



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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BACK TO SCHOOL ISSUE



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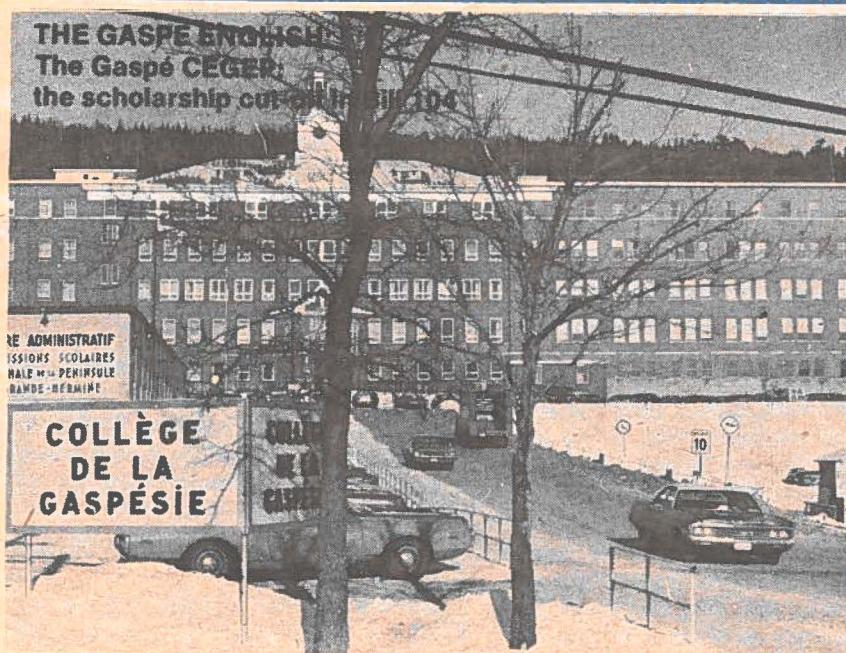
BILL 22: Petition rejected by Ottawa

In a telegram to the Quebec Association of Protestant School Boards (QAPSB), Prime Minister Trudeau informed its president, K. Douglas Sheldrick, that his government does not intend to act upon the QAPSB petition requesting either a reference case to the Supreme Court of Canada and/or disallowance of the Official Language Act of Quebec, Bill 22.

The Prime Minister stated that "although the government is not in accord with some of the principles embodied in the Act, it would not be appropriate in this case to pursue the course of action requested in the Petition....."

We regret those provisions of the Official Language Act of Quebec which are not consistent with contemporary trends toward the expansion of linguistic rights in Canada and which restrict the freedom of parents to choose the language of education for their children." But, although the scope and meaning of some sections of Bill 22 are unclear, the Prime Minister added, "It appears that the Act is generally within the legislative authority accorded by the B.M.A. Act to the Province of Quebec."

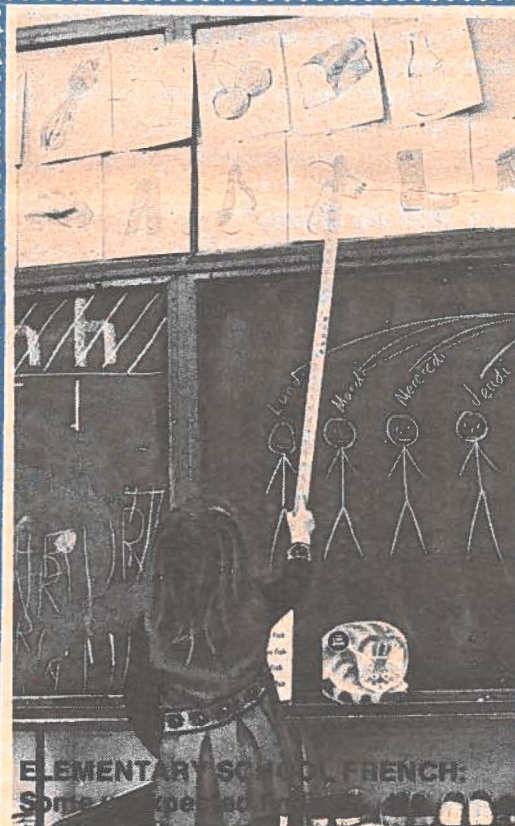
For reactions and comment, see page 4.



THE GASPÉ ENGLISH
The Gaspé CEGEP:
the scholarship cut-off in Bill 104

RE ADMINISTRATIF
SSIONS SCOLAIRES
NALE N. LA PÉNINSULE
RANDE-BERMIQUE

COLLÈGE
DE LA
GASPÉSIE



ELEMENTARY SCHOOL FRENCH:
Some students are learning



BUSSING:
QFHSA MEETS WITH THE MINISTRY OF TRANSPORT

Editorial Comments

Mr. Trudeau: it is not opportune in this case....

These are sad days for those of us who believe that the genius of the Fathers of Confederation was their concern for minority rights. That was why they chose a federal system, and entrusted matters of language, custom, and religion to provincial jurisdiction, so that the French minority, being a permanent majority in Quebec, could control and preserve its culture. The English in Quebec, on the other hand, while part of a majority in Canada, are a permanent minority in Quebec. Sections 93 and 133 of the BNA Act were to provide them with the means to control, preserve, and renew their culture.

Now 108 years after the passage of the BNA Act, the Federal Cabinet (which has massive representation from French Quebec, Trudeau, Marchand, Pelletier, Lalonde, Chrétien, Ouillet, and Sauvé) has applied a narrow interpretation to Section 93, an interpretation that was first articulated in the studies for Quebec's Gendron Commission in the 1970's. Those studies were heavily dependant on European scholars, and, totally ignored, as Professor Frank Scott has pointed out, the legislation of 1860 and 1861 that was implicitly incorporated into Section 93 of the BNA Act.

We are not surprised by the Cabinet's rejection of the Bill 22 petition. Why not take the easy path of political expediency when there is no effective opposition, in government or without, to spur the cabinet on to protect minority rights within Quebec?

In Parliament we have an opposition that is confused and virtually leaderless, that cannot identify or articulate the cultural aggression and injustices its members can see and read about just across the Ottawa River; we have a newspaper media that can muckrake about purported budget leaks concerning power boat engines, but cannot penetrate double-talk that shields the enormous rip-off on federal grants for bilingualism.

Why should the Federal Cabinet then disturb its political equilibrium for rights for the Quebec English when the opposition and media are so helpless?

The moral: we have to carry on the fight for cultural survival and renewal, if necessary, alone.

The hope: that the politicians, mortality rate is 100% at the next election.

W.P.

Thy Will be Done

It is safe to say that, except for those who have benefitted from his educational bequests, the name of Frank Carrol was unfamiliar to most Quebecers. Unfamiliar, that is, until July of last year, when the National Assembly, in a fit of petty cultural peevishness, reversed the intent of Mr. Carrol's will.

Frank Carrol, a well-to-do Quebec newspaper owner, died in 1940. His will provided that, following the deaths of his wife and his sister, 90% of his remaining estate would go to Protestant boys from the City and County of Quebec and the County of Gaspé; the remaining 10% was meant for scholarships for Catholic boys.

But in 1974 the National Assembly passed Bill 104, changing the intent of Mr. Carrol's will. The scholarships became available to students "irrespective of religious, ethnic, and sex criteria imposed by the will." This may sound very liberalizing, but what it *in reality* does, is cut off educational funds from a particular English group for whom the late Mr. Carrol had designated them, and disburse the money throughout the province, where a population balance of four francophones to one anglophone will not further Mr. Carrol's intent.

The Bill gives no reasons for changing the will, merely saying, "It is Expedient....." It was rumoured that there were not enough Protestant boys in the Quebec city area and Gaspé. Yet a comparison between the population at the last census before Mr. Carrol's death and the 1961 census (the last census when figures showing mother tongue were required) showed only a couple of thousand anglophones less in that area.

And if it is "expedient" to change Frank Carrol's will, how many other wills may not also undergo this "expediency", if the National Assembly so decides?

W.P.

The Quebec Home & School News

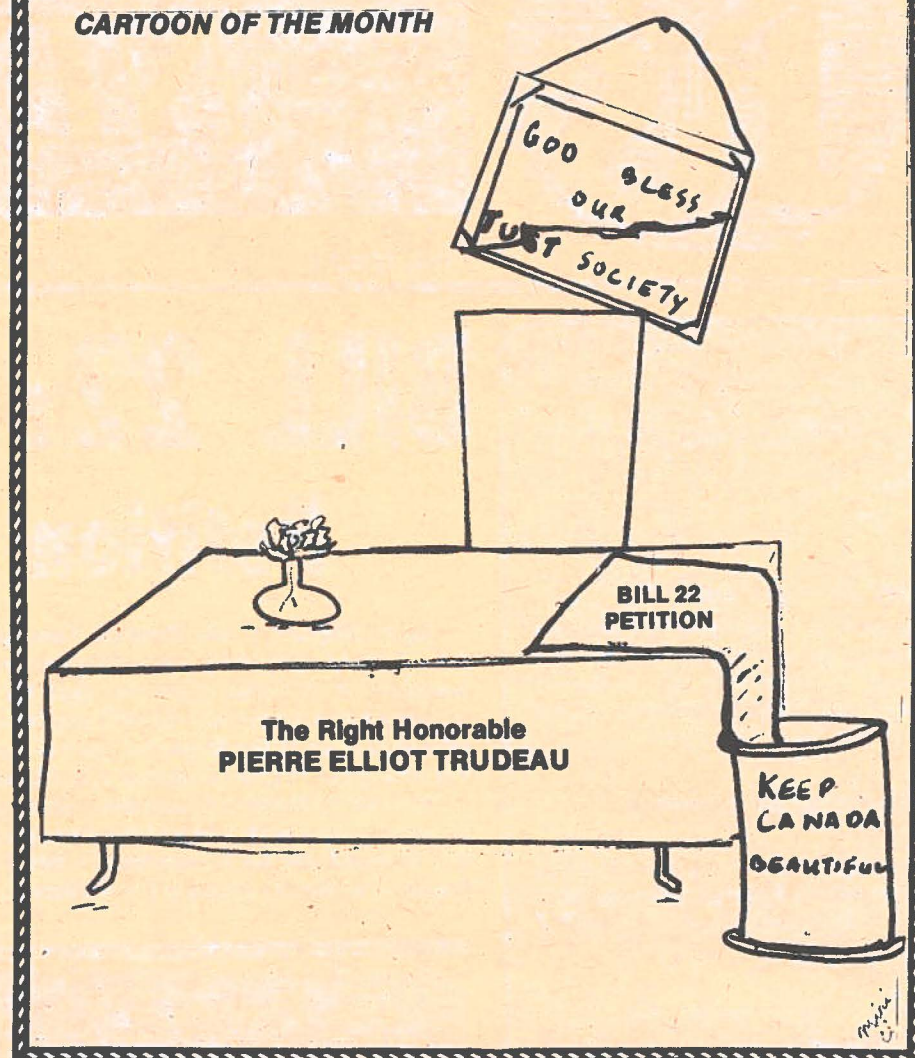
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CARTOON OF THE MONTH



compiled by Joan Mansfield

At the June 14th Board of Directors' Meeting at Hudson High School there were 23 persons present: members of the Executive Committee, Area Representatives, Committee Chairmen and a guest.

Sheldon Phaneuf of PAPT reported on PAPT's priorities as contract negotiations begin: a reduced workload for both elementary and high school teachers, and improvements in salaries to meet the cost of living. Board members queried the effects of changes in workload on the children in the schools if other conditions remain the same, and asked for PAPT study of the adverse effects of salary parity in small communities lacking financial and social resources to attract and keep good teachers. Mr. Phaneuf explained PAPT's association with CEQ in provincial-level negotiations as a need to stand alongside the majority when common concerns are negotiated.

The Provincial Grant was reported received and hope expressed that further funds will be forthcoming this summer in the form of working capital.

A Meeting with Claude Beauregard, Dept. of Education, on May 23rd was reported. The Federal bilingualism grants accepted by Quebec for minority language schools go into the consolidated revenue fund for allocation by the National Assembly, and not to school boards.

Also discussed was the Bill 22 requi-

rement that boards apply for permission to reduce or increase English instruction. It was agreed that vigilance by H & S at school board meetings was needed.

Appointments for 1975-76 were approved: an advisory board for the H & S News; Ruth Pidduck, chairman of the Fall Leadership conference; Janet Goldberg, chairman of the CEGEP Committee; Lyman Roberts, chairman of a Parents' Committee-QFHSA Liaison Committee.

Committee Reports dealt with the AGM, the location of the '76 Convention; Membership (Sylvia Adams); Resolutions (Joan Riches); the Green Paper on Immigration and recommendations of the Study Committee on Teacher Classification (Bill Clinton).

Area Reports were heard from Diane Le Gresley (Gaspé), Lyman Roberts (St. Lambert), Donna Sauriol (Montreal Central), Kay Darby (Baie Comeau), Margaret Brierley (LaSalle), and Charlie Barnes (Seven Islands).

QFHSA delegates Fay Richardson and Gordon Perry reported on the Canadian Home & School Parent-Teacher Federation Annual Meeting in Moncton in May.

During the meeting, President Betty O'Connell presented Past President John Goodchild with a glass decanter in recognition of his work for children and QFHSA.

A sandwich lunch was prepared and served at midday by the Hudson Home & School Association in the school library.

GASPE REGIONAL CONFERENCE PLANNED FOR SEPTEMBER

In the remoter areas of Quebec there are few Home & Schoolers, apart from delegates to conferences, who are able to benefit from the regular QFHSA conferences. This has been a concern to Diane Le Gresley, the Gaspé Area Representative to the QFHSA Board of Directors. Consequently, the initiative has been taken to hold the first QFHSA Gaspé Regional Conference on September 19th and 20th in New Carlisle. A District Committee has been organized with representatives from the New Richmond and New Carlisle Home & School Associations, the support of the Gaspé boards, and Mrs. LeGresley. QFHSA Executive Vice-President Fay Richardson is the conference coordinator from the

Montreal base.

At the time of going to press not all of the workshop plans for the Gaspé conference have been completed, but among the workshops to be presented will be ones on the Commel Report, Measurement and Evaluation, and Leadership. Dr. Ronal Tali of the McGill Department of Education, whose special interest is the Commel Report on rural schooling, and Mr. Gavin Turley, Executive Director of the Westmount YMCA, whose studies have centred on leadership and community resources, will accompany members of the QFHSA Executive Committee and the Board of Directors on this first regional conference in the Gaspé.

What's Your Leadership Profile?

The 1975 Annual Leadership Conference, Oct. 17 & 18.

