



QUEBEC HOME & SCHOOL

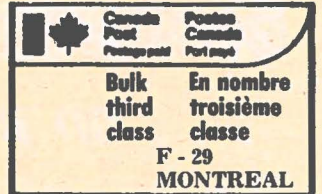
# NEWS

"The Voice of the Parent in Education"

VOLUME 15 NO. 1

MONTREAL  
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February/March 1978



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## A.G.M. THEME:

# QUALITY OF LEARNING OF LIFE!

### PROGRAM

The following are a few of the issues we are considering for the program of our AGM. They are still in the formulative stages and there may be changes, additions, or deletions to these items.

- Fund Raising** — the morals and ethics of fund raising
- Cultural Extras** — Home & School supplying cultural extras to community
- High School to CEGEP** — transition at the interface
- Entry into Society** — non-formal courses for entry into society
- Home & School in Hot Seat** — what assistance Quebec Federation can supply locals
- Moral Values — Who Sets Them?** — should they be stressed in school?
- Teaching Human Sexuality** — do we stereotype our children?
- What are the Basics?** — our ideas of basics may be different from what may be required
- Green Paper on Education** — a discussion of its far reaching effects
- Declining Enrolment** — what it is doing to our community
- Nutrition** — a discussion on the state of nutrition presently in our schools
- Second Language Teaching** — is it moving in the right direction?
- Guidance/Careers** — are we putting enough into it?
- Collective Agreement** — what should we do now to prepare for the next one?
- Open Boundaries** — should we have a choice of school/teacher?



If you have any suggestions on these or other issues please write or call Jim Thomerson at 697-6082 or Federation Office.

### Two Awards . . .

Quebec Federation presents two awards at our Annual General Meeting and Conference, known as the Buzzell Award and the Gordon Paterson Award.

The Buzzell Award is intended to recognize outstanding service to Quebec Federation of Home & School Associations at the provincial level and the furthering of the aims of Home & School and education in general. It is intended for a person who will not become president. This award is not necessarily given each year, but only when it is deemed by the committee that there is a deserving recipient.

The Gordon Paterson Award is intended to recognize an outstanding educator who has given long service to the education of the children of this Province and has encouraged the participation of parents in the educational scene.

Committees have now been

set up to consider nominees for these two important awards. If you have any recommendations, please forward them, in writing, to Federation Office, clearly marked "AWARDS." In order that all recommendations can be given

equal consideration, a recommendation should be accompanied by a brief history of the nominee and their accomplishments on the educational level. All recommendations must be received no later than March 28, 1978.

### A.G.M. RESOLUTIONS

#### Deadline . . . March 3

Our Annual General Meeting and Conference this year will be held on May 5th and 6th. As in the past, it is hoped that the session dealing with Resolutions will be one of the highlights of the meeting. The business portion of our Conference has been extended to allow more time for these important matters.

our changes—namely our children?

Are we as concerned nowadays about them just getting an education, in order to obtain the job or position that

appeals to them the most, as we were in our generation, or are we also concerned about how our children will face a more complex world, a more demanding world, not only in the facet of making a living or putting bread on the table, but also as it relates to morals, ethics, respect for others, motivation, and many other aspects of life. These were covered by the Golden Rule, Ten Commandments, Victorian Code, and other guides that society taught us to live by which went unquestioned.

Now of course we, as parents, are facing a more complex society than we were prepared for. Many of these rules we were taught to live by have been modified or discarded and new ones have appeared. Won't our children have the same situation? The rules of the present society will be changed or modified by the society that they face as adults. Possibly, you say? Chances are they will face a bigger and more complex society than we can imagine. What should we be doing to guide our children through this changing world? What should our educators be teaching to meet this challenge?

## 1978 Annual General Meeting May 5 and 6 Holiday Inn—Downtown 420 Sherbrooke Street West

Please mark this date on your calendar today and plan to be with us. We need your help if we're to have a meaningful dialogue about education in Quebec today.

We're looking for at least half a dozen representatives from each association so you can all attend different workshops and be able to report almost the whole conference back to your school.

Quite apart from the program of the conference, our delegates always thoroughly enjoy meeting people from other areas and hearing what is going on in their locals. So please come along and meet everyone. We're looking forward to seeing you there.

Perhaps we should explore this subject in greater depth. Give it some more thought. After all, it is our children that are involved so we do have more than a passing interest. That's exactly how we feel at Quebec Federation, for we have christened our theme for the Annual General Meeting (fondly known as the AGM) "Quality of Learning — Quality of Life." We hope the program we have put together will allow you to project your views to others, as well as gain new insight yourself.

Not that the whole program will be devoted to this subject. We are going to touch base with other interesting topics such as reduced enrolment, cultural programs, nutrition, our Government's views on how the present education system should be restructured, and other subjects of interest to members on a local level as well as a provincial level.

Something profound to some — something interesting for others — and something useful to take back to those who couldn't come. A varied program which we hope you will participate in and learn from. See you at the AGM on May 5th and 6th.

# Editorial comment

## ... on human rights and liberties

The voice of Home and School so often sounds like a voice crying in the wilderness, and at times that is an accurate description. It's too bad that with all the influential politicians, businessmen, political parties and pundits around, we seem to be the only group concerned enough about the human rights and liberties of citizens of this province to take any action. But that's the way it is. Throughout the ages rights have usually been defended not by the machinery of government, not by the operations of business, but by groups of concerned people who care enough to devote themselves to a cause. These are not the radicals, red-

necks or revolutionaries, nor are they the elitist minority seeking to entrench themselves in positions of power. Rather, they are very ordinary men, women and youths, labourers, policemen, housewives, managers, blue-collar, white-collar and no-collar, couples and singles, some with children in school, some with none, from many walks of life, cultures and language groups, who share a common bond of wanting to preserve and maintain the rights and dignity of all.

These are the many voices being raised today in defense of freedom of choice, and these voices will be heard through Home and School.

## Moral blackmail?

Our Federation has a healthy but precarious existence.

Its existence is precarious because it has an almost hand-to-mouth existence: it has nothing upon which to stay alive apart from its income year-by-year.

Unfortunately it has suffered a decline in memberships over the past several years. At least in part, we can attribute this decline to the preoccupation of parents who would otherwise be active members of Quebec Federation of Home and School Associations in being assimilated into School Committees.

