrounds can find a place.

As a logical sequence religious instruction in our schools is given at the request of parents, but never on a compulsory basis.

This preference for individual judgment as opposed to a central authority reveals itself frequently today in the English-speaking community's dismay at the increasing centralization of educational decisions and procedures by the Department of Education. It reveals itself in the continual chafing parents feel at the steady stream of bureaucratic theoretical models (planification) from government bodies, which are imposed on communities, and to which individuals

**To the School Council of the
Island of Montreal**

PROLOGUE

In presenting this brief, the Quebec Federation of Home and School Associations, whose membership consists of mainly English-speaking families throughout the province of Quebec, is aware that this topic is of significance to more than educational authorities, school administrators, and parents on the island of Montreal. The form that the future school board structure assumes on the island of Montreal will carry a message not only to the parents and children on Montreal island, but also a message to the entire province and indeed to interested parties of Canadians in the rest of Canada. It will say plainly to all concerned how willing the majority culture of Montreal is to continue to accept the cultural duality that has been the historical reality of Montreal. It will reveal plainly how willing or unwilling the majority culture of Montreal is to strive for an accommodation compatible to both linguistic groups.

For obvious reasons the onus for this accommodation rests with the French-speaking majority, although non-Francophone children number approximately 40% of the school population on the island of Montreal. We approach the writing of this brief, then, with a consciousness of the task we bear in attempting to express to you the nature of our needs, our priorities in education, our priorities as a community and a culture, and our aspirations for a continued future and flowering in the province of Quebec. But we are also aware that the context in which the results of your deliberations will work will be of significance not only to Montreal and the province of Quebec, but also meaningful for the rest of Canada. And this national context is surely one in which you must consider your decision.

duals and traditional structures are expected to conform and mould themselves. We cherish the rights of the individual as opposed to the collective will, and the individual pragmatic approach rather than a collective planification.

This co-existence of the two opposite traditions has been a characteristic of Quebec. It remains one of the cornerstones of the cultural duality which is Quebec today. For a government or a government body to attempt to submerge one tradition by superimposing on it the other tradition would be an act of cultural aggression of great proportion. It is not an act to be entered into lightly.

LANGUAGE

Concomitant with this basic protestant philosophy of education goes the language in which it is expressed. Language is the central element in cultural identity; the structure of thought and the emotional content of the language are the basis of cultural distinctions.

It goes without saying that English must be the major language of instruction

in the schools serving the English-speaking community. To stifle or diminish a people's language is to diminish the people who speak it.

However, the Quebec Federation of Home and School Associations has been in the forefront, before the time of government legislation in this field, to advocate better French teaching to children in English language schools in Quebec, and it has been a voice to Protestant boards in requesting the graduation of English-speaking students with a dual capacity in English and French. Our advocacy of better French instruction has always been with the intention of endowing our students with a dual linguistic richness, never with the intention of losing the English culture and language in order to gain the French language.

In the matter of the language of instruction, we advocate parents' freedom of choice.

Bill 22

Bill 22 makes us more adamant in our resolve for dual linguistic richness. But Bill 22 has also made us very aware of

the need to defend our language and to insist that, just as francophone Quebecers wish for respect for their language, so anglophone Quebecers insist upon the same respect for the English tongue.

The passing of Bill 22 has caused serious concern in the English-speaking community. Speaking in defence of Bill 22 the Minister of Education said in the National Assembly in March, 1975 that as a result of Bill 22 English has now become, for all practical purposes, a language of translation.

Que dit-elle, cette loi (22) que l'on décrit ambiguë, que l'on prétend obscure? Eh bien! M. le président, très simplement, elle affirme le fait français au Québec; elle dit que le français est la langue officielle et je crois qu'il faut l'avouer, elle fait de l'anglais, à toutes fins utiles, une langue de traduction, sauf dans deux domaines que protège la constitution et qui sont des domaines où les libertés civiles doivent être le plus respectées, le domaine parlementaire et le domaine de la justice. C'est ce que fait c'est ce qu'accomplit ce projet de loi.

From the reply by François Cloutier, Minister of Education, to the Opening Speech of the third session of the 30th legislature of the Quebec Parliament. From the Journal des Débats, Wednesday, March 25, 1975. Volume 16, Number 16, page 182.