What's your leadership profile? This, and other questions on leadership will be answered for you at the Annual QFHSA Leadership Conference to be held at Westmount High School, 4350 St. Catherine St. West, Montreal, on Friday evening, October 17, and Saturday, October 18.

Come one, come all — the Conference is open to all Home & School members, not just to executive.



Ruth Pidduck

Chairman, 1975 Leadership Conference

According to Ruth Pidduck, QFHSA Chairman of the 1975 Leadership Conference, this year's Conference promises to be one of the most stimulating and interesting yet. Friday evening's Leadership Workshop will be led by Mr. Gavin Turley, a graduate of Sir George Williams University in Applied Social Science and Community Sciences and Executive Director of the Westmount YMCA. All participants on Friday night will be asked to fill in a Task-People Leadership Questionnaire, which will define the leadership profile of the individual, i.e. "autocratic," "shared," or "laissez-faire."

Then role-playing will be undertaken; the group will be split in two, with one group acting out different roles, for example, 'task roles' — Group building, maintenance — or individual (non-functional roles), while the other half act as observers to determine the number and types of intervention.

Does the group you are in incline toward a task-centred or people-centred orientation? What **IS** your leadership profile?

"This kind of workshop elicited very favorable response from those attending our follow-up conference in 1974," says Mrs. Pidduck, "and I expect our members this time will be equally pleased and enlightened."

On Saturday the leadership conference will recommence at 9:15 A.M. with registration, coffee, and a series of workshops and speakers designed to stimulate, inform, and serve all the members of a local Home & School.

In the following weeks more information will be in the mail to association presidents.

In the meantime, KEEP THE DATES OPEN AND PLAN TO ATTEND THE LEADERSHIP CONFERENCE, OCTOBER 17 and 18.

President's message

by Elizabeth O'Connell



Dear Members,

The summer vacation is over and I trust it was a very enjoyable one for all of you. As for QFHSA there was no closed door again this summer.

"Operation Re-organization" has been underway since mid-summer. This general re-organization of the office has been long overdue and is essential in carrying out our objectives effectively for '75-76 and the years to come.

Our plans for this year's work are well ahead of other years' and they include this issue of the NEWS to be in your hands the first week of school.

I would like to draw to your attention the synopsis of an article on Education from Quest magazine. This and other recent articles in the press would indicate that our concern about the quality of education our children are receiving is shared by many. The following quote — "a significant number of university freshmen lack basic mathematical skills, are functionally illiterate, or have a limited breadth of knowledge" — is from a recent report by the Canadian Chamber of Commerce, which reflects the views of

experienced senior educators from across Canada. Accordingly, I believe this report will serve as a credible input into our own study of the situation.

Other new studies are constantly arising. Correspondence from M. Pierre Martin, the Deputy Minister of Education, informed us of three more studies the Department of Education is engaged in Physical Education and School Sports, Education in Disadvantaged Areas, and Private School Education. I wrote M. Martin indicating our interest in submitting a QFHSA position on these and this letter subsequently brought an immediate reply from M. Claude Beauregarde, Associate Deputy Minister of Education, expressing his pleasure at our Federation's interest in these studies and an invitation to our Federation to participate fully in them.

We will certainly do so and also do all the other work of Federation, but **WE DO NEED YOUR HELP**. There is this to remember about executives and committee chairmen. Their titles are not decorative status symbols; they indicate and imply responsibility for discharging duties. They do not succeed in doing this alone. Your executive needs your help if his or her responsibilities are to be fulfilled successfully. For one thing each of you can help your membership chairman by renewing your membership in H & S today and getting one new member. Always remember that Home & School has a vital role to play in the education of our children and this is being recognized more and more.

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SEPTEMBER 20, 1975

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For Advice or Information, contact Mrs. Freda Edelson,

at The Society for Crippled Children,
1455 Rochon St,
St. Laurent, Montreal. H4L 1W1. (Tel.) 748-8816

BILL 22 — ONE YEAR AFTER PASSAGE

Rejection of Bill 22 Petition

A MATTER OF THE GREATEST REGRET

K. Douglas Sheldrick, President of the Quebec Association of Protestant School Boards, in a comment released upon the receipt of the Prime Minister's telegram, stated that his Association and legal counsel "do not agree with the Federal Government's narrow interpretation of Section 93 of the B.N.A., Act as contained in the Prime Minister's telegram." As a consequence, "the question of the extent of the constitutional guarantee provided for in Section 93 must be determined by the courts."

According to the decision taken at the QAPSB 1974 Annual Meeting, the school board association now intends to submit the case for a declaratory judgment to the Superior Court of Quebec to determine the constitutionality of certain sections of the Official Language Act of Quebec (Bill 22) which relate to Education.

As in the case of the QAPSB President, Elizabeth O'Connell, President of the

Quebec Federation of Home & School Associations which was one of the other nine organization signators to the Bill 22 petition, expressed dismay and sadness at the government's decision. "The members of QFHSA," she said, "have been depending on the Federal Government to protect the rights of all the people of this province. Instead we learn that the party in power deemed it politically expedient to do otherwise. We are dismayed that our Federal government would see fit to use the children of this province as a political football. For this is how we read the Federal Government's inaction on this issue."

In a resolution passed at the QFHSA's Annual General Meeting in May of this year the QFHSA delegates had already gone on record in endorsing their Federation's action and in urging it to continue in its efforts against Bill 22.

Money needed!

QAPSB PLANS FURTHER LEGAL ACTION

Money will be needed to finance further legal action against Bill 22, declared Colonel Sheldrick, in a news letter to the members of the Quebec Association of

Protestant School Boards. Because the federal Government has turned down both requests in the Bill 22 petition, disallowance and a reference case to the

Supreme Court of Canada (which would have been the most economical method of testing Bill 22) expensive legal action is now necessary.

Accordingly, the QAPSB legal counsel will present a motion for declaratory judgment by the Supreme Court of Quebec in August.

Money will be needed. Donations, lar-

ge or small, from any source, are required to finance the legal actions which will now be necessary.

IF YOU WISH TO HELP, SUPPORT

The O.A.P.S.B. Special Action Fund,
P.O. Box 39, Cote St. Luc Station,
Montreal, H4V 1H8.

Ste Foy Parent Battles Bill 22 Language Restriction

Parents, School Boards, the Department of Education, and members of the Quebec Government, are all watching for the outcome of the legal action taken by a Catholic francophone parent against his school board, the Ste Foy School Board, for denying his two French-speaking children entry to an English language school.

The Ste Foy Board is one board which has not concerned itself with language tests for small children whose parents wish them to enter an English language

school. It bases its decision as to the child's language of instruction solely upon the ethnic background of the child, and has decided that French-speaking children shall not go to an English language school.

The outcome of this action, to be decided by a Quebec court, will set an important precedent for the many similar cases of language discrimination which are likely to arise in the course of the next few years.

CTF OPPOSES BILL 22's LANGUAGE-OF-INSTRUCTION ARTICLES

On July 17 the Canadian Teachers' Federation (CTF), at its Annual Meeting, went on record in its opposition to language-of-instruction provisions in Quebec's Bill 22. The 212,000 member Federation, including teachers from every Ca-

nadian province, voted by a two to one margin against those provisions of the Bill which restrict parental right of choice in the language of their children's instruction.



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The Canadian Home & School Annual Meeting

"White Knight in Shining Armour" Image Rejected

Among the sixty representatives at the Canadian Home & School Parent-Teacher Annual Meeting held in Moncton, New Brunswick from May 25 to 29, were four from Quebec Home & School: QFHSA President Betty O'Connell; Executive Vice-President Fay Richardson; Vice-President Gordon Perry; and Past Treasurer Calvin Potter. Nine provincial presidents were in attendance; only Newfoundland and the Yukon and North-West Territories were not represented, as they do not have provincial associations.

Based on the individual reports presented, delegates passed recommendations in the field of

1) Education:

- that guidance counselling be given equally for boys and girls;
- that physical education be likewise funded.
- that textbooks portray men and women as equals
- that locals establish information centres.
- that 'Discovery Group' programs be established.

2) Safety on:

- that provincial federations maintain liaison with provincial groups.
- that locals initiate Baby Sitter and Safe Bicycling Courses.
- that two News Releases be circulated to all members.
- that locals request artificial respiration instruction in the school curriculum.

3) Smoking:

- that the Smoking and Health Committee conduct a follow-up survey in 1976, five years after the first survey. Formal Resolutions were passed, such as the following:

1) **Status of Women:** Supporting the recommendations of the Status of Women report, and the recommendation that text books be adopted portraying women as well as men in diversified roles.

2) **Values Clarification:** Departments of Education encourage formal values clarification programs in schools.

3) **Advertising directed to children:** That all provinces enact legislation similar to that of Quebec.

4) **Educational technology:** Support and encourage use of same.

5) **T.V. Violence:** Industry pay more attention to the program material slotted for children's viewing time and that it reduce sex, violence, profanity in general programming.

6) **Legal mood modifying and/or sleep inducing drugs:** Medical/Pharmaceutical professions limit drugs and related instruments to dispensary display and apply restrictive selling techniques.

Not passed was a resolution reques-

ting the continuation of Youth allowance payments until the age of twenty-one.

Other items planned were for the establishment of "Discovery Groups" by the CHSPTF President, Dr. Blanche Bourgeois, and a nation-wide survey for National by Quebec with the aid of other provincial associations on the subject: Bilingual Grants, "Where's the money going?"

Positive demands for rethinking and reorganizing the Canadian Home & School were spearheaded by the Quebec delegation. It was agreed that the strength of the Federation lay with its program of activities. And it seems there is no shortage to be dealt with on a National basis. What was missing was a program committee and chairman to get and keep things moving, plus a publicity person to disseminate the information on what's happening.

Pauline Ashton of the Quebec Home & School was appointed Publicity Chairman for National, and other appointments from QFHSA to National include Dr. Calvin Potter, Member of the Board of Trustees; Joan Mansfield, Education Chairman, and **Betty O'Connell**, Advisory Committee to the National President. Report from **Gordon Perry** and **Fay Richardson**.

New CEGEP Committee Formed

Committee to follow up on Work of earlier Report

In June the QFHSA Board of Directors decided to re-form the CEGEP committee which over a year ago under the chairmanship of Marvin Kussner produced a brief on the then state of the CEGEPs for the Superior Council of Education. Citing the changes and developments that have taken place and the many questions that parents are voicing about these intermediate colleges, the QFHSA Board elected Janet Goldberg to chair the new CEGEP Committee.

Mrs. Goldberg is a Home & Schooler with many service achievements in her Home & School record. A past president of Mount Royal High Home & School, she was Programme chairman of the QFHSA 1973 Annual General Meeting, a resource person of invaluable worth, and recently the parent representative on the PSBGM Consultative Committee to form the Alternate School.

Better Communications Planned!

Lyman Roberts to Head Liaison Committee

At its June meeting, the QFHSA Board of Directors considered the appointment



Janet Goldberg,
QFHSA CEGEP Committee
Chairman

Chairing the CEGEP Committee will offer many challenges, but will also bring many rewards to those who serve on it, she believes. "I invite any Home and School members who are concerned about the CEGEPs, and who would be interested in serving on this committee to communicate with the office and indicate their interest."

of a committee for liaison with Parents' Committees. The matter was referred to the Executive Committee to define the Committee's function, size, appointment of chairman, etc., and at a subsequent executive meeting Lyman Roberts was appointed Chairman of this new committee.

Since the Central Parents' Committee of the PSBGM had requested that Home & School provide an observer at their meetings, the newly appointed chairman, with Mrs. Donna Sauriol, a Home & Schooler in the PSBGM area, attended the Central Parents' meeting on June 17.

At the wine and cheese reception following the meeting, Central Parents' Committee Chairman Max Polak said that he was delighted that Home & School is sending an observer to the Central Parents' Committee meetings. "As a former president of a Home & School local, I know that we have a lot in common," he told the QFHSA representative, "and it is for that reason we requested an observer."

Lyman Roberts assured Mr. Polak that as Chairman of the Liaison Committee, he saw his role as helping to keep open the lines of communication between Home & School and Parents' Committees, "so that as parents and tax payers we provide the very best facilities available for our children."

This initiative of the CPC in asking for an observer and Home & School response in setting up a liaison committee to provide observers when requested, is a significant step in cooperation between two legally constituted organizations concerned with the educational process of our children.

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10 Year British Study on Elementary French Teaching Holds Major Significance for Anglo-Quebec Parents

A major new report, *Primary French in the Balance*, has come out of Britain, the result of a ten-year study done by the National Foundation for Educational Research in England and Wales.

The NFER carried out an in-depth study on the teaching of French in primary grades from 1964 to 1974. It will be appreciated at once that the Canadian situation is substantially different from that in Britain since French is an official

language in Canada whereas in England and Wales it is a foreign language. Some of the findings of the study, however, should be of lively interest to Home & School members and indeed to all Anglo-Quebec parents in view of the general desire to promote bilingualism. Following is an informative press release on the report.

During 1963 arrangements were made by the British Ministry of Education for a national experiment in foreign-language teaching to be carried out in selected primary schools in England and Wales. The main purpose of the experiment, known as the "Pilot Scheme for the Teaching of French in Primary Schools", was to discover whether it would be both feasible and educationally desirable to extend the teaching of a foreign language to pupils who represented a wider range of age and ability than those to whom foreign languages had traditionally been taught. Under the Pilot Scheme, French was to be introduced into the primary school curriculum on an experimental basis from September 1964 onwards.

The report (by Dr. Clare Burstall), which was just released in December, brings together the findings of the ten-year project and relates them to other experimental evidence in second-language learning.

The report reveals that:

1. There are no indications of an optimum age for learning a foreign language. Pupils taught French from the age of 8 do not show any substantial gains compared with those who were taught French from the age of 11. There is no evidence to suggest that younger children are more efficient than older children at acquiring foreign language skills. If anything, the reverse seems to be true. The sheer amount of time spent learning a foreign language appears to be the dominant factor affecting success, not the age at which the period of learning began.

2. On all tests measuring achievement in French, girls scored significantly higher than boys. This was true throughout the primary and secondary stages of schooling.

3. There is a close relationship between the child's performance in French and his socio-economic status. High mean scores on French tests coincided with high-status parental occupation and vice versa.

4. (a) Throughout the primary stage of the experiment, the pupils in small rural schools maintained a higher level of achievement in French than did those in larger urban schools.

(b) Furthermore, a follow-up study showed that even after two years in secondary schools, these pupils continued to achieve significantly higher scores on French tests than did their classmates who had formerly attended large primary schools.

5. The attitude of the head towards the teaching of primary level French appeared to exert a real influence on pupils' level of achievement.

6. Pupils from the South of England took a significantly more favourable view of learning French than did those from the North of England.