We increased annual membership dues to \$3.00 at our 1974 Annual General Meeting, but we have been reluctant to increase them since in order to help to keep joining our association

as attractive as possible. In maintaining this relatively low fee notwithstanding declining membership and yet providing the services we feel are necessary, we have depended upon grants from the Provincial Government.

To meet our anticipated deficit of 1973 we requested funds, and in June 1974 we received \$4,990.; we again presented a request for our 1974 fiscal year and received in May 1975, \$4,990.; for 1975 we received in July 1976, \$10,000.

Since we had by 1977 come to expect assistance, we were gratified to hear from Ministry of Education officials during the summer that we were to receive a \$10,000. grant. To date, and notwithstanding frequent contacts with ministry functionaries, most recently, by letter referring to our immediate problem of not being able to complete our financial statements for August

31, 1977, the promised—and expected—grant has not yet been received.

Grapevine tells us that the cheque, figuratively at least, is sitting on Mr. Jacques-Yvan Morin's desk—awaiting his covering letter.

We suspect something here!

We have never been other than critical of the Provincial Government's policies and programmes—constructively as well as what may be deemed otherwise! Mr. Cardinal, Mr. Choquette and Mr. Bienvenue realized this—and not only tolerated us, but were willing to allow their civil servants to provide support for us.

We believe we are the spokesmen for the English-speaking (Protestant) parents of Quebec. And as such we have been, in the past, free in both our evaluation of the education situation—and our transmission of such evaluation to our membership—to the province in general—and to the authorities. That is our role—that is our responsibility!

What we suspect is that the present government—and the present Minister—are very sensitive to—indeed resentful of—criticism which is not adulatory! Therefore, we are to be ignored—nay—we are to be helped, aided, supported into non-existence! Withholding a grant is the Minister's prerogative—true! But such action on his part can be inferred as his decision to choke our voice.

We are healthy. It may be that we are not strong financially; it may be that we will have to curtail some services; it may be that we will have to raise our membership fees to keep on going. But our health is recognized in our vigor in continuing to provide a wide range of services on behalf of the English-speaking (Protestant) parents of our province—and these services include our Briefs and Position Papers, submitted to authorities and our actions to make our representative position well known.

We will not be blackmailed by the gentle withholding of funds until we say "Please, dear uncle (or godfather?)". We respect ourselves too much—our role—our responsibility—that are the basis of our moral integrity!

7 February 1978

Dear Mr. Morin:

Thank you for your Christmas Greetings - Meqnews 22 - December 1977 - which we received by mail about 20 January 1978. Thank you for your special gift - the nice little puzzle on the Green Paper. We like puzzles - especially guessing ones! Of course we couldn't do more than guess - because our English version of the Green Paper didn't arrive until a few days later!

And we do appreciate your knowledge that we - your faithful English-speaking fans - are willing, ready, keen to get to work on your very special New Year's gifts to us: the **Green Paper** itself and the **Questionnaire**. Of course we will have our submission to you on time - by 1 March - that is - if the terrible Canadian postal service (how we long for a Quebec postal service - it will be so much more efficient!) - can get all our friends' responses to the Questionnaire back to us before that date. Please, make a point to wait for what we have to say before you pick up your synthesis of reports from the province

sometime around March 15th.

Seriously - we knew about the Green Paper about 15 August - we read that you had presented it on 6 October - we received our French copy in December - we scrounged unofficial synopses, summaries, comments, and so on, from friends - but we couldn't get down to work on it until we had the English version. We view with distress, alarm - anger - the discourteous neglect of that important proportion of the Quebec population - the English-speaking part.

To our members of Quebec Federation of Home and School Associations: we are trying to be certain that all our local associations, all our board members and others who have indicated an intelligent interest in improving our educational system - in reviving the impetus to reform - will study the Green Paper - work through the Questionnaire and submit their views to us by 24 February.

Here are a few summarizing questions which we want them

## Dear Mr. Minister!

to answer on their own but with reference to the Green Paper.

1. List the five (5) most pressing problems which have to be resolved in order to provide the quality education our children have a need and a right to expect. Please indicate whether each of these refer to—

a) Elementary Schools (now called Primary - see Meqnews 21, November 1977)

b) Secondary Schools

c) Local Board, Administration

d) Parental Participation

e) The Ministry

2. What should the role of the school be—

a) in the community

b) in education

3. A. What role should the Ministry take in—

i) Formulating objectives

ii) Evaluation

B. How necessary is the extreme emphasis on "Quebec" history and "Quebec" geography as compulsory for several grades to the almost utter neglect of Canadian, North American, and World History (at least as compulsory subjects).

4. How truly valuable would be—

i) the increase in school leaving age to 16.

ii) the provision of a "Secondary VI"

We would ask for opinions on an optional Secondary VI, provided that the Secondary V remains the normal High School Leaving, for the following reasons:

a) to complete an Academic or Long Vocational High School Leaving

b) to provide an enriched

## OTHER PEOPLES OPINIONS

Academic or Long Vocational High School Leaving

c) to provided for vocational or trade certification in addition to the Long Vocational High School Leaving (as suggested in the Green Paper)

d) to restore the Senior High School Leaving (thus enabling our children to enter at least out-of-province universities)

5. What are the ramifications to each of the three hypotheses on School Management reform:

a) Increase the School Boards' responsibilities; does this mean an increase and lengthening of the tentacles of the Ministry through the regional offices?; or does it mean a restoring of genuine autonomy to the local and regional boards?

b) If the school becomes - nominally - the main centre of responsibility - does this mean that the M.E.Q. presence will become more potent?; how truly "collegial" could administration become?; how "financially" responsible can such an administration really be - it will have no power to tax - no immediate source of funding

c) If local or regional bodies - "democratically elected," of

course, - take charge of several public services, including education, does this mean the end of the elected English Protestant School Boards which have the power to tax and administer our English Protestant Schools?; does this mean the end of our autonomy?

d) Will it be the intention of the Ministry to proceed during the next decade or more from Hypotheses 1 to Hypothesis 2 to Hypothesis 3?

6. Finally, what role should parents play—

a) in the modern emerging school

b) in educational planning both in the short term and long term

Our members should study very carefully the "Working Hypotheses" at the end of each section of the Green Paper - in green on pages 11, 24, 30, 31 and 32. These working hypotheses would seem to be the hypothetical policies of the Ministry.