A community whose roots have been in Quebec for over 200 years (20% of the population) has had its language defined as foreign by the Minister of Education. We are saddened to learn this is the intention of the minister but we are determined to defend and assert our minority rights.

The last federal census (1971) revealed that, based on the number of Quebecers who speak English in the home, Quebec is the fourth largest English-speaking province in Canada. Given the size of the community involved, changes in the present school board structures which reinforce the damaging aspects of Bill 22 cannot but cause major social unrest in the province.

Language in Administrative and Pedagogical Structures

It follows, therefore, that in administrative and pedagogical structures more recognition should be given to and more place made, than is the custom at present, for English-speaking administrators who have been trained in and have an understanding of the culture and philosophy of the English-speaking Quebecer. This need begins at the level of the Department of Education where there is insufficient representation of the English-speaking community.

The Parent Commission assumed some attempt at a fair representation of the Protestant and English voice in the Department. It recommended an



QFHSA Brief calls for Retention of Confessional Boards

Associate Deputy Minister, Protestant. Since the Parent Report, in addition to an Associate Deputy Minister, Catholic and an Associate Deputy Minister, Protestant, there has been a proliferation in the department of Deputy Ministers, all of the French-speaking culture.

A Bad Government Record

The Ministry of Education has insisted that no English-speaking high school student shall receive a high school leaving certificate without a "working knowledge of French", and yet it has made an agreement with the Federal Government whereby federal funds for the promotion of bilingualism in education are not applicable to Quebec English-speaking students learning French as a second language. The Ministry of Cultural Affairs has produced a book-buying policy which has increased the cost of English text books and dried up many of the sources of supply of English books for our schools. Many of our English-speaking teachers have been severely declassified because the system of teacher classification so imposed was designed with the pedagogical formation of the cadre of French-speaking teachers in mind, and no alternative system for English speaking teacher was contemplated. Children's Theatre in French is subsidized, while Children's Theatre in English goes unrecognized by the Ministry of Cultural Affairs.

Government bodies in the past decade have shown a poor record in listening and responding to the English-speaking community.

The School Council of the Island of Montreal

The School Council in this respect has followed a similar pattern. The Council serves the Island of Montreal which has the third largest English-speaking population in Canada (federal census, 1971) with a 40% non-francophone school enrolment. It follows that the School Council should make every effort to serve its entire constituency: certain basic commodities should be provided: the minutes should be in both of Canada's official languages, not in French alone. Simultaneous translation facilities should be provided so that both French and English parents may share equally in their knowledge of what transpires, and there should be School Council employees in proportional representation to the community the School Council serves.

The composition of the School Council admits inequities: there is no guaranteed voice for the English Catholic minority at the School Council. Although this community has over 70,000 children (i.e. 20% of the total school population) in the Montreal schools, they have no guaranteed representation in the School Council.

RECOMMENDATION:

In all levels in the administrative and pedagogical structures there should be a more equitable and genuine representation given to the English-speaking community than has heretofore been the practice.

Constitutional guarantees

Concerning constitutional guarantees both for language and religion, we realize that it would be simplistic and superficial to refer to Article 93 of the British North America Act and leave it at that. But for the island of Montreal there are specific references to religious education in Article 93, and both language and religion are dealt with in the Consolidated Statutes of Lower Canada, 1861, Chapter 15; certain of these rights are guaranteed by the British North America Act against post-confederation alteration or abrogation under specific conditions. Without wishing to turn this into a legal brief, since it is essentially a brief from a federation of parents, we believe that we do have legal recourse in these matters, should we have to avail ourselves of it.

WHAT KIND OF SCHOOL BOARD?

The prime requirement for any school board is that it be responsive to the needs and priorities of the parents and their children in a cultural, linguistic, and educational sense, and that, commensurate with the funds at its disposal, it provide within its territory all means possible for each child to achieve his highest potential as an intelligent and reasoning individual...

Unified School Boards

Bearing in mind the inequitable and under-represented position of the English-speaking population on educational bodies (The Department of Education, the School Council, the Superior Council of Education, etc) at present, it is unlikely our needs would be adequately served under a unified board structure. It is unlikely that the support services and special pedagogical services which all students require for a modern education would be readily forthcoming to the minority culture under a unified board. We are apprehensive also about the position and security of our English-speaking teachers in such a structure.