7. At the secondary level, both boys and girls in single-sex schools reached a higher level of achievement in French than did pupils of either sex in co-educational schools.

8. An early experience of success affects later achievement in French and attitudes towards learning languages to a far greater extent than earlier attitudes

affect later behaviour. Absolutely nothing succeeds like success!

9. The introduction of French into the primary school curriculum did not exert any significant influence on children's other attainments.

10. At the secondary level, the early introduction of French tended to exert a negative effect on the teaching of other languages in the following ways: (a) by reinforcing French as the dominant foreign language taught in schools; (b) by increasing the number of pupils who reached secondary school already convinced that further foreign-language learning was not for them.

11. The most powerful incentive to learn French from the pupils' point of view is the opportunity to go to France and meet French people. If pupils are convinced that they will never go to France they tend to condemn learning French as a waste of time.

12. Children who actually go to France do reach higher levels of achievement in French than other pupils; however they come from more favoured backgrounds in the main and tend to have better attitudes towards learning French even before they visit France.

13. The research findings support the view that affectionate and outgoing attitudes towards foreign people reach their peak at about the age of ten and thereafter become progressively less favourable.

14. No single teaching method appeared suitable for all pupils. High-achievers preferred the traditional methods on the whole and low-achievers preferred the audio-visual approach. However, they were united in their attitudes towards certain aspects of learning French. There was universal dislike of the repetitious use of tape recorders and reading aloud in French excited uniform loathing.

15. Summarizing the results of ten years' research, Dr. Clare Burstall reaches the conclusion that the weight of evidence has combined with the balance of opinion to tip the scales against a possible expansion of the teaching of French in the primary schools.

The National Foundation for Educational Research evaluation of the "Pilot Scheme for the Teaching of French in Primary Schools" has spanned 1964-1974, taking the form of a longitudinal study of 18,000 pupils in three year-groups or "cohorts" of pupils attending the 125 primary schools taking part in

the experiment. The first and third year-groups were followed through from the age of 8 to 13 plus and the second from 8 to 16 plus. The experimental sample was drawn from all the socio-economic strata normally represented within the British educational system and in consequence was characterized by a wide range of ability. Throughout the ten-year period of the evaluation, the major part of the fieldwork was concerned with the collection of data relating to the experimental pupils' level of achievement in French and the development of their attitudes towards learning the language.

The main aims of the evaluation were:

(i) to investigate the long-term development of pupils' attitudes towards foreign-language learning; (ii) to discover whether pupils' levels of achievement in French are significantly related to their attitudes towards foreign-language learning; (iii) to examine the effect of pupil variables (such as sex, age, socio-economic status, perception of parental encouragement, employment expectations, previous learning, history, contact with France, etc.) on level of achievement in French and attitude towards foreign-language learning; (iv) to investigate whether teachers' attitudes and expectations affect the attitudes and achievement of their pupils; (v) to investigate whether the early introduction of French has a significant effect on achievement in other areas of the primary school curriculum.

Instruments including tests of achievement in both spoken and written French, measures of pupils' attitudes towards foreign-language learning and measures of teachers' attitudes towards the introduction of French into the primary school curriculum were carefully devised and administered, and carefully selected control groups were established to give maximum validity to the findings.

What do you think? The News invites your comments on this report. Write to The News, QFHSA, 4795 St. Catherine St. West, Montreal H3Z 1S8

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From the editor's desk

BRITISH STUDY BEARS OUT MAJOR CONTENTION OF THE C.E.Q.

It will be remembered that when the findings of this British (NFER) study were recently made public, Yvon Charbonneau and other members of the nationalist, unilingual C.E.Q. (Centrale de l'Enseignement du Québec), the major French teachers' Union, seized upon its findings as justification for their stand that the teaching of English as a second language should not be increased in the French Catholic elementary schools. At the time one was inclined to interpret this stand as solely in the self-interest of the teachers.

The British study, however, lends credence to the professionalism of the teachers in the CEQ; the results of this study, taken over a major period of time in a child's schooling, and dealing with a very large number of children, cannot be ignored. The study found it of no significant benefit that a child begin the study of a second language (in this instance, French) at an early age.

Penfield theory questioned

The study calls into question the well-known theory of Wilder Penfield that children benefit from an early exposure to language training:

The belief that young children are bet-

ter-equipped than older children or adults to learn foreign languages with speed and efficiency underlies the recent expansion of foreign-language teaching at kindergarten and elementary school level. Much of the impetus for the early introduction of foreign-language study can be attributed to the influence of Wilder Penfield's work. Penfield has frequently reiterated the view that the young child's brain is uniquely well-adapted for language learning and that there is an 'optimum' age, during which 'multiple languages may be learned perfectly with little effort and without physiological confusion.' Penfield situates this 'optimum age' for language-learning within the first decade of life, after which period 'a built-in biological clock' inexorably records the lost educational opportunity. Further attempts to acquire foreign languages will be crowned with only modest success. The age of the learner is thus the most critical factor in the language-learning process: if it is to be successful, foreign-language learning must take place between the ages of four and ten, 'in accordance with the demands of

brain physiology.' (p. 120)

The British study then comments that "although Penfield's views have been extremely influential in stimulating the move towards the earlier learning of foreign languages, they are based on logical inference rather than on direct observation and lack the support of experimental evidence"; many examples of studies then are cited which disproved Penfield's thesis: for example, "Stern (1963) described an experiment in which English was taught to 40 classes of Swedish elementary school pupils, aged from seven to 11, and reported that, although subjective estimates of the younger children's progress were favorable, 'a more careful evaluation... by means of scientific procedures at the end of the experimental period led to the somewhat unexpected conclusion that pronunciation as well as understanding improved more rapidly the older the pupils were.'" And again: "The general assumption is that younger children learn to pronounce foreign words with a more native-like accent than older people. Not only is this assumption not supported by the test results but the trend is in a reverse direction favoring older students" (Olsen and Samuels, 1972).

Different children, different objectives

Another significant finding which will

be of interest of parents concerned about the teaching of a second language at an early age to their children is the failure of programmes to differentiate French teaching objectives according to children's differing needs and capabilities:

"It is cruelly naive to cling to the belief that, by introducing French at an early age, all children will begin their study of the language from an equal standpoint. By the age of eight, some children are already highly proficient in the use of their own language; they are supported by encouraging parents.... Other children of the same age are inarticulate, still struggling with the early stages of learning to read and write; their parents offer them little support or encouragement.... It is patently unrealistic to expect that the same teaching objectives, except perhaps during the very early stages of learning the language, will be equally appropriate for such children with such different characteristics."

For parents who are genuinely concerned about this subject, there is much food for thought in this 300 page study, **Primary French in the Balance**, published by the NFER Publishing Co., 2 Jennings Building, Thames Avenue, Windsor, Berks., England. Including postage the book costs £ 4.10, roughly \$9.50.

Kindergarten-Primary Association Queries Concept of Early French Immersion Classes

"Research of the many immersion programmes being offered in Quebec is showing that one year in a Grade VII immersion programme produces the same fluency as three years in the primary grades. Immersion programmes in Grade IV also show the same success rate and in both cases the psychological and emotional effects are not nearly as great (as in lower grades)," according to a bulletin from the Kindergarten — Primary Association of Quebec.

"We understand the desirability of bilingualism in Quebec today and highly endorse the school boards' goal of fluency in a second language. Our objection is with the means by which this goal is being achieved. We feel the mental and emotional price for many children in primary immersion is too great," the report continues.

"We recommend that total second language immersion classes be eliminated in the primary grades," advises KPA in a list of five recommendations they have sent to school boards, union presidents, PACT, PAPT and the Curriculum Council. KPA is a subject association of PAPT and PACT and has been aiding primary teachers since 1895.

They are most concerned about the effects that the creation of early French immersion classes are having on the teaching careers of their members and on the school careers of many children enrolled in these programmes.

Aware of research done by Dr. Wilder Penfield and others in the early acquisition of second language skills, they agree with Dr. Penfield's basic philosophy but ~~do not agree with current practices of~~ implementing these ideas.

KPA ACKNOWLEDGES the initial success of the St. Lambert experiment and the Roslyn School immersion programme, commenting that they were well thought out in advance with teachers and parents duly consulted. It is since then, the association maintains, that policy in most boards has been to haphazardly create immersion classes without consultation with staff or parents' committees.

The PSBGM, says KPA, operates on the policy that where 25 parents request an immersion kindergarten, one shall be created. No regard is given to existing programmes in the school, time of year, school budget, staff displacement or the possible relocation of English (speaking) children to other schools. The association deplores this haste and lack of planning.

Research, they say, shows that initial experiences and impressions in the critical first year of school in a child's life leave indelible imprints which affect later growth and development. The most significant area of concern in primary school, development of language (listening, speaking, reading, writing), is basic to all learning and incorporates all aspects of development — emotional, intellectual, physical and social.

KPA concludes "that emphasis in learning from kindergarten to Grade III should be placed on the child's whole development — not the acquisition of one subject. Some children are unequipped to cope with second-language immersion and in time become linguistically handicapped in their own language. This leads to poor self concept and a completely negative attitude toward learning."

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Students Speaking

Adam Kahane, a student in the new PSBGM Alternative School, writes of a "new method and environment for achieving educational goals today," in

NEW PERSPECTIVES IN EDUCATION — REAL PROGRESS!

A visit last November from the director of an innovative school in Connecticut sparked the idea — that of starting a progressive public high school in Montreal. Actually, it wasn't a new idea at all; not only has this concept been in the minds of school commissioners, parents, teachers, and community leaders for several decades, but without doubt it is not new for high school students to question seriously the principles and methods that the present schools utilize.

Rarely, some say, has the Protestant School Board of Greater Montreal reacted with such insight into the needs of its constituents. Or perhaps it merely felt it was time to hop onto the school board bandwagon with the rest of North America. The PSBGM not only promptly created a committee of interested students, parents, teachers, and community people to create a model for such a school, it accepted this committee's proposal!

The Alternative High School

That proposal is now the basis for what is called the Alternative High School, a new PSBGM school which opens this September (alternative inasmuch as it offers an option over the regular high school). The preamble to this rather memorable paper reads as follows:

"The alternative education working committee wishes to propose that a small, community based school be established in September 1975 for secondary school students within the PSBGM system. This school will accept students from various academic and social backgrounds who have the aptitude for self-directed study. Students, staff, and parents will benefit from a co-management administrative model which will prevail in all key decision making.

"The school will offer the widest possible variety of pedagogical methodologies, whether in a classroom setting or through individual tutoring, but the main source of learning will come through the exploration of individual interests by the students with staff advisory assistance."

The proposal continued for another ten pages.

Eventually, with much consultation with other "alternative" schools and with board administrators, more detailed structures and mechanisms evolved.

Group Decision Making

The new school would accommodate 125 students, and seven teachers (pupil-teacher ratio based on provincial norms). These students would be drawn not only from the entire city, but from all "academic backgrounds." This meant that students who found themselves disenchanted and falling behind would come together with students not using their full capabilities and finding themselves bored and far ahead. Not to mention the middle of the road student who would be looking for a change and a challenge.

The applicants would in the end be chosen by lottery, out of a hat, so to speak. The teachers would be selected by committee members in co-operation with the personnel department of the board.

One of the more important visions of this school would be that all decisions would be made by the school community, that is the students, teachers, and parents. So much value was placed on this concept that no principal was to be assigned. The co-ordinator of the school, as he/she would be called, would not have the power to veto the decisions of the "community", inless they contravened board policy, or civil or criminal law. This puts a lot of responsibility on students and teachers that is not normally there.

The Summer Activity

As of July, all of the preceeding is past history. Students have been chosen, teachers selected, the building found. More important, however, are the more recent implications that the teachers and available students have been discussing through the months of June and July. Even though much remains to be decided and planned, the Alternative High School is a certainty ensured: it will open in September 1975 as a public high school

within the PSBGM.

We've had occupancy of our new location, the third floor of the International YMCA (5550 Park Ave.) since July 1st. The day after we moved in, we called a general meeting of all students and teachers. A lot of people showed up; right there we split into groups to discuss those things that need discussion: budget, curriculum, evaluation, internal communications, etc..

Since then every day whoever has come in to help have been discussing these things, typing up our conclusions periodically, and running these off on our ditto machine. Since the group we're now working with comprises only about five teachers and a dozen students, we certainly can't make decisions for the community. So what we've done is look at things from all angles and typewritten our reflections so that, when the school community assembles here in September, they can make the decisions on school policy from among our options and their own. So we will have done the necessary research.

In this manner, we've talked about student files, minimum attendance, life-guards for our pool, evaluation of students and teachers, school government, and so on.

A Bonus, the Location.

Our location at the YMCA has yielded us possibilities that the original working committee barely touched upon. Aside from the pool and gymnasium, and the community groups and services within the building, the milieu which surrounds us is as diversified as any in the city. Without doubt, the Park Avenue region is one of the "melting pots" of the city, with a population from all cultures, languages, and social strata. Certainly, this may be our greatest educational opportunity.

And there will be many educational opportunities. Subjects will be taught within school. Courses will be taken at other schools, those for which we don't have the facilities, for example music and industrial arts. Community members will contribute their particular wisdom, like the lawyer who has volunteered to tutor students in preliminary law. Students will work on their own. Since I'm the only one who has expressed an interest in world history, I'll study it on my own with the help of our history teacher.

Of course, many of these experiences can be converted into high school leaving credits. For these, however, we are limited to those subjects that the Quebec government considers important. As any other Quebec school, matrices are our only avenue to higher education.

Thus, we are an alternative to the ordinary public high school because:

- we are smaller,
- students have the opportunity to work at their own speed, and by their own method,
- the community will supply the teachers as well as the Department of Education,



I Don't want an
alternative school —
I want an alternative
TO School!

- we have a wide spectrum of students in many ways, and
- there will be group decision making. Verily we are an alternative.

The Importance of Choice

"Will this school grow?" is a question I've been asked often. I usually answer that I, and the group that designed the school, feel that 125 is the maximum number for a school that can really personalize the needs of its population.

I suggest that if and when the Alternative High School is a viable way of learning, others will be created. It needs to remain relatively small to practice what Mario Fantini, an American leader in alternative education, calls "humanistic education". This development "has grown out of the need to personalize learning and to make... schools more responsive to the people they are trying to serve".

The term "alternative school" simply means that it offers a different method and environment for achieving roughly the same goals. There are certainly innumerable possibilities for alternatives.

The important concept is that of choice. Fantini mentions that, given the fact of compulsory attendance, and the need to make education work in a diversified society, schools have to consider "optional learning environments — that is, increasing and diversifying the educational means by which students can pursue common educational ends." More and more communities, parents, teachers, and students are realizing and demanding that if school is going to be compulsory, then they should have the choice of which kind of environment they wish to learn and teach in.