Mr. Minister, we remain,

Yours affectionately,

June Ellingsen

Bill Clinton

Chairmen,

Green Paper Committee



## Quebec Home & School NEWS

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**GREEN PAPER:**

A personal view by Bob Miller, high school teacher, member of the Commission de L'Enseignement Secondaire of the Superior Council of Education and member of the QFHSA Study Committee on the Green Paper.

**A personal warning**

As words of introduction, be aware that the writer has maverick tendencies and is of a radical disposition. He believes that education in schools has a value more because our nation should be different as a result of their existence than because schools might ensure cultural continuity with the past. He believes this because they are doing a poor job with regard to cultural continuity and because it seems an enormous waste to have schools so that parents and children will be just the same. Primitive societies kept stable values without schools.

**Three things to distinguish**

A first reading of the Green Paper reveals three kinds of sentences: these are descriptive statements, questions, and recommendations.

The descriptive statements are a good description of the present situation. They are not controversial, but their very truth tends to make us nod our heads in agreement and keep on nodding so that we believe the recommendations are just as self-evident. Such a belief would be deluded.

Most of the questions are implicit as certain problems are stated. Some important questions are stated explicitly and then their possible answers are tactfully and pointedly ignored. Possibly the idea is that the reader should be impressed with the intelligence of writers who ask such profound questions so he will imagine that recommendations from the same pens must be equally intelligent. This too could be a delusion, or as Ecclesiastes puts it, "vanity."

Many recommendations are made. They are formulated as mere suggestions for discussions; they are supposedly definite answers to our questions; they are intended to be logical solutions to these problems; and in several recommendations it is suggested that certain measures become uniform province-wide.

One suspects that these polite, academic hypotheses

will shortly become decrees from on high. One notices quite often that they are vague and abstract rather than precise and concrete. There is usually no logical link between the recommendations and the major premise that our schools are not human enough and this is particularly apparent in the repeated idea of province-wide uniformity.

**A general warning**

In summary, this Green Paper is a political pill with some pedagogical 'sugar-coating'. Read between the lines and you may discern the approach of a society in which conformity will be the supreme virtue.

**Some specifics**

(a) The most important and fundamental questions that are asked and unanswered are contained in part 3, section 31. My translation: leisure, housing, public transport, water....

**Section 72**

"This kind of organization would have four aims:

—to encourage citizens to participate more in the decisions that concern them;

—to revive the democratic expression of the needs and hopes of the people and develop an attitude of responsibility.

—to integrate a certain number of services, and equipment, so as to answer the needs defined by the local population.

—to introduce services and equipment that will work smoothly together and ensure better coordination and better services among the various public services.

**Section 73**

"With this in mind, a ministerial committee chaired by the Prime Minister is in charge of work meant to look into this form of organisation. The analysis is concerned with the territories, the structures to be proposed, the services and equipment that would be maintained, the sources of revenue that would be necessary for a sound financial management of such services and equipment."

Even if this were a good idea, which is possible, it would be an upheaval, and the public must surely distrust such cryptic comments.



**ALEX MORRIS**  
President

**PRESIDENT'S MESSAGE**

ple of all ages, cultures and origins who see the harmful and hurtful divisions that have occurred, who experience the negative attitudes of their colleagues, friends and families, but who recognize the necessity of doing something positive to counter the harm that has been done.

I am convinced that we in Home and School have a task to heal the wounds that have been caused, and to that end each one of us should take or make the opportunity to initiate a contact with someone who may be alienated from us, in order to bring about a reconciliation. Not in the spirit of confrontation, nor compromising on basic principles, but in the hope that there will be a true and shared coming together with justice for all.

Recently I had the opportunity to attend the hearings of the Task Force on Canadian Unity, and a bilingual workshop sponsored by the Secretary of State. In spite of having met many people in both provincial and federal governments who are doing nothing to encourage any coming together of people, and in spite of hearing their policies which try to set one language group against another and actively discourage dialogue between language groups, I was impressed by the number of moderate, clear-thinking, positively-oriented people who share a deep concern for the welfare of the people of this province and this country. These are peo-

**Chivers dies—sad loss for all**

Jack W. Chivers, a prominent member of our organization for many years, died suddenly on January 28, 1978.

A resident of the Town of Mt. Royal and father of four children, Jack started his Home and School activities at the local level with Russell Home & School Association. Soon after, he became involved in work for Quebec Federation, having been instrumental in promoting the Students' Accident Insurance, which was introduced in 1954-55. When serving as a Federation vice-president from 1957 to 1959, he was responsible not only for the Insurance Committee, starting two additional types of insurance coverage, i.e. Employer's Liability and Public Liability insurance for Home & School Associations, but he also worked hard to promote the then Home and School Magazine.

Elected as Executive Vice-President at Federation's Annual Meeting in May 1959, he did not realize then that only three months later, in August 1959, he would be called upon to take on the presidency of Federation to replace F. W. Price, who had to resign when he became director of the Canadian Conference on Education. Jack wasted no time in carrying out his new responsibilities, according to his own concept of the position, i.e. getting things done and leading a strong organization with an active membership.

It was with this in mind that he introduced and pursued the most prominent project of his term, "Operation Bootstraps." Jack was of the opinion that Home and Schoolers should pull themselves up by their bootstraps, study thoroughly the education system of Quebec and make recommendations on needed changes and im-



provements. His foresight in this matter was rewarded, when in spring 1961 the Quebec Government established the Royal Commission of Inquiry on Education (Parent Commission) and Quebec Federation submitted a comprehensive brief with 176 recommendations to the Commission, using extensively views and suggestions expressed by association members in the "Operation Bootstraps" study. It is not possible to list here everything Jack concerned himself with while in office, but one area which he tried hard to improve was leadership training. He retired as president in May 1961.

In February 1962, he looked after most of the physical arrangements for the second Canadian Conference on Education, held in Montreal.

During the last years, he was again Chairman of Federation's Insurance Committee.