It is significant that in recent educational legislation (Bills 71 and 27, for instance), there has been no definition of a school; consequently to speak of a French school or of an English school within a unified board structure could mean that, being the minority culture, an "English school" could actually consist of a couple of rooms within an otherwise French-speaking school building. This being so, there can be no assurance under unified boards of quality education (i.e. the support services and specialized pedagogical services in their own language) for a child in the minority culture. Under a unified board system English schools in independent buildings could tend eventually to disappear.

Linguistic School Boards

Under the language boards the English-speaking community has no guarantee for the retention of its schools, its language or its culture. Article 40 of Bill 22 could readily come into play with the Minister's powers to diminish the English school population. It is no exaggeration to say that because of Bill 22 a sys-

tem of language boards could develop eventually into a French unilingual board system.

It was disturbing to the anglophone community to hear of the remarks at a meeting in Toronto on April 16, 1975 of Fernand Lalonde, the minister responsible for the application of Bill 22. Mr. Lalonde spoke of the forthcoming regulations concerning product labelling:

The minister said early regulations would be stiffened later. "Our first regulations will probably not look like our second. It's a phenomenon of change. In the second, third and fourth year we will tighten the restrictions," he said (Montreal Gazette, Thursday, April 17, 1975).

This policy of a "phenomenon of change" can also apply to the regulations concerning the implementation of the education sections of Bill 22. Regulations are unstable, i.e. they can be changed at the Minister's will. Here Article 40 of Bill 22 dealing as it does with language criteria, numbers of English-speaking pupils, and the curtailing or ceasing of English schools, can come into effect. The Bill provides for the Minister's decision at his own discretion, but it does not provide for or allow an appeal against the Minister's decision in this matter.

Confessional Boards, Catholic and Protestant

The closest approximation we have at this time to a guarantee for both the English language and culture is the retention of confessional boards, Catholic and Protestant. These are guaranteed by the British North America Act.

In our opinion confessional boards have served us well. At a time when aspirations for French nationalism and French unilingualism and the will of the French collectivity are high, we would be doing a disservice to our community of English-speaking parents to advocate anything other than confessional (Catholic and Protestant) boards.

As a federation of parents, we cannot stress too strongly the need for educational structures which respond to parental needs and expressed concerns. The retention of confessional boards gives English-speaking parents in the Protestant system structures in education which protect both language and culture and which will be sensitive to the priorities of these parents.

RECOMMENDATION:

We recommend the retention of confessional board structures on the island of Montreal, and specifically that the Lakeshore School Board and the Protestant School Board of Greater Montreal retain their identity and continue to serve the English-speaking community on the Island of Montreal as they have heretofore done.

The Anglo-Catholic Community

At the present time the Anglo-Catholic parent body is without such a structure of its own. The number of its children — over 70,000 — on the island of Montreal makes feasible the implementation of anglo-catholic boards sensitive to the needs of these parents; we feel that the expressed needs of the anglo-catholic parents warrant such anglo-catholic board structures.

RECOMMENDATION:

We recommend that within the Catholic board structure anglo-catholic boards be instituted, independent of the French Catholic boards, with the same autonomy as the other boards on the island of Montreal, to serve the anglo-catholic community of Montreal...

(The brief then discusses the following topics: The Size and Territory of School Boards (The size of school boards, school board territories, the Harwood Territory, and makes the recommendation that this territory continue to remain part of the Lakeshore Board); Administrative Structures and the Division of Power (The School Council of the Island of Montreal, the School Council of the Future).

CONCLUSION

In conclusion, as a federation of parents, we wish to reiterate our basic philosophy. In your deliberations concerning the reorganization of school boards on the island of Montreal, it is our children, their education and their lives which you will be reshaping. This is too important a decision to be left to bureaucrats and/or organizations not responsive to the wishes of parents. Structures must be decided upon which allow the electorate to feel secure, to continue their traditions, culture, and normal way of life. They must be structures small enough, accessible enough, that the voice of the parent will be listened to with respect and sympathy.

These statements, while relevant for all parents, are especially so for parents of the non-francophone community in Montreal. Only the retention of confessional boards will allow us this sense of security and those structures to which we can speak with a reasonable expectation of a sympathetic response.

To create structures which would submerge our identity and voice could cause great resentment and bitterness. Considering the substantial size of the minority culture in Montreal such an action would not only cause a deterioration of educational standards on the island of Montreal, but hand in hand with this would go a deterioration of social relationships between the two linguistic communities.