The Alternative High School of the PSBGM is one of the first steps in Quebec to join one of the progressive movements in education by allowing students and parents a chance to make fundamental choices in their education; choices within the public school system. I know that I am certainly happy to be part of this venture.

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THE LITTLE KNOWN C.E.G.E.P. IN THE GASPE

In the town of Gaspé, in Eastern Quebec, there is a C.E.G.E.P. which does not have at its fingertips the provincial press, radio and television to publicize its uniqueness. What it does, believes Associate Academic Dean, Gary Briand, "is more important than what it publicizes."

Founded in 1968, the College de la Gaspésie, CEGEP Gaspé, is meant to meet the needs of the people of Gaspé, and offer a unique experience for the meeting of Canada's two major languages and cultures.

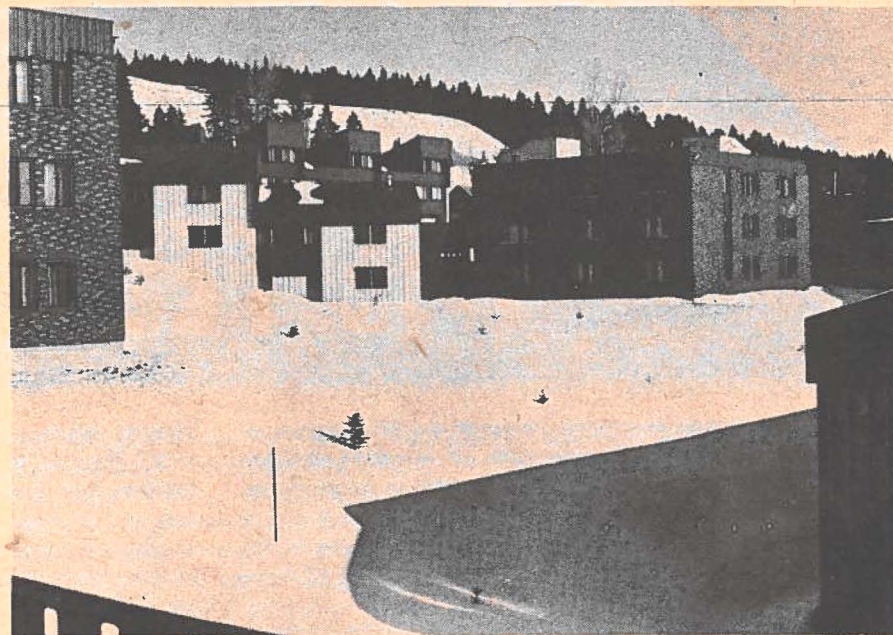
The presence of an English language curriculum, in the CEGEP can be traced back to a two year teaching program at Mont-Joli in 1954 and to the beginning of St. Joseph Teacher College at Cross-Point in 1959. In 1967 the curriculum and faculty were moved from there to Gaspé and were merged into the CEGEP that opened in 1968.

language courses limit student numbers to 15 and preferably 12 students. Concomitantly, students are encouraged to take courses at a level that meets their needs for acceleration. For grouping, pre-tests are used.

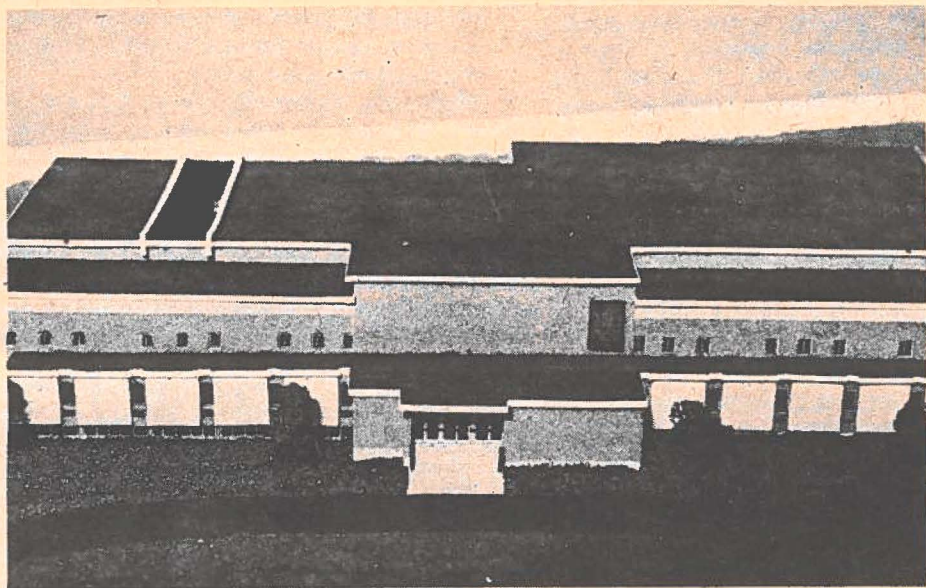
A VARIED FACULTY

To its pre-university students, CEGEP Gaspé offers education in the Pure and Health Sciences, Community Sciences, Commerce and Arts. In addition, it offers the full two year Secretarial Program and the three year program in Business Administration and Technology.

But as significant as the curriculum are the professors who teach it. "We must have academically talented people who are alive to one or more outside interests," says Briand. "Because adolescents need to experience many different



A view of a portion of the Gaspé CEGEP student residences, used by both English and French speaking students. Approximately half of the student population of the CEGEP can be housed on campus.



A model of the new Sports Complex, formally opened June, 1975. Costing close to one and a half million dollars, this building has few rivals in Eastern Quebec.

A BI-ETHNIC COLLEGE

Gaspé is, first and foremost, a bi-ethnic college offering parallel instruction to English speaking and French speaking students. At present the total registration is some 1000 students, with approximately 150 students receiving instruction in English. The bulk of these come to Gaspé from the peninsula and the North Shore of Quebec. Whereas in 1966, higher education was accessible to only 5% of the anglophone population, some 47% of anglophone Gaspésians now elect study beyond high school, and the college is there to satisfy a community need.

Gaspé is administrated by one administration with French as the working language of administration. English and French students are housed in the same residence, use the same facilities, and do not have separate physical wings. The whole direction of Gaspé has been to bring two different cultures into one student body with one voice.

With this major objective, the elective courses at Gaspé are so structured as to encourage the anglophones' taking at least two courses in French language. In reality, the majority of the pre-university students take four courses in French language and literature during their two years at CEGEP Gaspé. All second lan-

personalities and cultures, we must engage here professors who come from diverse areas, with varying philosophies of education... so we tend to have as professors men and women who have had teaching experience, and who are willing to moderate clubs and generate student enthusiasm." Typical examples cited by Briand are a sociologist who is "mad" about chess, a biologist "hung-up" on basketball and a chemistry professor "wild" about photography.

OTHER VALUES

Apart from its academic aspects, CEGEP Gaspé also offers its students an alternative to the turmoil of the concrete city campus. As an integral part of the educational programme, each student must follow a course in physical education, and the college's magnificent new million and a half dollar Sports Complex, situated in the core of the campus buildings, offers a broad spectrum of athletic and recreational opportunities. Advantages are also taken of the Cegep's location to offer excursions to Gaspé's interior where cross-country skiing, canoeing, and survival are taught.

And in the future? What of this little

known CEGEP situated so far from most of the Quebec population? Gary Briand believes that Gaspé's small size and personal approach will clearly attract the ci-

ty-student, and that Gaspé will continue to be an ideal place for knowing under one roof Canada's two languages and cultures.

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Q.F.H.S.A. SPECIAL: A crash course in THE FEDERAL GRANTS FOR BIL

The Federal-Provincial Program on Bilingualism in Education is a direct outgrowth of recommendations from the Report of the Royal Commission on Bilingualism and Biculturalism. Understanding of this report is helpful background to understanding of the grants made by the federal government for the promotion of bilingualism in education.

The B & B Commission's Volume 11 on Education is 350 pages long, and covers all of Canada; given below are the sections or extracts from sections which particularly relate to the Quebec situation and minority-language education.

(Key terms in this volume:

Official majority language: **French in Quebec, English in other provinces.**

Official minority language: **English in Quebec, French in other provinces).**

EXTRACTS FROM VOL. 11 OF THE REPORT OF THE B & B COMMISSION (Emphasis, bold face, added. QFHSA).

Chap. XIII. Financing Official-language Minority Education

From Sec. 497: All provincial authorities encourage further education because they believe that this investment in human skills and talents is worthwhile. From this point of view, the real cost is incurred when these skills and talents are not developed. The increased enrollment of minority-language students at the secondary and post-secondary levels should therefore be seen as a social benefit and not as an additional cost.

From Sec. 498: When the cost per pupil is higher because of the division of the student body into two language streams, this additional cost can be attributed to the existence of minority language schools.

From Sec. 499: At the administrative level there will be divisions or sections within the Dept. of Education with a special responsibility for the minority language schools and the department will be accordingly larger because of this specialization. Translations will be necessary for department memoranda and regulations, as well as for text books and teaching aides. Salaries will be slightly higher for teachers with special certificates to teach in minority language schools.

Sec. 501 (complete): Who should pay for these additional expenditures? Provincial governments are responsible for the basic costs of education, and it can be argued that the cost of providing a suitable education for the provincial minority is included in this responsibility. It must be remembered, however, that provincial authorities cannot meet all demands for educational services simultaneously. They must establish priorities based on the needs of all students in the province. They may decide to give higher priority to the educational needs of underprivileged children in urban areas. From a national perspective, however, the minority-language students have a **higher** priority, because minority-language schools are essential if Canada's bilingual and bicultural character is to be confirmed.

Sec. 502 (complete): The objective of a suitable education for the minority-language students is shared by both provincial and federal authorities, but the federal government has special reasons for having this education provided as soon as possible. **This does not mean that the federal government should pay for minority-language SCHOOLS: THE BASIC COSTS OF EDUCATION MUST REMAIN A PROVINCIAL responsibility.** But it is reasonable to expect that the federal government should reimburse the provincial government for the **extra** costs involved. In this way the provincial authorities will be able to provide minority-language schools within the province as part of the normal programme of educational services. **WE RECOMMEND THAT THE FEDERAL GOVERNMENT ACCEPT IN PRINCIPLE THE RESPONSIBILITY OF THE ADDITIONAL**

COSTS INVOLVED IN PROVIDING EDUCATION IN THE OFFICIAL MINORITY LANGUAGE.

Section 503 (complete): This recommendation refers only to a responsibility in principle because, as we have suggested, there is no satisfactory way of establishing exactly the additional cost involved. At the same time, we wish to avoid the undesirable aspects of grants-in-aid. Education is a provincial responsibility and federal grants-in-aid could influence educational policies and thus encroach on provincial autonomy in this field. This would clearly be the case if the federal government defined the kinds of minority language instruction eligible for federal assistance, with federal officials inspecting the schools before the grant was authorized. Our recommendation does not involve federal intervention. The federal grant will be designed to reimburse provincial governments for **additional expenses** incurred in providing minority-language education. There will be **no supervision of provincial education BY FEDERAL authorities**, and there will be no strings attached to the grant received by the provincial governments.

Extracts from the Federal-Provincial Program on Bilingualism in Education, Agreement reached with the Provinces concerning Financial Assistance

(Sections copied relate to elementary and secondary education only)

From Release No. 9-970E dated Sept. 9, 1970

... THE FEDERAL AND PROVINCIAL GOVERNMENTS HAVE AGREED ON ARRANGEMENTS for the provision of financial assistance to the provinces for supplementary costs incurred in providing minority-language education and second-language instruction.

... The grants to be made under this scheme will come out of funds allocated by the federal government to assist provinces in connection with the recommendations of the Royal Commission on Bilingualism and Biculturalism concerning education.

... The Objectives of the program as agreed to by the federal and provincial governments are to ensure that, insofar as it is feasible, Canadians have the opportunity to educate their children in the official language of their choice and that children have the opportunity to learn, as a second language, the other official language of their country.

... The arrangements are designed to make federal support of these objectives possible without infringing on provincial jurisdiction in the field of education. The funds made available will help pay the **supplementary** costs involved in providing minority language education or second-language instruction at primary, secondary and post-secondary (non-university) levels.

... Calculation of the grants will take into account the number of students involved in each province and the **proportion of their time spent studying in the minority language or following second language courses.** Recognizing the need for minority-language students to study the majority language, it has been agreed that a "full-time" student would be one receiving **75% of his instruction in the minority language at the primary level or 60% at the other levels.**

... Using this basic reference, the federal grants will be calculated according to two scales. For those receiving instruction in the **minority language**, federal contributions will be calculated on the basis of **9% of the average cost of instruction for a "Full-time" student.**

... Contributions in support of **second-language instruction** will be calculated using a scale of **5%.** This latter scale recognizes that **extra costs** involved in providing second-language instruction are different from

and proportionately lower than those entailed in giving courses in the minority language.

... The agreement also takes into account that there are increased administrative costs incurred by provinces in connection with the program and that provincial education departments have to expand their organizations in order to deal with new programs such as minority-language instruction. The formula provides for contributions of 1.5% of teaching costs based on the total number of school children belonging to the minority-language group.

... **Special Projects** — The importance of improving specific aspects of minority-language education and second-language instruction has also been recognized. Federal and provincial ministers have therefore agreed that the program should provide assistance for special projects in these areas to the extent that funds are available.

When this Federal-Provincial Agreement was renewed for a period of five years in 1974, the basis for grants and formulas remained the same as in the original agreement.

SUMMARY of the Meeting held May 23, 1975 on the subject of THE FEDERAL-PROVINCIAL PROGRAMME ON BILINGUALISM IN EDUCATION

What is Quebec Federation Doing in Pursuit of

In February 1975 we wrote a letter to all Federal members of Parliament, asking them to use their good offices to enable some of this money to be used for the teaching of French to English speaking children. Now with our letter from the Secretary of State stating that the Federal Government would have no objection to such use of the funds and our meeting with Mr. Beauregarde of the Department of Education stating that we will not receive any of this money as far as he is concerned, we are writing again to all Federal M.P.s, enclosing copies of this information, and asking that the Federal Government demand accountability for the use of the money for the purposes for which it was granted.

Through the National Association of Home and Schools we are drawing the attention of the Provincial Associations in other provinces to the Bilingualism grants. We hope that they will question the application of these grants in their provinces and demand correct usage of these funds.

We intend to solicit the support of other groups interested in Education.

Claude Beauregarde of the Quebec Department of Education has indicated a willingness to meet again with QFH&S. We intend to take advantage of this opportunity, but only after we have prepared a well documented, detailed brief.

How Should a Local Home & School Association Help?