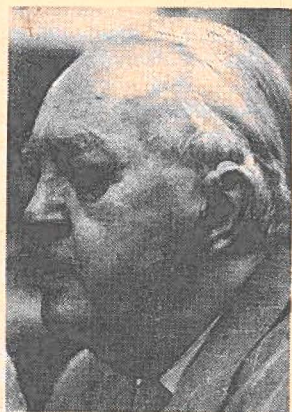
At the national level, he was a forceful and outspoken representative of Quebec Federation at a number of

meetings of the Canadian Home and School and Parent-Teacher Federation and was Central Vice-President of that federation from 1961 to 1963. He was also interested in international matters concerning Home and School and was for a while chairman of the Canadian Committee of the International Union of Family Organizations (IUFO).

As a man of decision and action, Jack disliked nothing more than fruitless discussions, unnecessary delays, pettiness and apathy and he did not hesitate to clearly express his dislike, when the occasion arose. On the other hand, he had a great sense of humour, which manifested itself in the countless meetings, in which he participated, and in the editorials he wrote as president for the Quebec Home and School Magazine.

People, who knew Jack Chivers well and worked with him, like I did, are saddened by his untimely passing.

Bill Asherman



LESLIE ROBERTS



SYLVESTER WHITE

**CORRECTIONS**

In our October/November issue, we incorrectly referred to Mr. Sylvester White as the former English Associate Deputy Minister (in the Department of Education). His correct title should have been Protestant Associate Deputy Minister.

Also in the October/November issue, the picture of Mr. Leslie Roberts, author of the articles "Let's End 'Band-Aid' Politics", was incorrectly placed on the page and Mr. Roberts appeared to be the keynote speaker of the Ontario Association for Curriculum Development conference. Our apologies to Mr. Leslie Roberts.

# Hearing from you...

## Teachers—please help my child

We seem to live in a society of rapidly changing facts, rules, and values. We are in an era of unstable conditions and mounting problems. The education I want for my children is one which will help them cope with the ambiguity of life and more importantly, enable them to influence the society in which they live. I want them to develop skills which will let them control their own destiny, and collectively with others, fashion a physical and psychological environment fit for human living. I fully understand the need for the teaching of basic educational skills but wish to confine my comments to the personal and emotional development of our children. Within this framework I would like to contribute these thoughts.

### On conformity

Children are not small adults—school must not just be an information factory—it should be a place where play and fantasy are en-

Sir, — We wish to protest, in the strongest possible terms, the misleading statement in an article (Nov. 3) to the effect that \$275 million of the money spent by the federal government's official minority languages program "went to the English Quebecers."

Education being a provincial jurisdiction, the federal government gives the money to the provinces who control its spending. At the meeting of the council of education ministers,

held in Quebec City last January, Quebec's education minister, Jacques-Yvan Morin, made it very clear that he considered federal grants made to the provinces to support bilingualism programs to be an "unconditional transfer of funds" and that Quebec would brook no federal inspection of how the money was spent. Mr. Morin's position is only a continuation of that taken by the Liberal government before him.

### On responsibility

We often look at responsibility in relation to our obligation toward others. If we are not careful, children become so responsible that they do what everyone else wants them to do and their own needs for independence and power go unfulfilled. I'd like my children to develop a healthy respect for themselves, a pride in their abilities, and a satisfaction in their contributions. When confronted with their

irresponsibility toward others, I'd like them to experience the authority of reason and wisdom rather than the authority of whim. I want them to experience not only the parameters of life but also the richness of living. For this to happen they must be given as much freedom as possible within the educative process.

### On communication

Adults seldom communicate with one another on the same frequency. Our learning has been incomplete because we have not sufficiently developed the skills of building and maintaining relationships. I'd like our schools to pay much more attention to the development of interpersonal skills in children.

I'd like to see a curriculum in the exploration of human values and the development of emotional understanding. How a person feels is equally important as how a person thinks. The child who knows himself and is able to understand that and accept others is better prepared to communicate without distortion.

In general, I'd like the schools

The basic cost of education of all citizens is the responsibility of the province concerned and the concept of federal financial support was based on the premise that there would be supplementary costs incurred in supplying minority language education. While accepting grants of close to \$275 million, the provincial government has steadfastly refused to pass on this amount to school boards in the form of supplementary grants. Insignificant amounts

to prepare my children for the future—not the past or even the present. If children develop a thirst for learning as well as the skills needed for learning; if they develop an appreciation of themselves—a confidence in their own abilities, if they develop a responsibility and direction which comes from within, the school will have done its part in helping my child cope with the uncertainties and challenges of the future.

Written by Dr. Donald Tepper. Dr. Tepper is a counselling psychologist with Dawson College in Montreal. He is presently serving as Chairman of Seignior School Committee.

## Hectic times

The past several months have been a hectic time in Dorval and I would like to take this opportunity to give special thanks to all the wives, husbands and children of persons who have been involved in this Major School Change Study for their patience and understanding for the number of hours which has been spent on this particular project. If you have never been involved as a volunteer on a School Committee, or any other committee, you have no idea of the number of hours that can be spent at meetings, on the telephone, in contact with knowledgeable persons trying to obtain pertinent information. If you are community minded and are perhaps new in our area and would like to get to know your community and the people living in it, being a volunteer is a good way to become involved. Many of the activities in Dorval are run on a volunteer basis and your help would be greatly appreciated. Be a volunteer. It's a great experience.

May I also at this time thank those people who have repeatedly turned out to our public meetings and given the School Committee their support and ideas.

We still have a long way to go in trying to come up with a satisfactory solution to our problem. At this particular time no decision has been made, but in due course and with the co-operation of all parties in-

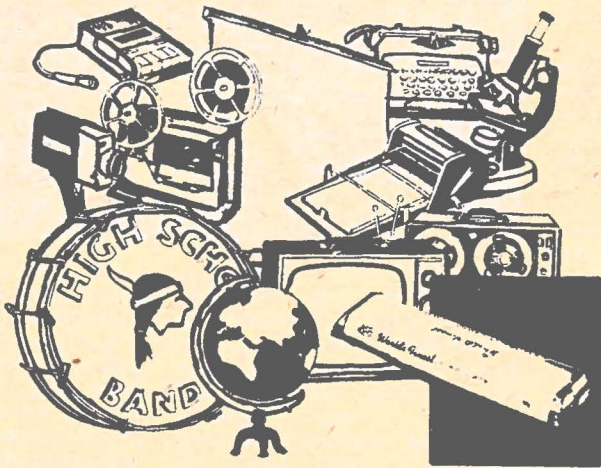
## Rare enthusiasm

As an outsider to Home and School I would like to comment on how thoroughly enjoyable I found this workshop. Not only did I have an opportunity to discover more about the work of your organization but I found a genuine enthusiasm and spirit in the participants which is seldom seen while working with others in the community. It was refreshing.