FOCUS... on the locals



Algonquin Home & School

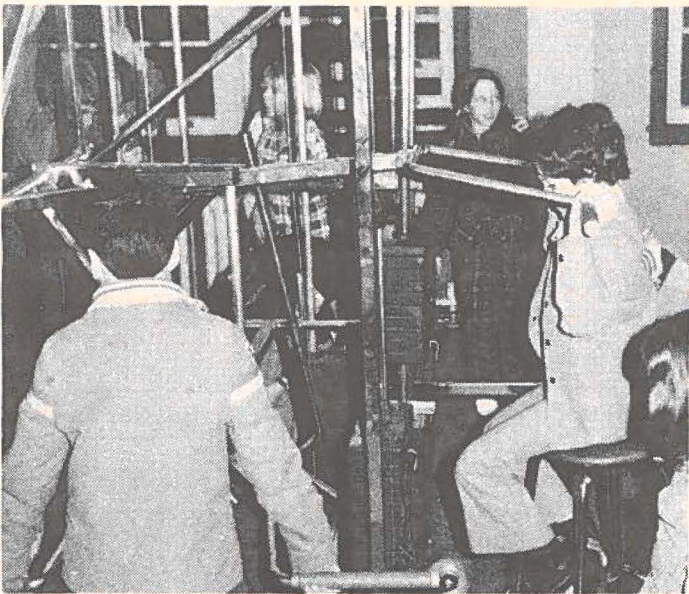
To raise money for 'Youtheatre', a Book Fair and Bake Sale was held in the school library in March. The Bake Sale proved more profitable than the Book

Fair, the price of books nowadays being what it is. A few days later Youtheatre gave three performances at the school.

MacDonald Home & School

The annual highlight of Macdonald Home & School took place at the end of March when 'GO MAC GO', an Open Day extravaganza, came round once more. Close cooperation with the school staff and students made for a combined showcase of the school's achievements and fund-raising. 1550 people attended throughout the day, among them parents, friends, and students from the five feder schools. This was the opportunity

for the whole Macdonald community to see the school in action; featured were the band and choir, square dancing, Little Theatre, a fashion show, gym displays, and numerous demonstrations and displays in all sectors of the school. Refreshments were served and a raffle was held. A big team of workers put the show together. — the fourth year of GO MAC GO!



Visitors exercising on the Universal Gym at Macdonald High School's GO MAC GO!

Dorset Home & School

A good audience turned out to the Fashion Show at the school at the beginning of April, when Children's fashions were supplemented by square dance and

Ukrainian dance displays, and a parade of national costumes from fifteen different countries. Some \$400 was raised and a good time was had by all.

Elizabeth Ballantyne Home & School

Mixed bag of activities have been going on under the auspices of Elizabeth Ballantyne Home & School. Courses called 'Extra French', Art, Recorder, and Badminton have involved some 60 stu-

dents and 10 adults as supervisors/teachers. Charges cover the costs of the programs. Funds have been raised through BINGO and a dance is planned.

Hudson Home & School

At the end of March, parents of children in the lower grades of the High School were invited to come and hear counselling psychologist Dr. Gordon Denton speak on 'Life with Teenagers'. A surprisingly large proportion of the

parents turned up and some thirty signed up there and then for a six-session course with Dr. Denton under the auspices of the Board's Adult Education Department.

Mountrose Home & School

An amateur night at Mountrose school in March drew 300 people, including participants and students, a Home & School record for the school. Pictured below are the winners of the talent show for that

event.

In June Mountrose Home & School will be holding a Bazaar and Bake Sale, and are looking forward to a very successful event to end the year.



New Richmond Home & School

In October we circulated a petition door to door about the Government's directive to the Regional School Board of the Gaspé concerning book buying. In January Dianne Legresley, our Area Rep, reported that we can now buy at least two thirds of our text books from English suppliers in Montreal this year.

Our Programme Chairman, Shirley Carmichael, attended the Federation's leadership conference in Montreal in October, and the President, Norma McCollm, attended the information

meeting in Westhill High School in December. Both these visits proved helpful to our association.