Hold a workshop on the subject of the Federal-Provincial Program on Bilingualism in Education. Preferably equip yourselves with copies of the Secretary of State's news releases which refer to this program (the original announcement dated September 9th 1970 and the announcement of the renewal dated March 27th 1974), also a copy of the resumé of the Royal Commission on Bilingualism & Biculturalism, Book 2 on Education, or even better the complete second volume. Familiarize yourselves with the points made in this copy of the News which cover the interview QFH&S representatives had with Claude Beauregarde, also read the Summary of our information to date.

At the request of the President of Quebec Federation of Home & School Associations, Elizabeth O'Con-

se in all you ever wanted to know about BILINGUALISM IN EDUCATION

nell, an important meeting was held on May 23, 1975 with Claude Beauregarde, member of the Department of Education of Quebec. Mr. Beauregarde is directly responsible for the application of the agreement with reference to the Federal-Provincial Programme on Bilingualism. Present at the meeting were members of the Quebec Federation of Home & School Associations, one with a child in special education, an official of the Protestant School Board of Greater Montreal, and parents from the Verdun Anglophone-Catholic community. The meeting lasted two hours and was recorded on tape — the points made during that time are summarized here for your information.

Representations made by parents and school officials:

— English speaking parents living in Quebec have the obligation, under the law, that our children obtain a working knowledge of French. We must respect that law and, indeed, we want to do so in order to prepare our children to live and work in Quebec and to participate fully in the Quebec Community.

— Parents have seen the English language school system deteriorating during the past few years, particularly through the growing scarcity of music specialists, art specialists and physical education specialists. In some schools remedial reading specialists have also

— Because of the requirement to produce bilingual students, the funds which English language schools would have used for cultural enrichment must now all be used for teaching French — the children are learning French by sacrificing a well rounded education. The cultural content of English language schools is being squeezed almost out of existence.

— English language education has been an established fact in Quebec for 200 years. We are paying taxes at the same rate as the French community — yet we receive less. The English language school system has been more or less self-sustaining through direct taxation levied specifically for education.

— On the Island of Montreal, the average cost per student is \$1,059.82, yet the PSBGM, the largest English speaking board receives only \$1,036.96 per pupil. This amount is 2½% less than the average on the Island and 5% less than the \$1,096.85 being currently allotted per pupil under the Montreal Catholic School Commission.

— Under the Federal-Provincial Programme on Bilingualism in Education, minority language schools (English in Quebec) are supposed to benefit from the 9% premium being paid by the Federal Government to cover the extra costs of minority language education. We are not getting extra money, we are getting less than the average.

— The difficulties being faced by the children in special education (the educable retarded) were stressed. These children must complete their education able to work in French or they will be unable to get jobs in Quebec. They need special help with their own language and extra special help with their French. These children must be sent to school in their mother tongue because that is the language of communication in the home and of help from the child's family for their school work.

— When a law is given (the Quebec requirement that students from English language schools must graduate bilingual, in order to receive their high school leaving certificate) the means in terms of financial help must also be given to implement it.

— There are companies in Quebec which depend on a certain level of transferability of staff. If people coming into this province cannot find the level of education they require for their children, they are going to refuse to come to Quebec — in fact some are already doing so.

— Parents feel that the Federal monies should come to this province, earmarked and non-transferable, for specific purposes.

In Response to the Representations made by Parents and School Officials, Mr. Beauregarde made the following points:

— The funds being received by the Quebec Government from the Federal-Provincial Programme on Bilingualism in Education are going into the Consolidated Revenue Funds of the province. They are not going to the Department of Education and so are not being used for English speaking students, or for French speaking either.

— As far as he is concerned, English language schools will not get extra funds, even though they have been provided by the Federal government.

— If English speaking parents wish to protest the use currently being made of these funds, they could ask that the grants be returned to the Federal Government.

— The objective of the programme is to make minority language schools available (in Quebec this happens to be English). English language schools have been available in Quebec for a long time. It is wholly unacceptable that either French or English children in Quebec should receive more money for their instruction. The English community is not supposed to get any of

the 9% premium paid to the province of Quebec by the Federal Government.

— The agreement says "instruction in the minority language" and this Quebec is doing — the agreement does not stipulate good minority language schools. The Federal Government is not giving the money for minority education to provide additional services — the money is given to ensure that there will be minority language schools; and there are.

— There are two ways of looking at minority language schools. One is the way that the parents look at the problem, that there are additional objectives and therefore it will cost more; the alternative is the view the Quebec government takes — the minority language schools have the same total objectives to meet, that the government decides these objectives are different from that of the majority group. The English are being told (by Quebec Department of Education directives) within the same budget as French language schools, to shift their objectives. They are receiving exactly the same number of hours of instruction as the French children. It is entirely possible, as the parents claim, that their overall educational objectives will not be satisfactorily met, but this is the price they have to pay for demanding minority language schools.

— English parents in Quebec have a minority language educational system that they insist on keeping and so have to pay for their choice, (by diminution or elimination of specialist teaching in culturally oriented subjects). In his opinion it shouldn't cost more to educate an English speaking student in Quebec than it should a French speaking student.

— It is possible that the Federal-Provincial agreement is not sophisticated enough to deal with the different problems of the different regions of the country.

— The Plan Cloutier was also discussed. It was clearly stated by Mr. Beauregarde that this Plan is not being financed by monies received under the Federal-Provincial Programme on Bilingualism in Education.

— Mr. Beauregarde is willing to meet and discuss the matter again.

SUMMARY OF INFORMATION ON THE FEDERAL-PROVINCIAL PROGRAMME ON BILINGUALISM IN EDUCATION

This program, started in 1970 and recently renewed until 1979, is the direct outgrowth of recommendations of the Royal Commission on Bilingualism and Biculturalism as they concern education. From 1970 to 1974 a total of \$144,886,698. has been paid to the Quebec Government by the Government of Canada. It is clearly stated in the Agreement, as well as in the recommendations of the Royal Commission, that this money is being granted to cover the extra costs incurred by the province in providing minority language (English in Quebec and French in the rest of Canada) schools, second language teaching to the majority and additional costs of administration incurred by the Department of Education in providing services to minority language schools.

In reply to our original query to the Secretary of State that the Federal Government permit some of the monies granted to Quebec to be used for the teaching of French (the majority language) to students in English language Schools (minority language schools), we received the following information in Hugh Faulkner's letter of March 20th 1975.

Quote: "Under the formula payments, the Province of Quebec does not receive any contributions for the teaching of French as a second language, nor do the other nine provinces for the teaching of English as a second language.... Under this agreement, the teaching

Pursuit of Money From the Bilingualism Grants?

Prepare a resolution demanding that the Federal Government require accountability to ensure these grants are used for the purposes for which they were granted. Send this resolution to 1) the Prime Minister 2) the Secretary of State 3) your own MP and 4) the QFHSA office.

Prepare a resolution demanding that the Provincial Government use these grants to finance the extra costs of minority language schools (English in Quebec), resulting from the need to graduate bilingual students and give them a well-rounded education at the same time. Send this resolutions to 1) Premier Bourassa, 2) Education Minister François Cloutier, 3) your local MNA and 4) the QFHSA office.

Ask for meetings with both your MNA and MP to discuss the question but make SURE you have well documented information before taking this step. Being well informed will prevent them from brushing you aside with misleading or incorrect statements.

What should individual parents do?

Familiarize yourself with the points made in the summary of the meeting with Claude Beauregard, and with the summary of other related information given in this copy of the News.

Relate them to your own experience.

Write to your own MP and MNA, as suggested for local associations, illustrating the points you make with your own local experience. Send a copy of your letter to the QFHSA office. We are collecting information for a brief and need to gauge grass roots support.

Make sure your local H&S Association is pursuing this matter.

The strength of Quebec Federation is YQU — every parent, giving active support, DOES MAKE A DIFFERENCE. Write to your MPs and MNAs, hold workshops and meetings with your elected representatives in government and send the Quebec Federation office information as to what you are doing, so we can include points which concern YOUR COMMUNITY in the QFHSA brief.

been sacrificed to provide sufficient funds for their French programmes.

Continued on p. 12

IN DIALOGUE:

Quebec Home & School and the Organization for Economic Cooperation and Development.

by Winifred Potter

How it happened

It came about because Thomas Wells, Ontario Minister of Education and Chairman of the Canadian Council of Ministers of Education invited the Canadian Home and School Parent-Teachers Federation to send five or six representatives to meet with the external examiners of the Organization for Economic Cooperation and Development. This Paris — based organization has been undertaking a review of educational policies in Canada. It began first by studying reports prepared by departments of education in four regions, Ontario, Quebec, Western, and Atlantic and by the federal government. Then, using the regional studies as a base, the OECD sent out an international team of educators to meet with representative groups in Canadian education in the different regions.

When the Canadian Home & School accepted the invitation to appear before these external examiners in Toronto, our parent body also made arrangements that the Quebec Home & School should meet with the Regional Committee of OECD when its schedule took it to Quebec City on June 18th, 1975.

Advance Preparation

So it was that at 5 A.M. we were driving along from Montreal to Quebec City on June 18, 1975 — the president, Betty O'Connell; the past Treasurer, Calvin Potter; Executive Vice-President Fay Richardson; the Recording Secretary, Joan Mansfield; Maybelle Durkin, Oakridge Home & School President; Dave Hill, Past President Allancroft Home & School, and Winifred Potter, Editor, the News.

Before we met the examiners we studied the material — a large comprehensive report of 200 pages prepared by the Quebec Department of Education on "Educational Policies in Quebec," specifically for the examiners.

It made very strange reading. The introduction, dealing with education previous to the immediate present in Quebec, gave no concept of an English language education system co-existing with the French in the province; of an English system that had nurtured its community and produced a university, McGill, that at one time ranked high in world educational centres. It talked instead of the classical courses of the old system; and was written almost exclusively from the majority language point of view.

When the report proceeded to education in the present day, it made even stranger reading. It gave one the impression of looking through a kaleidoscope at a number of objects; move the kaleidoscope slightly, and those same objects would assume different stances and impressions. In other words, in that report, THEY saw one picture, but we saw another, although the objects were the same.

The dialogue

The meeting was scheduled for 9 A.M. to 11 A.M. in the Chateau Frontenac. The examination room contained two long tables covered with the traditional green baize. At one table sat six members of the Federation des associations de comités d'écoles et de parents, led by its Vice-President, Mme Lise Grimard from Yamaska. Facing them at the other table

were the Home & School delegates and at the end of these two tables crosswise were the examiners: Mr. Harold Noah, Professor of Comparative Education at Columbia Teachers' College, U.S.A., Pierre Vanbergen, Director-General of Studies in the French section of the Department of Education, Brussels, Belgium; Kjell Eide, Director-General, Minister of Education, Norway; Michel Crozier, Professor of Sociology at the Sorbonne, and Beresford Hayward, chief of programmes and educational planning for the OECD.

Each parent group began with an introductory statement, and it was immediately evident, and remarked upon by one of the examiners, that not all the delegates understood the other's language, although all the QFHSA delegates possessed differing levels of comprehension of the French spoken. The dialogue then began, with the French parents stating that it was time for a reassessment of the many changes that had taken place in education since the inception of the Department of Education and the "Quiet Revolution."

QFHSA agreed with many of the statements and apprehensions voiced by the French-speaking parents, but as one of our spokesmen remarked, while we agreed and supported "rattrapage", we objected to a Department of Education which did not reflect the cultural duality of people in the province — this remark drew gasps of surprise from the audience.

This was a basic concern of the QFHSA delegation and underlay much of the ensuing discussion, whether it was the problems of the rural schools, the large polyvalent high schools, teacher classification, the federal grants for bilingualism (of which the examiners were already aware, no doubt due to the meeting with our National Parent body), pupil-teacher norms, and so on.

Indeed, so much did our delegation talk, that the only unamiable moment in an otherwise friendly interchange with the French-speaking parents came when one of their delegation exasperatedly remarked that they were 80% of the population, yet the anglophones were doing all the talking. This little incident was quickly passed over, yet perhaps it should have been pointed out to the lady in question that her federation was supposed to be representing all the parents of school committees of the Island of Montreal, and that surely included parents in English-language school committees. Yet these were not included in their delegation, nor considered in their presentation, an attitude which emphasizes again the need for the role Quebec Home & School plays as a voice for anglophone Quebec parents.

What kind of system?

What kind of educational system did parents want for their children, the examiners asked. There were many points to the answer given. French parents were concerned about the disparity between school boards and schools, about the quality of teaching, the use of private schools; they pointed to the need for society to provide jobs for its increasingly large number of educated youth. They

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worried about teachers indoctrinating their children with social views and political views unlike their own.

What did the anglophone group want — we also expressed many similar concerns, but succinctly we wanted an educational system that would prepare our children for life as residents of la belle province and as Canadians; it had to offer that dual quality. And the dialogue closed with Mr. Henri Paul Jobin from Three Rivers, the treasurer of the francophone parents' federation, stating that that was what **really** the French parents required also.

Later, in private conversation with M. Jobin, I asked him if he believed that his statement was representative of the opinions of the other francophone delegates.

No, he replied, he had travelled and worked in other parts of Canada; he thought his was the minority view.

As we left the examination room, the next group entered — four 'representative' students from the recently formed Association Nationale des Étudiants du Québec — four students from the Quebec City Area and North-Eastern Regions, no one representative of Montreal, much less English-speaking. And we blessed again our parent Association who had seen to it that Quebec Home & School had a hearing at the sessions in Quebec — for if we had not been there, who would have spoken for English language education and the need to preserve it as a distinct entity in la belle province?

Continued from p. 11

of a province's majority official language as a second language was the sole responsibility of the provinces concerned.... On a total contribution of \$32,082,407 to the Province of Quebec in 1973-74, an amount of \$25,945,119 was provided in support of the **extra costs** incurred by the Province in providing education to the English-speaking minority in their minority official language."

The final piece added to this puzzle to date is the meeting held, at the request of QFHSA, on May 23, 1975. In reading the summary of this meeting you will note the statements made by Mr. Claude Beauregard of the Quebec Department of Education to the effect that: the funds being received by the Quebec Government from the Federal-Provincial Programme on Bilingualism in Education are going into the Consolidated Revenue Funds of the Province. They are not going to the Department of Education and so are not being used for English speaking students, or for French speaking students either.

The St. Lambert Home & School Association Survey: Reporting to Parents

For some years the St. Lambert Home & School has been regularly producing a series of Bulletins for its member schools. These bulletins are always intelligent, informative, literate and interesting. As well as dealing with the activities of each of the schools in their group, their coverage of Quebec Federation activities has been full and responsible.

This year, in addition to their regular series, they have produced a bulletin supplement detailing the results of a questionnaire on reporting which they sent to all parents of the school in their grouping served by Home & School. 302 questionnaires were returned, about a 25% response, a good return.