John Salvus  
Director of Community Services

## World's Finest Chocolate

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have been received by school boards for student exchanges and intensive language training programs for teachers. For example from 1973 to 1977, the Protestant School Board of Greater Montreal, which has the largest number of students in English language schools, had received a total of \$208,577 for student exchanges and 106 of their teachers had received special language training—a long way from the \$275 million which you report "went to the English Quebecers."

Without supplementary funds it is necessary for English language schools, Protestant and Catholic, to do less in general and cultural education, in order to do more in French. Parents want a well rounded education for their children and the present situation is deplorable and unacceptable.

Quebec Federation of Home and School Associations has campaigned actively since 1972 to have the grants passed on to the benefit of the schools. We prepared a brief which was submitted to Education Minister Jean Bienvenue in April 1976 and made a strong case for the need of supplementary grants to be passed on to English language schools, but to no avail. We raised the question with Education Minister Morin who told us that he regarded these grants as "unconditional transfers of funds."

Our association has letters from responsible officials of the Quebec department of education which state, in reference to the grants, "in the case of Quebec these moneys are paid into the consolidated revenue fund and may be used for any purpose for which the national assembly has voted credits" and again, in a letter in French—"Monsieur le ministre me prie de vous informer que des sommes d'argent consenties par le gouvernement fédéral, sous la rubrique Programme de langue seconde, sont inconditionnelles quant à leur utilisation."

Your article was entitled "French outside Quebec angry." The English in Quebec are angry too, angry at the constant misrepresentation of the grants for bilingualism in education. The money is coming to the Quebec government, but only a small fraction is benefitting the schools.

Alex Morris  
Montreal

The writer is president of the Quebec Federation of Home and School Associations.

involved no doubt a mutually agreeable solution can be forthcoming.

Remember your support of Home & School Federation is just one way of becoming involved.

Grace Lindstrom,  
Dorval

# JOIN H & S TODAY

NDG-YMCA

## QFHSA submission to Task Force on Canadian Unity:

## Feds should clarify concept of Canada

The Quebec Federation of Home and School Associations, QFHSA, is a body that groups some 100 local associations comprising about 11,000 families with children in English-speaking schools throughout Quebec. Many of these families are new Canadians with other than French or English mother tongues. For them in particular, QFHSA in its briefs on Bill 22 and Bill 101 supported freedom of choice of official language.

Quebec's Bill 101 — The Charter of the French Language — is not under consideration by this Task Force. But the status of QFHSA in relation to it is relevant. Our legal counsel advises us that Bill 101 grants no rights to the French community which members of that community did not already possess. However, the Bill does diminish and proscribe rights to the use of the English language that existed in this Province even before Confederation. In our Brief on the Bill we pointed out the objectionable features and their likely consequences. Unfortunately that Brief was not amongst the small group selected to be heard. Thus this present occasion is our first official opportunity since Bill 22 in 1974 to put our view of the Federal system on the public record. What follows is a synopsis of the Brief submitted to this Task Force. Before proceeding to the synopsis, however, may I make an observation. One of the major deficiencies of the Federal Arrangement today is reflected in that very absence of official opportunity to participate in provincial legislation affecting the constitutional and historic rights of our members, some of whom have families rooted in Quebec for 200 years. Political power-sharing between the founding linguistic communities in Quebec has atrophied beyond recognition.

The existing Federal Arrangement has upon occasion been sneeringly referred to as the Status Quo. The sneer is unwarranted and the label misleading. Unwarranted because the basic Federal system has survived for over 110 years. In our view the

Status Quo is still the best arrangement for Canadians. We examined four Other Options which conformed to the criterion of major change as stated by your Secretariat in their correspondence with us: "Croyez-vous que le Canada doive s'orienter vers des modifications substantielles de son appareil social, politique et constitutionnel?" We found the four—Socialist Democracy, a United English-speaking Canada, the Eleventh Province, and Associated Status for Quebec—were based on illusion or would lead to situations even worse than what we have.

The label Status Quo is unfortunate. It connotes an unyielding and unchanging arrangement. In fact, the Federal system, particularly since the beginning of the Quiet Revolution in Quebec, has been both flexible and responsive. We cite the passage of the Official Languages Act (1969), the responses of the provinces with numerically significant French-speaking minorities, and the shift in Federal cabinet representation.

Despite the flexibility and responsiveness of the Status Quo, a stable balance between the linguistic communities has not been achieved. The cause of the failure is a puzzle. We examined three possible explanations: 1) The overwhelming pressure of French nationalism, 2) the artificial stimulation of linguistic grievances, and 3) the progressive dismantling of the mechanisms whereby the non-francophone communities in Quebec could exert counter-vailing pressures. We consider the first two explanations implausible. We cite evidence in support of the third cause, but acknowledge the loss of counter-vailing capacity could be a reflection of a natural continental drift of population and development towards the West. However, even if the basic thrust of this drift is due to impersonal and invisible continental forces, it is being reinforced, vis-à-vis Anglo-Quebecers, by ambivalence in the Federal Government's language policy.

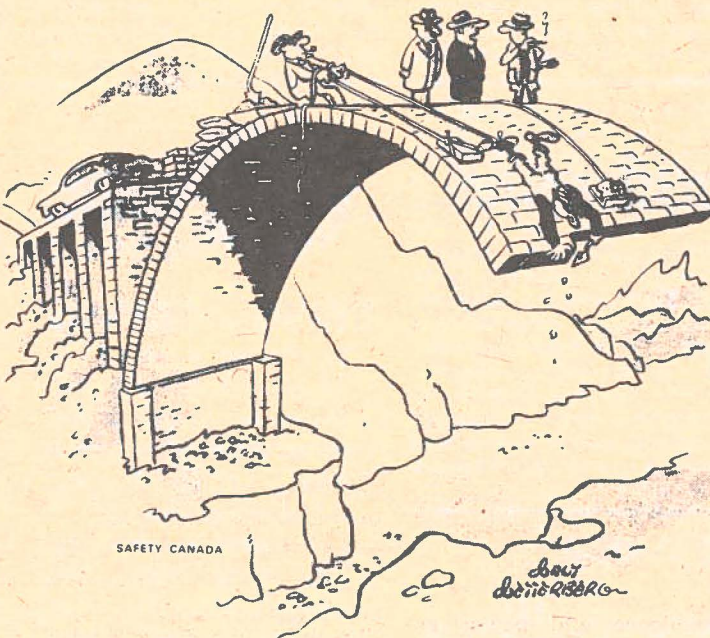
The ambivalence is illustrated by two short

quotations from the 1977 official statement by the Federal Government on language policy, *A National Understanding*, in French *Un Choix National*:

The Federal Government is firmly of the view that the French language should as generally be the language of work in the Province of Quebec as the English

possible in the life of the province and Canada in their own language (our italics).