In December and January Home & School and the School Committee made a joint effort, taking the Bill 22 petition door to door; and on January 30 we held a special meeting on Bill 22. The Guest speaker was Mr. J.A. Campbell, RSBG Chairman. Much concern is felt on this subject. The following month our Bake Sale earned \$120. for the "Sports Uniform Fund."

Aylmer-Eardley Home & School

The fund-raising program for this Association includes a rollicking 'Pub Night' in November, a February raffle for bicycles at 25¢ a ticket with two bicycles, one for each school, for prizes, and later this year an all-day Flea Market at the local shopping centre, a reprise of

a highly successful event last year.

A parent education course is being considered, with the aim of clarifying how best children can be prepared for school and what school and home should expect of each other.

Somerled Home & School

Everyone had a marvelous time! Somerled Home and School held a wine and cheese party on April 15 and all parents were invited, including those of next seasons kindergarten and those of new students in other grades.

It was a very pleasant evening with no business or heavy topics under discussion — just a lot of friendly people with something in common (their children) chatting and getting to know each other.

There was an art and handicraft display by grades 1 through 7 in the gym, several different wines and many assorted cheeses and crackers for everyone.

Mrs. Betty O'Connell, president of the Q.F.H.S.A. was in attendance meeting and greeting people along with our principal Mr. B. Polphs and teaching staff.

All in all it was fun exchanging experiences and typical family situations with both old and new friends at our party.

Lindsay Place High School Home & School

On the 29th of April some 70 parents and teachers from Lindsay Place and its feeder schools (Valois Park, Sunnydale Park and Northview) participated in an Area Workshop at LPHS. This meeting was jointly sponsored by **LPHS Home & School** and **LPHS School Committee**. These two organizations, plus the School Councils, from each of the four schools sent delegates to discuss their concerns about the education of students in this area.

After dessert and coffee, a presentation was made on norms and pupil-teacher ratios as they are applied in the Lakeshore School Board by Doug McCall, Vice-President of the Lakeshore Teachers' Association. Then the group broke up into smaller workshops of about 10 persons, to continue discussion of such questions as communications between parents and teachers, negotiations between government, school boards and teachers, objectives of our school sys-

tem, job security for teachers, class sizes, and even selection and training of teachers.

Among problems considered of importance to the small groups were: a) need for reduction of class size at all levels of schools; b) communication between parents and teachers; c) the gap facing students going into high school from elementary school; d) apathy of many parents; e) extension of teaching organization of Cycle I into Cycle II; f) need for increase in personnel services to students (psychologists, psychometricians, etc.); g) preference for anecdotal reports and/or percentages on reports; h) necessity for compulsory attendance at high school; i) our philosophy of education.

There was a general consensus that the meeting was valuable, and several requests were made that similar workshops be held at the individual school level.

Logan Home & School

Typical of those enjoying the Logan Home & School Annual Dance last April were the Home & Schoolers pictured above: (front) June Ellingson (Westmount Park), Betty O'Connell (Res. QFHSA), Mrs. W. Asherman; (Back) William Asherman (QFHSA Life Member), Irving Gore (Logan) and

Doreen Cahns (President, Logan H & S). In addition to refreshments and dancing to a live orchestra, an auction was held at the event. Tasteful table decorations were artfully contrived by Carol Bulow. It was, as usual, a successful and joyful occasion.



Willingdon Home & School

The Fun Fair brought in \$1,000 and a lot of pleasure beside. A Family Life Education Service 'Skills for Living' course has been underwritten by the Association for the benefit of students in the

school. Volunteers are at work in the library, in the lunch-hour program and as part of the Friday afternoon interest courses.

Thetford Mines Home & School

We are most encouraged this year with the number of new members in our association. Here are a few of the projects we are supporting in the two English schools in the district. The rhythm band at St. Patrick's School in Grade 11 is now a reality with rhythm band instruments purchased by the Home & School. At Johnson's School the Grade XI students' trip to Ottawa will be financially assisted by the Home & School. We also helped with the Winter Carnival at St. Patrick's School, and organized and provided dinner for visiting students from the Saguenay Valley High School from Arvida. At St. Patrick's the library has undergone a

facelift, thanks to the long hours our volunteer librarians spend there, and our committee of 22 class mothers has been indispensable — fund raising, organizing student activities and outings, providing refreshments — helping with all the activities Home & School has sponsored.