Commended by the Board

In a letter to Mrs. Lydie Errington, Chairman of the St. Lambert Reporting Survey Committee, H.A. Rothfels, Director of Elementary Schools for the South Shore Protestant Regional School Board, commends the group for their action: "your group is to be congratulated on an excellent survey involving much hard work. This report will be of great help to us when we review reporting procedures and forms in our schools."

Here at Quebec Federation we can only concur with Mr. Rothfels' opinion, and, like him, congratulate Mrs. Errington and her committee, and Mrs. Sue Lea, President, of the St. Lambert Home & School, on their fine work. Since reporting at both the elementary and high school is a concern of many of our locals throughout the province, The News reprints in a condensed form part of the survey. We genuinely regret that because of limitations of space, we cannot reprint the questionnaire and the complete results.

The St. Lambert Home & School Reporting Survey

SECTION I

What information should a report card convey to parents

Several parents indicate that the most important piece of information on the report card is the indication of achievement relative to potential, although some feel that the measurement of potential is difficult to do objectively.

Concerning the question of peer comparison, the two opposing points of view are about equally balanced.

The indication of strength and weakness is considered to be essential in order that the parent may assist the child. There is some concern however, that this would demand too much of the teacher's time.

Although work habits, social, physical, emotional development and behaviour should be assessed, there is a strong feeling that this should not be kept on a permanent record. Some parents are a little unsure that all teachers have enough training to do this with sufficient accuracy.

SECTION II

How can a child's achievement be most accurately measured

Whichever marking system is used, it is essential that it be properly explained and clearly understood by parent, child and teacher. All marks must be supplemented by anecdotal comments to be meaningful and the same type of marking system should be used on all reports.

The letter rating in particular needs careful explanation. It is good for the lower elementary grades and can eliminate unhealthy peer group competition. A percentage should be introduced at the upper elementary level.

When a percentage is used at the secondary level marking should be in accordance with Provincial and National Standards where possible.

A three point rating is considered to be unrealistic, except at the kindergarten level.

Should space be available for teacher's comments?

Most parent emphasize the importance of teacher's comments, although a few feel that comments should be reserved for the parent/teacher interview.

If comparison is to be made with the peer group, how should it be done?

The level at which a child is working must be indicated and a clear definition of the level system must be given.

A quintile must be used in conjunction with the class average to be meaningful. Giving the class average can also reflect the course difficulty.

The C.T.B.S. results must be accompanied by a full and proper explanation or they can be misinterpreted by parents. They must, however, be available at the parent/teacher interview with the classroom teacher so that comparison can be made with the report card.

The breaking down of subjects into major skill areas would give a much greater understanding of areas of difficulty than an average mark for a subject, so that the parent is better able to evaluate progress. This should apply to both French and English language arts.

SECTION III

1. Standardization at the secondary level is more efficient and readily understandable in the case of transfers, but schools could add their own supplement.

At the elementary level each school should be permitted to devise its own report card, to suit its own requirements, provided certain criteria are met.

2. The permanent record should contain academic results only. All other entries should be destroyed when the child leaves high school. Care must be taken that it not be used to "pre-judge" a child. Confidentiality must be respected at all times but parents and student must have access to the permanent record.

St. Lambert Home & School 1975 Award Winner for Best Association Bulletin



At the 1975 QFHSA Annual General Meeting, Mary Peart (right), editor of the award winning St. Lambert Bulletin, with QFHSA President, Betty O'Connell.

- Most parents consider 4 or more reports necessary in order to keep constant checks on the child's progress, and to prevent problems from becoming insoluble. About one third of parents consider 3 or less to be sufficient provided that contact is made with the parents immediately there are problems. Many parents feel that the value of 4 reporting sessions is open to serious question. Energies should be devoted to teaching and the time required to complete reports detracts from this.
- Parent/teacher interviews should be arranged whenever deemed necessary by parent or teacher. Two are probably sufficient for the average child, however, parents should be notified immediately difficulties occur.
- It is essential that a child's effort be recognized.
- A child's behaviour must be reported.
- Some indication of a child's achievement in relation to that of his peers should be given if one is to have a realistic picture of his progress. The school must nevertheless discourage unhealthy competition among students.
- All test results should be available to parents.
- A standardized report card is necessary at the secondary level but elementary schools should be allowed to devise their own provided certain criteria are met.
- The permanent record should contain academic results only. Any other entries should be destroyed when the child leaves high school.
- If fewer than four reports are issued annually, parents must be notified immediately difficulties occur.
- The parent-teacher interview is of vital importance for the understanding of a child's progress.

RECOMMENDATIONS

All recommendations apply to both levels unless otherwise stated:

- To a parent, the report card is the single most important method of ascertaining how his child is performing in school. It should therefore be as comprehensive as possible, encompassing all the areas of vital interest in a child's progress throughout the educational system. It should also prove useful in the early diagnosis of learning disabilities and thus permit correction before it is too late. If this should place too heavy a burden on the teacher, secretarial help should be considered.
- The marking system must be clearly explained and must be consistent to avoid confusion.
- Teachers' comments must be included to supplement the marks.
- Areas of difficulty must stand out clearly.
- Areas of strength must also be stressed.
- Subjects should be broken down into major skill areas — particularly at the elementary level.

John Rennie Home & School

"Community Health Centre Project" — what do you expect from such a centre? This was the question put to Home & School members by Mrs. Beverley May, sponsor of this local Initiative Program at the John Rennie Home & School Annual General Meeting on May 12. Besides giving Mrs. May input on public reaction to this programme, the meeting was an opportunity for members to meet the Home & School executive and enjoy a pleasant social and informative evening.

On June 3, the Home & School invited parents of all students entering Grade 7 in September to an Open House; the purpose of this evening is to give parents the opportunity to meet with the principal and some of their children's future teachers, and to tour the classrooms and labs which their children will be using.



REMEMBER, DAD, YOU DON'T WANT TO DO ANYTHING TO WIDEN THE GENERATION GAP.

FOCUS... on the locals



Somerled Home & School

On May 28th, for the final Event of the year, a Talent Show starring the children of Somerled School, was held. The show ranged from Ballet to Kung Foo. We had

a large turnout of parents, and our School Commissioner Dr. John Simms was in attendance. A Bake Sale was held after the show.



"Boom Boom, ain't it great to be crazy," one of the skits at the Somerled Home & School Talent Show.

On June 9th Somerled Home and School sponsored a Brass Quartet from the Montreal Symphony Orchestra to co-

me in to the school and give a concert for the children. We feel that this was most successful and we hope to do it again next year.

Stonecroft Home & School

Continuing their active involvement in all aspects of school life, Stonecroft Home & School Association once again sponsored a popular Lunch Hour French Program for grades 3-6 this year. Dedicated volunteers were also called upon to assist individual students in a remedial reading program, lend a helping hand in the Library, and accompany classes on educational field trips.

A very successful Fund Raising was held recently in the form of a Bake Sale

and Raffle. Approximately \$250 has been donated to the school for the purchase of tapes, headsets, and record players.

In order to encourage safety to and from school, both Kindergarten classes have been introduced to Elmer, the Safety Elephant and enjoyed a visit from a policeman and on May 17th a Bicycle Safety Rodeo took place for all the youngsters in our community. We hope to make this type of activity an annual event.

Mountrose Home & School

The Mountrose Home & School Association had a very successful 1974-75 year. The children from Kindergarten to Grade 7 had many field trips and all the activities sponsored by the association were well represented by the children and parents.

We wish to thank all the parents for their participation and help in making our year so successful.

Coming up in the New Year we have many new activities planned for the children and also the parents.

So, see you in September!

Northmount Home & School

On April 26th, 1975, Northmount Home and School Association held an International Dance and Food Fair in their gymnasium.

The initial objective of this venture was to try and involve as many parents of the school as possible to participate and attend this function. As a poor response was had in the sale of tickets from the parents, it was decided to try and attract students by hiring a well known disc jockey. This proved tremendously popular with the students, and the end result was a financial success.

Although the majority of the parents of the school were not interested in attending this affair, they were very generous in donating refreshments.

Excellent entertainment was provided by Miss H. Karamath, a teacher at Northmount, and her dancers. She was choreographer at Expo '67 West Indian Pavillions. Talented students of Northmount's Variety Show also did a great job as entertainers.

Because of our financial success, we were able to donate \$350.00 to the Students Council for stereo equipment, as

they were short of funds.

Our future affairs will have to be geared towards interesting students, or

perhaps we can find a magic formula for attracting parents.

Meadowbrook Home & School

In April Norma Bryce and Dianne Jones attended the Vermont Parenting Conference, of which QFHSA was a sponsor. They found the program interesting with stimulating speakers and a friendly atmosphere. They took particular interest in a session on 'Life Styles in Today's Living', in which a pediatrician described the styles of parenting which lead to problems — over-coercive, oversub-

missive, punitive and high expectations. He recommended that children be taught easy acceptance of needful restraint, with discipline serving a definite goal, avoiding promises ridicule and out-of-scale punishments, and developing self-control and respect for others. A delightful "Meadowbrook Review" distributed to parents, surveys the different projects and achievements of Home and School.

Sunnydale Park Home & School

Following a Book Fair in April which was very successful in providing more books for the school library, the H & S sponsored a Baby-Sitting Course in May for 12 year old boys and girls, a Bicycle Rodeo and a TEN WEEK activity program to celebrate the first 10 years of Sunnydale Park School's existence. These included a 'Nostalgia Factory' reminiscing about events during the school's development, performances by French and English theatre groups, 'Think Ten' subject-oriented activities in Geography and other areas, the collection of 1965 pennies for charity, and a Hat Contest in which classes made up

original designs in headwear. All this climaxed by an Anniversary Party with fun and surprises for all! Somewhere in there, time was found for an Annual General Meeting with Al MacDonald, Educational Development Officer, who presented slides and talk about 'Community Playgrounds' — a subject Sunnydale Park H & S is interested in, for they have as an objective the setting-up of just such a playground on land adjacent to the school. The Sunnydale "News Cap" came out with its first issue, full of children's work, teacher's quotes and news of projects in the school.

Saguenay Valley Home & School

Some of the more significant activities that took place during the year were the presentation of two War Memorial Scholarship Awards of \$150.00 each to Miss Ruth Wahl and Mr. Milton Tectonidis. In addition, six public speaking cash awards were given to John Fielding, Michael Dewing, and Karen Kaarsoo of the High School, and to Christine Dewing, Jonathan Ferraby and Ruth Roberts of the Elementary School.

In the elementary school a familiarization program was held, followed by a panel discussion on "Discipline — Where do We go from Here?" Rev. Paul James was the moderator, with Mrs. Ducett, Mrs. Ferraby, Mr. Hugh Down, Mrs. Franki, Mr. C. Gale and Mr. Bob Violette as panelists. For high school students a Vocations Selection program was organized with the High School Committee, and a baby-sitting and child care course was organized with qualified parents, the school nurse, and teachers

as resource people and instructors for the students.

In February an Eastern Regional Basketball Tournament was held with 150 students from the Eastern Regional Schools participating with students from our area. The Home & School assisted in furnishing accommodations for these students. In 1976 Home & School will be cooperating with teachers and school committees to host the 1976 Regional Science Fair.

At our Annual General Meeting the Chernik film on Human sexuality was shown; this stimulated a good discussion period.

The new slate of officers for 75-76 is as follows: Mr. B. Beck, president; Mr. K. Denning, vice-president; Mrs. K. Armour, secretary; Mrs. Joy Chandler, treasurer; M. I. Duncan, Programme; Mr. C. Gale, membership; Mrs. C. Hunt, Area Representative; Mrs. D. Webb, Social Representative; Mr. J. Jefferies, auditor.

Mount Royal Home & School

Mount Royal High School Home & School held its open general meeting for executive and parents on June 10. It was a pleasant spring evening and a good audience attended. Gaby Ostro, the invited guest and parent liaison officer with the PSBGM, began discussion of the evening's topic, "Parents' Rights in the School," and the audience immediately took up the subject, and a lively and interesting dialogue ensued.

Also on the programme was the election of the Home & School executive for 1975-76: these consist of the following:

President, Mr. Donald Climo; 1st vice-president, Mr. Jacques Robitaille; 2nd vice-president, Mrs. Winifred Potter; secretary, Mrs. Nancy Woodworth; treasurer, Mr. Ronald Gallay; past-president, Mrs. Janet Goldberg; publicity, Mrs. Katherine Neely; and members at large, Mrs. Fay Richardson, Mr. Jerrick Segal, Mrs. Margo Katz, Mrs. V. Maroulis, Mrs. W. Spence, Mrs. Joan Monk, Mrs. John Dudley, Mrs. Bernice Levi, Mrs. Ruth Cohen, Mr. Robert Hayes, Mr. H. Metekian, Mrs. J. Clumore, and Mrs. M. Priniotakis.

All About Us

SPOTLIGHT ON THE DISTRICT OF BEDFORD HOME & SCHOOL

by William de Witt Clinton

One of a series of articles designed to "introduce" different local associations to the general reader.

Perhaps I can best describe the District of Bedford Home and School Association by using an old Scotch term "tuchlan" — a calfskin stuffed with straw and used to induce cows to produce milk! At this point the D.B. H & S A is not much more than a "tulchan" association — existing to maintain the mission of Home & School in this district until there is a reemergence of local branches.

In common with so many off-island, non-suburban areas, our district, with its relatively sparse English 'Protestant' population and extensive area, has had to assimilate two very difficult changes in schooling:

1. Regionalization, with (a) a District School Board, having responsibility for a wide district of many schools — from Noyon on the Richelieu to Mansonville on Memphramagog, from the 'Vermont border to Roxton — and therefore, not so closely in touch with local people and local schools as the smaller local boards used to be; and (b) a Regional high School, at times over one hour away by bus from home and introducing all sorts of complications and complexities; and
2. School Committees — that brand new method of grass roots contact — having all sorts of official status, but lacking the authority and answerability of the old school boards and the initiatives of the old Home and School Associations.

The consequence for our Federation and Association has been an initial drop in Home and School interest — and then a gradual renewed interest in what the Home & School can provide, but with uncertainty as to how to become related to it.

Several years ago Granby High School had an active Home & School; then its president found himself tied up as chairman of the Educational Workshop of the new Massey-Vanier Regional High School. Home & School ceased, until it was able to re-emerge with the encouragement of the renamed and demoted

Parkview Elementary School's principal, as a second hat for School committee members to wear.

Cowansville provided the beginnings of a district structure with Maurice Hauser as president of both local and district executives; changes in leadership have not been able to maintain the vital spark of local initiative. At the district level, however, Ken Law, as Treasurer and Membership Promotion Convenor, has been able to build up the general membership, especially from Cowansville and Granby. Recently Waterloo's School Committee sought and obtained affiliation with our Federation.