Most difficult of all to reconcile, however, is the Federal Government's desired parity of bilingualism status (and its implicit 'Territorial Principle') with the basic demographic statistics. In the first census after Confederation



"May I ask where you studied engineering?"

language is in the Province of Ontario, for instance.

The implicit goal of the Federal Government according to this passage is a parity of effective territorial bilingualism between Ontario and Quebec. It is difficult to reconcile this goal with another passage in the same Federal document:

What should govern above all else is a sense of respect and civility towards the minority official language and the minority official language groups in each province. Measures should be adopted, consistent with the particular circumstances of each province, that would enable those groups to participate to the fullest extent

in 1871, French-speaking in Ontario were a minority of 2%. The English-speaking in Quebec were a minority of 24%. Today those in Ontario claiming French as a mother tongue are a minority of 6.3%, and those unilingually French constitute 1% of the population. In contrast, in Quebec the non-French minority—those who have an interest in English language rights—is 19.2% and 10% of the Province (the equivalent of the population of P.E.I. and Newfoundland combined) is unilingually English.

Given that the population of non-French Quebec exceeds the individual populations of six of the ten provinces, one wonders how the 'Personality Principle' of the Official Languages Act in 1969 became the 'Territorial Principle' of parity bilingualism in the Federal Government's statement—*A National Understanding*—in 1977.

A closer reading of that government statement reveals there has been a subtle change in the concept of Canada. Historians such as Donald Creighton or Ramsay Cook have described Canada as a dual/duality, a country with double linguistic majorities and minorities—the English a majority in Canada and the French a minority, and the French a majority in Quebec and the English a permanent minority. The authors of *A National Understanding* speak of Canada being a linguistic duality, i.e., a country that is a partnership of two linguistic communities. It seems a small editorial difference. But it changes the basic concept of Canada and the nature of its checks and balances between the official language communities.

Moreover, the change of concept enables people outside Quebec to believe that outside sanctions against the excesses

of legislation such as Bill 22 and Bill 101 would be, to use Prime Minister Trudeau's image, doing the Quebec minority's dirty work. Actually, as Georges-Etienne Cartier described in the *Confederation Debates*, such sanction when injustice is involved is doing Canada's dirty-work.

And this dirty-work is not only on behalf of individual liberties, it is also on behalf of a national identity. Defence of the constitutional rights of the minority in Quebec is closely linked with the retention of international competitiveness in those sectors of Canadian business which are distinctively Canadian. Those sectors that help identify Canada as a nation rather than as a branch plant colony.

Leadership and development in these commercial sectors largely controlled by the resident Canadian commercial elite—the sectors of banking, transportation and utilities—are closely identified historically with the Province of Quebec. The failure of other provincial governments and the Federal Government to play their full role in maintaining a balance between the majority/minority linguistic communities in Quebec has confronted the Quebec based Canadian commercial elite with a Hobson's choice: if they acquiesce in the cultural aggression of legislation such as Bill 101, they will lose their competitive edge in international capitalism and cause Canada to regress further from nation to branch-plant colony; on the other hand, if rather than acquiesce they move their operations to other parts of Canada where society and government are organized on the basis of freedom of choice, then Canada's international competitiveness will assume an even more characteristically English accent and de facto separation—in the sense of removing from Quebec the centres of decision-making about the allocation and use of Canadian resources—will have occurred.

In answer, therefore, Messrs. Chairmen, to the question posed by your Secretariat in their correspondence with our President, namely: "Quels éléments positifs retiendriez-vous de nos structures ou pratiques politiques, économiques et sociales actuelles et que suggèreriez-vous qui puisse les améliorer et les renforcer?" (which correspondence, incidentally, is a manifestation not of the 'Personality Principle' of the Official Languages Act, but of the 'Territorial Principle' of Bill 101), our response is clear:

- 1) Retain the Status Quo basic federal arrangement.
- 2) Clarify the Federal Government's concept of Canada, i.e., it is a nation with double majority/minority official language communities.
- 3) Heighten the sense of responsibility of provincial and the Federal governments for the protection of official language minorities, English and French.
- 4) Make any further devolution of powers to the provinces conditional on the provinces establishing and maintaining effective forms of power-sharing between the official language communities.

### Lakeshore Regional Council Executive Committee—1977-78

<b>President</b>	Mr. Allan Locke, 101 Spartan Cres., PC	697-9175
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<b>Treasurer</b>	Mrs. Margaret Bozel, 231 Normandy Ave., Pnct	453-3577
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<b>John Rennie</b>	Mr. Terry Copeland, 4312 Marlin Cres., Pfds	620-0164
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<b>Lindsay Place</b>	Mrs. Pat Lewis, 134 Winthrop, PC	697-5852

#### MEMBERS-AT-LARGE

Mrs. Dorothy Chant, 110 Bedford Ave., BdU	457-5502
Mr. David Hill, 236 Forest Road, Bcfd	695-5647
Mrs. Marjorie Roluf, 146 Brentwood, Bcfd	697-1783



Polio could return:

## Vaccination still necessary

By Joan Mansfield



Immunization controls the spread of disease in the community. Protect your children, yourself and your community by following immunization schedules recommended by your physician for adults and children. Be wise, immunize.

Mass vaccination with Salk and then Sabin polio vaccine since 1955 first stabilized, and then decreased, the roll of poliomyelitis. Vaccination has cut down the spread of the 'wild' polio virus throughout the world.