In November, a General Meeting of Home & School had Mr. McNevin, Department of Education, and Graham Jackson, Regional School Board, talking about student testing and evaluation.

More activities are planned before the end of the school year.

Westminster Home & School

An information meeting as background to the 'Human Awareness' course in the elementary school was held in February. Mrs. Margaret Capes of the Board's staff discussed the course with parents and

showed film material on sex and health education. Those present found the evening of great interest but wished that more parents had come.

Seignior Home & School

The sale of school supplies goes on weekly at this school providing a much-appreciated service and cutting down on the chances of children running out of book, pencils and erasers.

The H & S arranges each year for Gra-

de 3-6 students to attend Montreal Symphony Concerts, with students paying for ticket and bus, and provides supervisory assistance. 165 students are taking part this year and their enjoyment is evident.

Continued from page 2

Reviewed correspondence among which were the following: Jack Johnson re Presidents' Council; Ministry of Education acknowledging receipt of Brief on Bill 22 regulations; invitation from the Gaspé (New Carlisle) to workshops in the area — accepted; Courtland Park H & S expressing dislike of QFHSA curriculum vitae form — this will be changed; invitation to Ontario Federation AGM in April; invitation from QUASA to workshop on Commel and Poly reports.

Further reports: Bill 22 action: passed the following motion: that the Board of Directors and Executive of QFHSA encourage locals to have members write to local MP's in support of the QAPSB petition in words such as the following: "I hereby support the QAPSB in their petition to the Governor General of Canada for disallowance of Bill 22, the Official

Language Act of the Province of Quebec, and/or reference to the Supreme Court of Canada on the constitutionality of Bill 22."

New Hampshire-Vermont-QFHSA conference: QFHSA to provide part of the programme on second day of conference; motion carried to provide honorarium to speaker obtained by AFHSA.

Welcomed as their guest: Colonel Sheldrake of the QAPSB, who spoke on the Bill 22 action to date, Bill 95 (teacher negotiations) and School Board reorganization.

Committee appointments: William Clinton, Federal Government's Green Paper on Immigration; Winifred Potter, School Board Reorganization.

Expressed appreciation to Mrs. Odinot-ski and Mrs. Alexander of Mountrose H & S who hosted the Board meeting and conducted a tour of the school for Board members.

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BUT MR SPICER!

The Grants Aren't Working The Way You Say!

On April 23 the C.B.C. Program "Midday Magazine" had as its guest Keith Spicer, Commissioner of Official Languages. During the phone-in portion of that program a listener (bless her!) queried Keith Spicer about the federal grants for bilingualism. The News reproduces that conversation below.

It's a revealing statement. According to Spicer, the grants were primarily designed for the English-speaking provinces to learn French! Here in Quebec, according to Spicer, it should not be all that difficult for Anglo-Quebeckers to learn French - by osmosis, he seems to believe. We know that it doesn't work that way.

However, money from these grants is supposed to be forth-coming for the maintenance of better English language schools. For this purpose Quebec received \$21 million in 70/71, \$23 million in 71/72, \$19.5 million in 72/73 and \$26 million in 73/74.

Are we running better English schools than before 1970 when the grants began? We all know the answer to that! Our regular resources have gone to improve French instruction in our schools and we have seen other nice things the children should have - music, art, gym specialists, etc - become minimal. The amount of money from the federal grant that should go for better English schools, is, as Spicer reveals, dependent on what the provincial government chooses to give us of it.

Look at it this way: our taxes help pay for the federal grant. That money pays for English-speaking students in the rest of Canada to learn French; it pays for French students in the rest of Canada to institute and maintain French language schools; it pays for French-speaking Quebec students to learn English. But it does not pay for English-speaking students in Quebec to learn French nor for the betterment of English language schools in Quebec.

The Federal grant for the Promotion of Bilingualism in Education - as far as the Anglo-Quebecker is concerned - is a rip-off. But read the conversation below and judge for yourself! Then write your federal M.P. and your M.N.A.

Lady: Hello...

Keith Spicer: Yes, ma'am.

Lady: I would like to say, Mr. Spicer, that I'm all in favour of the concept of bilingualism, and having children just entering the school system - the English school system - I am quite concerned about them becoming bilingual, and I would like to know your comment on - I think it's called, the Federal-Provincial Programme for the Promotion of Bilingualism in Education. Is he aware of that?