Those who, as members, or as a consequence of membership promotion, receive the News are gratefully appreciative of what our Federation is doing for them, and when leadership emerges will become as vitally active or more so than before.

We are proud that Home & School has proven to be the only agency which has been able to provide the forum of information and debate which has helped to crystallize some sort of district consensus on several vitally important issues, notably, in this past year, that of Bill 22.

One of our members, Arthur Beatty, personally secured several hundred signatures to the Petition for Disallowance.

His efforts prompted the calling of a general meeting of the district by our district association in order to receive reports and disseminate information on what was being done. Bonar Lindsay reported on the stand of the School Boards; Lawyer Bob Stocks, a Cowansville native, reported on the legal and constitutional situation; Arthur Beatty reported on the Petition; and Peter Langford, on the effects of the newly issued language regulations on the life of the child.

All in all, we see a renewed interest in Home and School in our district — and we expect that we will emerge from being a mere straw-calf to becoming a living, growing, producing beast.

LOCALS:

The News will be pleased to receive stories, articles, photos, and other material concerning your activities.

PLEASE, don't keep your programmes a secret!

Send in YOUR news to THE NEWS, QFHSA, 4795 St. Catherine St. W. Montreal, H3Z 1S8.

DEADLINE FOR NEXT ISSUE: October 24, 1975.

Home & School Associations Celebrate Their Cultural Diversity

Many of our schools present a miniature Canadian mosaic, with families from many different cultures. Somerled Home & School in west Montreal and Mountrose Home & School in the east celebrated this diversity this past year by producing cook-books containing recipes drawn from the varied backgrounds of their children's parents.

The previous year Somerled Home & School had held an international Food Fair and Bake Sale, along with a show of national costumes by their school's children. So this year many of the recipes prepared for the Food Fair were compiled into an attractively bound **Culinary TIDBITS** Cookbook, and sold as a money-raising venture for the school.

Recipes in this cookbook cover a wide range — Eastern, European, American — from Ujhazi Chicken Broth, English Trifle, to Fried Snow Peas with Chinese Mushrooms and Bamboo Shoots. All good to eat, some economical, some extravagant, and pleasingly illustrated.

Credits for the cookbook's production go to Valerie McFall, last year's president of Somerled Home & School, Mr. B.G. Phelps, the principal, Bob Presner, and for artwork, Mrs. R. Cross — as well as the cooks themselves!

At Mountrose Home & School children began buying up the Mountrose Home & School Cookbook last spring for Mother's Day Gifts. In this book there are about 250 recipes compiled on special file cards in pleasing pastel colours and bound together with rings. Entrees, main dishes, salads, dressings, vegetables from many lands — Pierogi, Kutia, Pomeranzen Broetchen, Oriental Rice Salad, to mention only a few! Credits for the undertaking go to Ann Odinotski, last year's president of Mountrose Home & School, to Mrs. Eva Wasilewski, who edited and compiled the book, to Mrs. Barbara Valenti who contributed much time, effort and labour, and to many others on last year's executive at Mountrose.

L.R.C. presents School Board Reorganization Brief to the Island Council

Based on the opinions of Lakeshore Home and School Associations gathered at the April 17th general meeting of the Lakeshore Regional Council of Home and School Associations, the Lakeshore Regional Council presented a brief on School Board reorganization to the Montreal Island Council. The brief, authored by the committee chairman, Robert Laker, strongly supported the views expressed in the longer and more detailed brief of the Quebec Federation of Home and School Associations. Coincidentally, the QFHSA brief was presented at the hearing immediately before that of LRC.

LRC spokesmen, Bob Laker, Dave

Hill, and Norm Drummond, emphasized recommendations in favour of Confessional Boards, parental choice of language education, the right to impose local surtax, the need for more second language education, more local autonomy for boards with respect to teacher negotiations and grading of school leaving exams, and the importance of retaining the Harwood area as part of the Lakeshore School Board.

Commented Norm Drummond, president of the Lakeshore Regional Council, "We will be watching with interest the final recommendations of the Island Council to the Government for school board reorganization on the island of Montreal."



A partial view of the audience at the District of Bedford Home & School Association meeting on Bill 22 in Trinity Hall, Cowansville.

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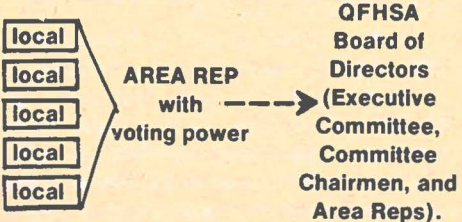
Ready for the September Board Meeting?

HAVE YOU CHOSEN YOUR AREA REP YET?

One of the most important elements in the QFHSA structure is the Area Representative.

The Area Rep is the vital communication link between the local associations he or she serves and the Board of Directors of Quebec Federation, the Board which reaches decision and makes policy for the entire provincial federation.

Throughout the province the local associations are divided into groups, each group, entitled to choose one Area Rep with voting powers at the Board of Directors' Level.



The diagram above shows that the Area Rep is the key link in the communication chain of our Federation.

The Area Rep attends the regular board meetings (one every two months during the school year); he or she funnels the priorities and needs of the locals in his/her group to the Board, and in turn conveys the policies and activities of the Federation to the locals for their consideration and support.

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If you are a new President of a local, and unaware of the procedure for choosing an Area Rep, phone our secretary, Meredith Brown at the office (933-3664) or write the office, 4795 St. Catherine St. W., Montreal H3Z 1S8. Meredith will furnish you with the necessary information.

ASSOCIATION PRESIDENTS, MEMBERSHIP CHAIRMEN, AREA REPS, AND ALL INTERESTED IN MAKING NEW MEMBERS FOR HOME & SCHOOL — **Extra Issues of the News are Available for Membership Promotion**

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JUST MAYBE, OUR KIDS AREN'T SO SMART!

A recent article in Quest Magazine by Grattan Gray says that our children are "doing their own thing" instead of learning to read and write. But all is not lost. There are a few things we can do about it!

You suspect your children aren't learning anything at school? When you were their age, you could read and write. But today, it's different. So what if kids can't read, they are smart, at least all those Ph.D's and high priced specialists tell us so. They must be right!

"Wrong," says Grattan Gray in the May/June issue of **Quest**. He says the situation is bad, and getting worse. Standards are dropping. Literacy is out.

As examples he cites Ottawa's Carleton University. It tested 150 grade 13 students. Average score, 45% on a basic writing test. At the University of British Columbia 40% failed a first year English test. If that's not enough, 400 students took a remedial English course at Sir Wilfrid Laurier University. Only 25 passed!

Gray quotes Toronto teacher Sheila Morrison as saying: "Parents have been snowed by the School Boards. The children talk a lot, but they can't read. And they can't write — not one sentence. They spend all their time putting things together with scissors and paste."

Gray says parents have allowed the situation to develop because they are afraid of "being denounced as hopelessly square and behind the times. In a nutshell, we've allowed the education system to fall victim to a set of mushy, 'progressive' liberal ideas which place spurious notions of 'equality' and 'liberation' above the centuries-old values of real learning."

The result is that 'progressive' educators have taken advantage of our sheep-like passivity. "It used to be that schools had a clear idea of their job. It was to shape children according to a specific set of moral standards by forming them through a disciplined program of study and learning." Now this view is rejected by the progressives as being repressive and authoritarian. They want to liberate the child by allowing the child to "develop." "Traditional values," says Gray, "such as the idea that a child has 'duties' or 'obligations' are tossed aside in the name of liberation from oppression."

Sinister implications

American education critic Irving Kristol claims that liberation and development have sinister implications. He calls

it "moral deprivation, a hunger of the soul which results from allowing children to have 'rights' but not giving them the opportunity to earn these rights by discharging obligations. Never having to earn anything, the child has no sense of value. The result is confusion and, ultimately, misery."

Gray agrees, saying that the problem is that the radicals haven't realized children capable of performing feats of self-discovery and self-discipline are few, and prodigiously gifted. "They forget that to ordinary mortals, a certain amount of discipline and force-feeding are called for."

Cruel trick

As one American teacher says: "There boys expect you to be their friend. When I was a boy, everybody knew the teacher was the enemy." In earlier days a certain amount of ceremonial enmity was one of the pathways to learning, he added.

Gray states this is a hard pill for the humanitarians to swallow. "But the fact is, it places an unfair burden on a child to make him pick his own way through the pitfalls of our culture and try to decide for himself which part of the wisdom of the ages he is going to need for later life." He also says the progressives are playing a cruel trick on the children by abolishing marking because it leads to "hurt feelings." Kristol, too, points out that the child has been conditioned to expect "rights" but has no conception of "obligations." He is in for a rude shock in the real world.

One stage missing

British philosopher Alfred North Whitehead suggests that the educational process should run through three states. He calls them the Stage of Romance, of Precision, and of Generalization. The Romance in reading begins when we read nursery tales to small children. They enter the Precision Stage when they start to make out letters and words. "Generalization begins, wherein books reveal new vistas of knowledge for the pupil. Generalization is a replay of Romance on a higher level."

"The trouble with the new-style schools," says Gray, "is that they have banished Precision from the classroom.

They offer only appetizers. Along with the overgrowth of Romance, there comes a downfall of school discipline. Democracy has come to the classroom." Children want a say in what they do.

Sheila Morrison found this out when she announced she intended to give a class spelling test. The children objected, saying they "handn't discussed it yet!" It took her two weeks to lick them into shape, and, she says, the parents came round to thank her.

The classless Just Society

While no one would argue that the Just Society is a beautiful concept... a promised land that is better, fairer, and more egalitarian, there is no indication our children are being prepared for it.

Says Gray: "The abolition of elitism in the school, the abandonment of exams, the refusal to make value judgments on students, is surely as harmful to the underprivileged family as it is to the affluent."

The Quest article outlines two reactions to the problem. The affluent and those who are not so, are sending their children to Independent schools which come under the auspices of the Canadian Headmasters Association. These schools don't operate on the new 'progressive' principles. They teach the children the basics and have an attitude best summed up by Richard Howard, Upper Canada College's Headmaster: "I don't think Upper Canada is trying to turn out boys of a certain mold. I'd like them to be all different, and all to go to different life styles, and perhaps have some basic belief that other people count, and that they have a responsibility to the community."

No matter what the egalitarians say, inside every person there is a desire to be 'top dog.' Class and wealth have nothing to do with this. It's a condition inherent in all individuals, some say impelled biologically.

In Toronto, working-class groups have attacked the egalitarian nature of the Board's testing system "precisely because it denies the existence of intellectual competence in their children and thereby denies the possibility of upward mobility." They want their children to have a chance to show their excellence

"by rising from the ranks and participating in the leadership." They are calling for a return to a system based on teaching children rather than developing them. Exactly the same type of education being offered in the private sector where the children are challenged in the old way.

No simple answer

In spite of what has been said, all is not rotten in the public school system and perfection doesn't exist in the private sector. There are children of public school teachers in private schools and private school teachers' children in public school. One professional woman cited has three children — two in the private sector and one in public school. Money is not the reason for the split. It's what suits the children best.

Another teacher says that in his view "it is not the system, not any particular official ideology, but the excellence of the individual teacher that makes all the difference."

There are an many answers to the problem as there are people. But it can be stated that there is a very high level of dissatisfaction being expressed on all sides, even though nobody can agree on what is the exact problem. No single solution will clean up the apparent mess in education. The new methods and ideas have their place; so have the old.

Concludes Gray: "Obviously research and study must continue, but for the time being there seems to be no better method available for teaching the basics than the good old-fashioned teacher in the good old-fashioned classroom. And you may have to employ teachers who are not afraid to teach, and to test, and who have a clear idea of what the world is about, and what you need to thrive in it. But until the tax-supported public schools in Canada return to the traditional standards, the richest and smartest sectors of the nation will continue to spend thousands of dollars a year to equip their children with the advantage of old-fashioned, no-nonsense educational basics."

QFHSA News wishes to thak the publishers of Quest for permission to publish this material based on the article "Are we raising a generation of dunces?"

BED WETTING INFORMATION

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Gaspé Home & School Associations unite in protest Against Change in the Will of Frank Carrol.

Report from Diane Le Gresley, Gaspé Area Rep.

New Richmond High, New Carlisle High, and Shigawake-Port Daniel Home & School Associations, each at their respective Annual Meetings, passed resolutions to support and circulate petitions in the matter of the reversal of the will of the late Frank Carrol. Bill 104, passed last July 1974 by the National Assembly changes the intent of Mr. Carrol's bequest, namely that 90% of his estate would provide university scholarships for Protestant boys in the Gaspé area. Gaspesia School Committees will also be asked to support these petitions.

Otherwise in each of these associations the year has been successful. Parent/teacher relations have been good, parents have been responsible for many kinds of volunteer help — in libraries, supplying funds for team uniforms, supporting student tours, billeting etc. In Matapedia, the Annual Meeting will not be held until the Fall, many of the local population work on the river and are not available at this time. Others have been discouraged because of poor school facilities in 1974-75. However, this matter will be remedied in 1975-76.

Major legal breakthrough for learning disabled children in Ontario.

In June a ruling of the Ontario Supreme Court set a precedent with implications for all learning disabled children in that province. Ontario law did not require local school boards to provide special education for children with learning disabilities. Boards might do this voluntarily, but, if this service was not available from a board, parents were forced to purchase the needed services privately, often in the United States. There was no legal guarantee that a learning disabled child would receive an adequate education according to his needs or abilities. Now, the case of a 15 year old boy with a specific learning problem, dyslexia, which obstructs his ability to read

and understand, (although the boy in question has above-average intelligence), has changed the whole picture. The Court has decreed that the Provincial Government must reconsider the youth's appeal for financial help so that he may receive adequate special education services which he needs. This decision opens the door for all children in the province, estimated at 200,000, with learning disabilities, who are not receiving adequate special education services from their local school boards, to apply for a government subsidy to pay for the special educational services they need. It is a major legal breakthrough for these children.

The Winning Ways of British Parents

The 1960's saw the beginning of Parent Power in Britain; especially with the Plowden Report of 1967, there came government recognition of the importance of involving parents in the education process. But in 1975 it's parent power with a difference; recognition is not enough; parents want to be able to change things: they want to share in the decision-making. To some extent, of course, parents are being invited to do just that. But in the main, many parents have realized that they will have to win the right to share in the decision-making, just as that same realization is coming to more and more Quebec parents. To win the right to share usually means campaigning, campaigning for the replacement of an old school building; designation of safety crossing areas; the provision of lunch-room facilities, sensible examination procedures, privacy in record keeping, and so on.