Polio research is now suggesting that the danger of contracting paralytic poliomyelitis from the vaccine is greater than the danger of contracting it from the wild virus. However, recent incidents in Britain indicate that the wild polio virus is still in circulation. Cases recently

reported have been associated with the wild virus and not with the vaccine-derived strains.

Because children who have not been vaccinated are not as likely, nowadays, to have developed any immunity through contact with wild polio virus, the disease can strike them virulently when they do come into contact with it.

This was the case with the members of a U.S. football team and of a Dutch village who contracted the disease from wild virus. Both groups came from communities which

forbade vaccination for religious reasons.

### Parents at risk

Where parents have not received vaccination against polio, they become susceptible to it with the vaccination of their first child. The proportion of such parents must of course be small because of their pre-1960 exposure to wild virus and because of the fact that many received Salk and Sabin vaccine between 1955 and 1963.

However, parents of this group who were not vaccinated, and who come into contact with polio "vaccinees," are reported to be contracting the disease at a rate which indicates that such adults are 10 times more likely to contract poliomyelitis than are children.

### Immunization must continue

If our children are not vaccinated, says a contributor to the "New Scientist," they will face a ten-fold risk of vaccine poliomyelitis when their own children receive vaccine, or when they are in contact with vaccinees. At present only the comparative absence of wild virus has prevented epidemics. The natural spread of wild polio-virus has been interfered with and unless everyone continues to be immunized, epidemics will erupt in the future.

Whenever your doctor prescribes a drug for you, tell him what other medication you are currently taking. When different drugs are taken at the same time, the interaction may alter the intended effects. Avoid the dangerous equation.

## English in French schools

The Ministry of Education has issued a directive that English teaching may begin in Grade 1 in French schools, provided that school boards first get the Minister's authorization. This directive replaces a 1974 regulation that allowed school boards to introduce English to the curriculum in French schools prior to Grade 5, provided that a minimum of 27 parents had so requested. No authorization from the Ministry was necessary under this regulation.

According to the Ministry, the

directive provides a means for control of the teaching of English in French schools throughout the province, but its purpose is unclear. Possibly it may provide a way for the Montreal Catholic School Commission to institute Grade 1 English-second language courses on an experimental basis in 10 of its French schools.

The government's recently released Green Paper on elementary and secondary education proposes the teaching of English as a second language from Grade 4.



The highest accident rate for children is from 10 to 14 years of age, and most injuries are a result of traffic accidents. When driving, always be on the alert for children, especially in school zones and residential areas. Teach them the traffic rules. Make safety consciousness a part of their Lifestyle.

## QUEBEC'S STATUS OF WOMEN COUNCIL:

## Looking at counselling

Access to information as to opportunities for further education and training for high school girls is essential to women's rights, in the opinion of the Council on the Status of Women. Inadequate guidance counselling can contribute directly to dependency and helplessness in women as adults, and for these reasons the Council has produced a survey of guidance counselling practice. The survey follows upon a study of sexism in elementary text books in French schools which showed up the stereotypes used with regard to women's roles and family styles.

The survey of guidance counsellors is the first step in a study aimed at identifying factors affecting guidance counselling for girls, and at setting up common action by professional associations to sensitize schools to the problem.

### Different information

The survey shows that only some 10% of guidance counsellors surveyed feel that they differentiate between the information given to girls and that given to boys. Yet some 30% reported using the Kuder inventory of career interests which has a version for girls separate from that for boys. Moreover, out of 106 brochures on careers distributed, 102 were addressed either to boys or to girls, with only four addressed to young people without differentiation.

### Girls' expectations

Guidance counsellors surveyed feel that about half the girls expect to leave work to bring up one or more children and to return to the labour market after they are grown. About a quarter of the girls do not expect to return to the labour market after the birth of their first child.

A smaller proportion expect to work only up to marriage. And a very small number foresee being in employment all or most of their lives.

The guidance counsellors indicated that, in by far the larger number of cases, it was the girls themselves who did not consider it worthwhile to undertake lengthy post-secondary training.

### Choosing a career

The reason why girls only rarely opt for careers in areas traditionally male seemed to be, for the most part, because of a lack of female role models in those fields, or because the girls were themselves prejudiced against choosing such careers. More than half the counsellors felt that there was a serious waste of human resources because of the influence of traditional stereotypes on girls' perceptions of careers and because of a lack of unbiased guidance information.

The Council on the Status of Women of Quebec has initiated as a pilot project in the French school system a French version of the "Wheel of Fortune" game developed by YWCA workers in California some years ago. The game is used as a counselling device in some English schools in Montreal and other school systems in Canada.

The "Wheel of Fortune" provides stimulus to small groups of girls meeting in session over several weeks, to project themselves into their futures and consider the effects of decisions and events in the lives of a fictitious set of girls of typical but varying aspirations. 'Chatelaine' magazine some years ago described this program, quoting girls who had taken part as having gained a more practical attitude towards their future.

## CANADA SAFETY COUNCIL:

## Watch out for children inside & outside your car

804 children under the age of four were killed in Canada during the ten year period 1965-1975, and another 36,714 were injured while they were passengers in automobiles.

Other statistics at the Canada Safety Council show in one recent year, 6,061 people of all ages died as a result of traffic accidents, and 220,941 others were injured. The Council estimates that about seven percent of all those, or 424 and 15,466 respectively, were under the age of 15.

These accidents were unexpected. Most accidents are — at least by those involved in them even though sometimes others can anticipate them. They were unintended, and "caused" by drivers no less concerned for the safety and well-being of children than other accident-free drivers.

Every time a driver sets out with a young passenger, that driver is responsible for the child. Accepting that responsibility as an adult means making sure the child is safely buckled in an approved child restraint system. If not buckled in, the child becomes a small human projectile when that unexpected crash occurs.

Using the latest figures available, more than 64 per cent of all Canadian pedestrian fatalities are people either under the age of 15, or over the age of 55. In other words, people least able to watch out for themselves. People who lack traffic experience, who may be wrapped up in an imaginary game, or whose eyesight may be

fading and whose reactions may be slowing down.

It is simplistic to simply tell drivers to take extra care around pedestrians, but on a more positive note drivers can be advised to pay special attention when they see either children or the elderly at the side of the road, and to expect just about anything!

## CBC wins children's broadcast awards

After three days of screening children's programs from all parts of Canada, the Children's Broadcast Institute has announced winners of its TV program awards.