K.S.: Yes, ma'am, that was the program we were talking about a few minutes ago - the \$300 million program of grants to the Provinces.

Lady: It covers other things than the school system itself, does it?

K.S.: No. It covers exclusively the school system; it covers grants for the teaching

of a second language to kids of both language groups and also for minority language schools.

Lady: Well, it doesn't, in fact, here in the province of Quebec, apparently. The reason I'm mentioning this is, I've just received my copy of the Quebec Home & School News which on the back page has a quote from a letter sent to Federal M.P.s concerning this program, and it says, "The program which began in 1970" - well, you probably know all this - "for providing for the teaching of the official minority language and the official second language has been defined as English in the province of Quebec".

K.S.: Yes.

Lady: In other words, the English school system does not get any money to teach French.

K.S.: Oh, yes, yes, yes.

Lady: It doesn't, according to this article. Are you aware of that?

K.S.: It should be getting money.

Lady: (quoting from the article) "When this program was renewed April 1, 1974, no change was made in this interpretation of "minority" and of "second language".

K.S.: Oh, I see your point, yes.

Lady: So it does not allow for grants from the Federal Government - I mean, the system is being limited by the Provincial Government, but in the realm of the Federal Government, we are not allowed any money for the teaching of the second language.

K.S.: Yes, I see. But you are getting grants for the running of the English schools, aren't you?

Lady: From the Province?

K.S.: Yes, but paid for by Ottawa.

Your share of these grants is to run better English schools, and it is up to you to determine what you want to put in it - what curriculum you want to put in those schools. The same way Franco-Ontarians get grants as an official language minority group; they get grants for their own schools and then the Anglophones of English-speaking in Ontario get grants for learning French, and in your case you get the part of the grants that was designed for teaching in the official minority language.

Lady: Well, that is not the way it is defined in this article that I'm reading.

K.S.: Well, it is up to your school boards, as I understand it, to decide whether they want to have French taught, or whether they want more mathematics, but you should be getting a portion of those grants.

Lady: It is specifically concerned with the promotion of bilingualism which has nothing to do with mathematics, and the stated objective is "to enable Canadian students to learn as a second language the other official language of Canada".

K.S.: Well, I think the philosophy behind that was aimed mainly at the English-

speaking provinces, but there is no reason you couldn't apply it to Quebec. I think the idea was that Franco-Ontarians, Franco-Albertans, were so massively inundated by English that it was hardly necessary to incite them or give them grants to speak English, and the same, I guess, should apply to any realistic Anglo-Quebecker.

Lady: I'm sorry, I didn't quite....

K.S.: Oh, the idea, I guess, was that since you are surrounded by a French-speaking milieu to a very considerable extent, it should not be all that difficult, if you really want to learn French, it shouldn't be all that difficult to do so. You've got radio, television, movies, friends....

Lady: For children four and five in an English area it isn't all that easy, I don't think.

K.S.: Right. I can see your point in terms of playmates if you are living in a....

Lady: What you seem to say is that you are supporting the idea that the English should learn French, and yet, when it comes to the Federal Grants, they are not allocated to help the English-speaking people in Quebec to learn French.

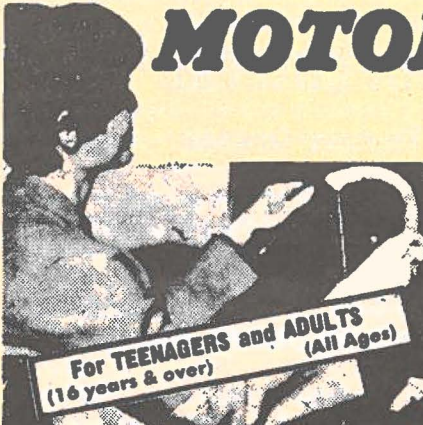
K.S.: Well, as I said, the grants are designed for two purposes; one is to enable the majority language group in each province to learn the other official language, for teaching systems, manuals, and so on. The other part of the money - it is not half, but whatever it might be decided upon by each individual province - the other part of the money is supposed to go to the Official Language Minority Group for their own schools for teaching in the second language, not for teaching of the second language - for teaching in the second language, which in Quebec, is English. So you should be getting a piece of the action from Ottawa, although it does depend on each province as to what amount you are going to get.

John Grant: Thank you for calling us, ma'am.

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