Over 50 parent campaigns in education are described in "The WHERE register of Parent Campaigns" published by the Advisory Centre for Education, 32 Trumpington Street, Cambridge, England. CB2 1QY. The cost is 65 English pence. If your association is wondering how to resolve a problem, just maybe an example taken from the British experience might help.

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SUBJECT	No. writing exam.	No. of passes	Highest Mark
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English Literature	37	35	93 %
English Composition	39	35	90 %
Wr. French	41	36	89 %
Oral French	41	39	87 %
North Amer. Lit.	23	22	82 %
Biology	33	33	94 %
Chemistry	22	22	93 %
Functions 522 (Reg)	36	35	96 %
Functions 532 (Enr)	34	30	86 %
Physics	6	6	74 %
Economic Geography	15	15	85 %
World History	34	34	98 %
GRADE X			
English Literature	21	21	82 %
English Composition	21	21	82 %
French	21	20	98 %
Maths 422	28	28	90 %
Can. Geography	22	22	90 %
Can. History	26	26	92 %

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IT WAS "SAFE DRIVING" ALL THE WAY

A Report on a School Transportation meeting held May 15, 1975 at the PSBGM, convened by Sylvester White, Associate Deputy Minister of Education, Protestant, at the request of Quebec Federation of Home & Schools.

by Aldis Lee, Chairman, QFHSA Bus Safety Committee

The meeting was called because of Home & School concern about bus safety, driver awareness, familiarity with routes, status of contracts, pupil conduct on busses, etc. Present at the meeting were Sylvester White, Associate Deputy Minister of Education; Normand Laplante, Ministry of Transport; P.A. Blouin, Director of School Transport; R. Bisailon, General Superintendant, Bus Service MUCTC; P. Dion, manager, Chartered Services, MUCTC; Robert Calhoun, Secretary-General's Office, Lakeshore Board; Ray Martel, Transportation Supervisor, PSBGM; R.B. Fairbairn, Superintendent, Student Services, PSBGM; Dr. L. Patterson and A.H. Butler, Commissioners, PSBGM; and from Quebec Federation of Home & Schools, Betty O'Connell, President, Joan Riches, Chairman QFHSA Policy & Resolutions Committee, Aldis Lee, Chairman, Bus Safety Committee, Fay Richardson, Executive Vice-President, and Mary Kaneti and Grace Hone, Algonquin and Dollard des Ormeaux Home & Schools respectively.

The discussion was detailed, lengthy, and wide-ranging. Below are listed some of the topics discussed, and QFHSA comments and recommendations to the relevant bodies.

Schedules: the MUCTC agreed to regular meetings with parents and School board officials to satisfy complaints re schedules. The QFHSA Bus Safety Committee will follow this up. Adherence to schedules is a priority; failure on the driver's part to comply with the schedule should be reported.

Familiarity with Routes: the MUCTC agreed that some routes were non-existent, that is only on the map, on proposed development routes that had not materialized. Other routes were obviously not the best that could be devised; the MUCTC asked QFHSA for parental help. Would the parents feed information about feasible routes to them; the MUCTC also offered to the PSBGM Transportation Office assistance in preparing feasible map routes of all areas needing transportation so that drivers could have them on their vehicles.

Recommendation: Press for regular drivers.

Status of Contracts: As yet there is no contract between the MUCTC and the PSBGM. The MUCTC argued that it was necessary for them to have the school transportation business because they were a public (as opposed to private) transportation system, and needed the funds. QFHSA felt that the subsidization of the public transportation system should

not be a charge against the educational system, which was the MUCTC rationalization.

No regulations were yet directly written for school transportation; the PSBGM had not yet submitted the necessary statistics (PSBGM countered that these were forthcoming; they had not heretofore had to use Transportation Grants). MUCTC also stated that requests to Regional Parents' Committees for input to the Department of Transportation to write these regulations had not been answered. The Department of Transport spokesman offered to meet with parents for this purpose.

Next September a three year contract will be in effect.

The Department of Transport offered PSBGM three people to help with the work load; it also felt that statistics submitted in the Island Council Report could not be verified.

Transportation Grants: these would be forthcoming upon receipt of the statistics; also the PSBGM would receive their global envelope, **probably** to be administered by the Board, with the stipulation that it be used expressly for transportation.

No conclusion was reached as to which set of regulations prevailed-Bill 23, Rates & Tariffs, Highway Code.

Recommendation: that QFHSA maintain close liaison with the Department of Transport during the drafting of these regulations, and that the Department of Transport be responsible for any additional costs that might occur in the event of any future labour costs.

Emergency: the MUCTC had furnished a confidential telephone number to the

Transportation Officer of the PSBGM in the event of any bussing emergency. PSBGM officer would in turn advise school principals of the number, and the restriction of its use.

Safety: The discussion was wide-ranging and touched upon passenger procedures, identification, hazardous areas, public awareness, police security measures, police harassment, driving practices.

Suggestions: conspicuous portable flashers, legal posting of maximum load, compulsory driver training, public awareness, police education of the law regarding the transportation of school children; and so on. The MUCTC's offer of regular meetings with parents will provide the mechanics for further discussion of these problems and possible solutions.

Hazardous areas was a topic of great concern: there is no set pattern to designate such an area, and there could be alternatives, other than bussing to this problem. However, bussing often seems the most feasible, since negotiations with municipalities were not always fruitful regarding stop signs, traffic lights, cross walks, and pedestrian crossings. The MUCTC cannot offer further personnel as crossing guards.

At this point it became evident that there was need for a meeting with MUC police to discuss this and related points.

Recommendation: to determine if Sylvester White, Associate Deputy Minister of Education, will oversee discussion with Police on these matters and voice our concerns to them; also, to suggest that Hazardous areas and cost of transportation be included in the Department of Transport global envelope when determined and so designated by MUC Police and the PSBGM.

High School Transportation: PSBGM policy has been that there will be no transportation of High School students where public transportation is available. However, it is within provincial norms to bus high school students living over 1.5 miles from the school. The Department of Transport was not aware of this policy. Reimbursement was suggested for indigents; also free passes, but no conclusion on this was reached.

Recommendation: Pursue this topic further with PSBGM and the Department of Transport, and if possible determine status for September.

Communications: QFHSA expressed displeasure that they were not sent two reports on Island Transportation from the Island Council and was advised of contact to correct this.

School Safety Programs: these services had been withdrawn by the MUC Police from the local stations; but were available on request in writing from the Montreal Police Section #9, Youth Section (Pointe St.Charles).

QFHSA members felt, upon conclusion, that the meeting had been frank, open, and positive. (Since then, a further meeting between QFHSA parents and transportation officials has been held to concentrate on some topics introduced at the May meeting).



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THE 1975 MEMBERSHIP DRIVE STARTS NOW!

Let's Get It Off the Ground!

MEMBERSHIP — YOU HAVE TO WORK AT IT, say Membership Award Winners

a report by Gillian Hayes

The membership committees of eight Montreal area schools received special awards for their outstanding work during 1974-1975 in attracting new members to their respective Home and School Associations.

The awards were made to: Logan School, Mrs. Carol Bulow; Willowdale School, Mrs. S. Base; Cedar Park School, Mrs. Sue Hierlihy; Macdonald High School, Mrs. Isobel MacArthur; Seigniory School, Mrs. Linda Hagedorn; Sunnydale Park School, Mrs. G. Lowe; Roslyn School, Mrs. G. Levinson; and Christmas Park School, Mrs. Anne Edge.

All the winning committee leaders stressed the need to find new ways to encourage new members to join the organization. The Federation can only be influential in its representations to government if it speaks for the majority of the parents.

Mrs. Levinson explained that she and her husband, who was treasurer and membership chairman of Roslyn, sent out advance billings with the children's report cards in June. As a result, they received a few responses, but it served to acquaint the parents with the work of Home and School.

This program was followed up in the fall at Meet The Teacher Night with class mothers collecting membership fees in the individual classrooms.

Mrs. Levinson noted that membership in Home and School was a condition in the participation of children in a number of activities such as the lunch program, drama, modern ballet, chess and sewing club, etc.

She said the parents should be made aware of the benefits available through their membership, which, in the case of Roslyn, included an after-school soccer league, hockey and ski lessons in Murray Park and the annual skate and ski exchange.

At Macdonald, Mrs. MacArthur's group sent out forms with the June report cards and received 50

replies. In September, 12 captains were appointed and they enlisted 10 parents to work on the phones. They later went door-to-door to collect the membership dues.

The telephone campaign, it was explained, was not carried out until after the initial Meet The Teacher Night. The committee also arranged to have each child fill out an index card at school, listing his or her name, address, parents' names, and phone number.

Mrs. Bulow of the Logan committee said she and her husband used the class lists and went door-to-door soliciting memberships and explaining the role of the association.

"The average parent doesn't understand Federation and is not acquainted with its objectives. If you want to be successful in your membership drive, you have to persevere," she noted.

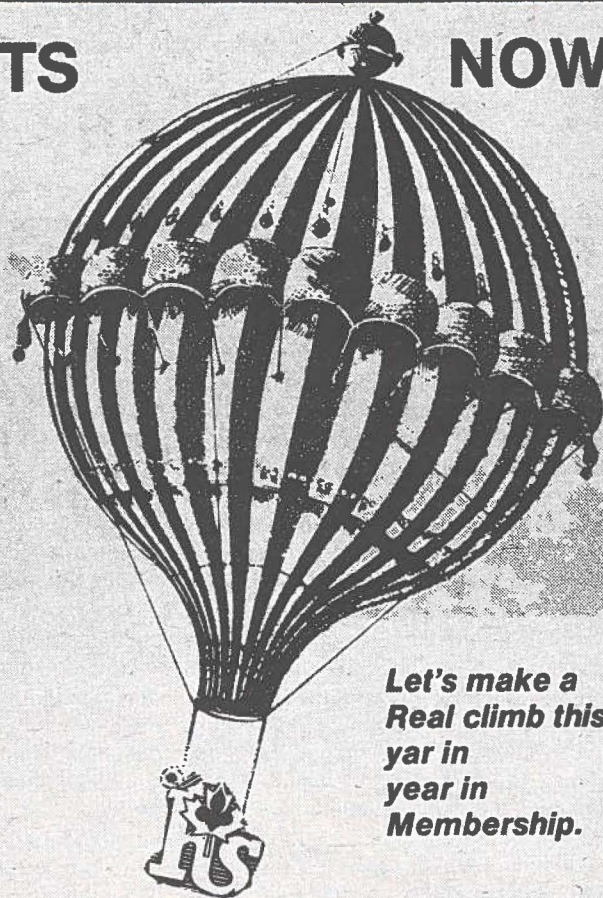
The couple telephoned the parents — some 200 families — and then paid a personal visit to their homes. By last Christmas, 140 families were members and when the campaign was completed they had signed up 97.4 per cent of the parents.

The prepared a file system, listing each family, noting the language spoken, and then followed up with personal visits.

"You have to work at it. You have to go to the parents, because you can't wait for them to come to you. Sending notes home with the children just doesn't work," according to Mrs. Bulow.

At Cedar Park, Mrs. Hierlihy said class mothers carried out a phone canvass after Meet The Teacher Night and followed this up with a door-to-door visit. Of the 330 families, 220 memberships were obtained.

The committee also produced a booklet on the school, outlining its history and emphasizing the various activities offered. This project was particularly successful due to the kind co-operation and assistance of the principal, Mr. Willard Davidson.



Let's make a Real climb this year in year in Membership.

The committee also organized the class mothers and instructed them on the work of Federation, so they would be able to answer any and all questions on the work of the organization.

Noting that it is becoming increasingly difficult to "sell" memberships, she said the "Home and School News is a tremendous selling point."

After the initial drive, class mothers at Christmas Park phoned parents and urged them to join. More than 100 children were enrolled in a ballet program, but in order to participate their parents had to become members of Home and School.

Mrs. Edge explained that Meet The Teacher Nights and French Immersion sessions were also used to recruit new members. Follow-up phone calls were then made by class mothers.

QFHSA 1975 Membership Award Winners

- | | |
|---|---|
| 1. Award for the HIGHEST % OF MEMBERSHIP (FAMILY) IN HOME & SCHOOL:
LOGAN ELEMENTARY SCHOOL —
186
190 | FOUR SCHOOLS that had 51% or better increase in 1974-75 Drive:
JULIUS RICHARDSON
MERTON
NORTHMOUNT
WILLOWDALE
GLENCOE SCHOOL
HERBERT PURCELL
LINDSAY PLACE
SOUTH HULL
THETFORD MINES
WESTPARK |
| 2. Award for HIGHEST % OF INCREASE OVER LAST YEAR IN RESPECT TO THE NUMBER OF FAMILIES IN THE SCHOOL:
WILLOWDALE | |
| 3. Award for TWO YEARS OF CONTINUOUS HIGH MEMBERSHIP:
CEDAR PARK —
194
200 | SCHOOLS who have maintained their high level of membership.
BEACON HILL
LAKESIDE HEIGHTS
MACDONALD HIGH
ROSLYN
SEIGNIORY
SUNNYDALE
CEDAR PARK
CHRISTMAS PARK
WESTMINSTER |
| 4. Award for FOUR YEARS OF OUTSTANDINGLY HIGH MEMBERSHIP OF A HIGH SCHOOL:
MACDONALD HIGH SCHOOL | |

Now, More than Ever,

Home & School is

Needed in Quebec

You could say, we stand on our record of previous achievements.

These have been many and beneficial — thousands of hours of service in the schools; thousands of dollars' worth of school equipment purchased through money-raising activities, lobbying with boards and government departments for necessary action in educational policy.

But the past is past — **it's the present we are concerned with, and the future.**

Now, more than ever, each school needs a local Home & School Association to help it in these times of financial cutbacks and political pressure.

More than ever English-speaking parents in this province need a provincial body to voice their priorities and concerns.

Home & School is that voice!

School committees and Parents' Committees, a positive innovation in the educational field, are limited in scope. In a federation, off islands, of school committees, the English voice is non-existent. And on the island of Montreal the Fédération des parents, consisting of representatives of parents from all eight parents committees (two of which are English) does not voice English concerns and priorities.

HOME & SCHOOL IS YOUR VOICE, THE VOICE OF THE PARENT.

We have the drive, the office, the structure and organization, the medium of a newspaper, and the experience. For over 30 years we have been voicing English language priorities in education. Quebec Home & School speaks to Boards, government departments, National and United Nations bodies. Through its connections with other provincial Home & School Federations and its National Federation, it has educational contacts with the rest of Canada.

BUT WE NEED YOU. The more members we have, the more effective our voice in the articulation of better educational policies for our children.

JOIN YOUR LOCAL HOME & SCHOOL ASSOCIATION NOW!