The popular favorite CBC-TV series Mr. Dressup won the award for Best TV Series in English for Pre-schoolers. This award was received by Judith Lawrence, puppeteer on the series, telecast weekday mornings at 10:30 and at 4:30 p.m. Mondays.

The award for Best TV Series in French for Pre-schoolers was won by the series Nic and Pic, produced by Radio Canada in Montreal, and telecast on the English network in past seasons.

A third award was also won by CBC when Homemade TV won a special award for Children's comedy. The judges at the three-day C.B.I.-sponsored Festival of Children's Programs found Homemade TV to have an outstanding blend of comedy and social purpose, says John L. Kennedy, Head of CBC Children's TV.

The festival was held Oct. 16-18 at Montreal's Hotel Meridien.

The Children's Broadcast Institute was formed for the specific purpose of helping to find ways to enable radio and TV to play a more creative role in the lives of Canadian children.

## Progress of Resolutions TRANSPORTATION

An October meeting between MUCTC and QFHSA revealed that MUCTC had begun to study the safety factor in depth and were submitting proposed identification changes to the Department of Transport for their approval. In discussion it was revealed that MUCTC bus numbers (not route numbers) were now placed in a more prominent position. Anyone seeing an infraction should note bus number, location and time of infraction and report it to the Supervisor of Surface Transportation, MUCTC.

As of the New Year no ruling had been handed down in last February's fatal accident.

The MUCTC has shown interest and approval of the guidelines and responsibilities on school transportation issued jointly by the Lakeshore Regional and Baldwin-Cartier School Boards and will be making recommendations in keeping with their operation.

A meeting between Department of Transport, Protestant School Board of Greater Montreal and MUCTC is scheduled at time of printing.

## MEMBERSHIP

The following schools have sent in their membership lists for 1977-78:

Alexander Galt  
Algonquin  
Allancroft  
Asbestos Danville Shipton  
Ayers Cliff  
Aylmer

Baie Comeau  
Beacon Hill  
Beaconsfield Elementary  
Beaconsfield High  
Briarwood

Carlyle  
Cedar Park  
Champlain Street School  
Chelsea Elementary  
Christmas Park  
Courtland Park

District of Bedford  
Dorset  
Dorval Gardens  
Dorval High  
Dunrae Gardens

Eardley  
Edgewater  
Edinburgh  
Elizabeth Ballantyne

Gardenview  
Glencoe  
Greendale

Hampstead  
Herbert Purcell  
Holland  
Howick  
Hudson  
Hull

John Rennie

Keith

Lachine High  
Lachine Rapids  
Lakeside Heights  
LaSalle High  
Lennoxville  
Lindsay Place High  
Logan

Macdonald High  
Magog  
Malcolm Campbell  
Maple Hill  
Mary Gardiner

We would like to welcome Logan and Wagar High back.

It is also good to see the growth in the Hull area. Interest has also been shown in Home & School by several elementary schools under the Richelieu Valley School Board—namely Boucherville, Cedar Street and Courtland Park.

**Criteria for Membership Awards**  
Membership awards are based on the percent of membership compared with student population. There will be prizes for:

—highest percentage of membership in a Home & School  
—highest percentage of increase over last year

and possibly some for continuously high percentage of membership, or increase in membership.

We are sorry we did not notify you last year of the change in standards for membership awards (they were previously based on the number of families in a given school).

Also please don't forget that your number of voting delegates to our Annual General Meeting is determined by your membership as of March 1, 1978. Lists to be received at Federation Office no later than April 1. (Constitution, Article V, Section I.)

Meadowbrook  
Montreal West  
Morison  
Mountrose  
Mount Royal High

New Carlisle  
Northmount  
Northview

Oakridge  
Ormstown

Richmond  
Rosedale  
Roslyn  
Russell

Seigniory  
Shigawake  
Somerset  
Spring Garden

Ste. Foy  
Stonecroft  
Summerlea  
Sunnydale  
Surrey Gardens

Thetford Mines  
Thorndale

Val Cartier  
Valleyfield  
Valois Park

Wagar  
Westminster  
Westmount High  
Westmount Park  
Westpark  
Willingdon  
Willowdale  
Windermere

## Educational Congress

From June 17th to 21st, 1978, in Toronto, there will be held for the first time a Canadian Congress on Education, sponsored by the Canadian School Trustees' Association. The Congress will be held in the Harbour Castle Hilton and invited are school trustees, administrators, university academics, teachers, bureaucrats, and members of Home & School Associations and other education-related organizations.

The Congress and its theme are inspired by the study of Canadian education policy undertaken by the Organization for Economic Cooperation and Development which is based in Paris and of which Canada is a member.

The OECD Review raised many issues which are of common concern to educational policy makers throughout many industrialized countries. The CSTA Congress will provide the opportunity to present, discuss and exchange new information on concepts of educational policy.

## Creating jobs for dropouts

Some 6,000 actual or potential school dropouts have been helped by the Canadian JET (job experience and training) program, learned the ministers attending an Organization for Economic Cooperation and Development conference in Paris.

Under the program, chambers of commerce offer nine-week jobs (soon to be extended to 26 weeks). The Ministry of Employment and Immigration of the federal government has the authority to use unemployment insurance funds for work sharing, job creation and training. The JET program aids the private sector to offer Canadian jobs, and avoids past alternatives of creation of public sector employment.

The theme, Educational Policy and the Choice of Futures, reflects the juncture at which education finds itself. It is at the end of a period of exceptional expansion. Education now faces a new era of recognizing realistic limitations on education. Major educational issues are seen to require treatment within the framework of larger political and social concerns.

Internationally renowned speakers and personalities will be participating in the Congress. There will be formal plenary sessions, panels and debates.

## REMINDER Area Reps Presidents

The next Quebec Federation of Home & School Associations Board Meeting will be March 4, 1978.

The Congress program will cover five days. Registration is now underway at the conference office, 191 College Street, Toronto, Ontario M5T 1P7. The registration fee for the full program is \$125, with single-day, two- or three-day programs also available at a lesser fee.

## QFHSA AREA REPS

as of February 6, 1978

Baie Comeau Mrs. June Albert  
Bedford  
Chateauguay  
Eastern Townships Mrs. Barbara Kerr  
Gaspé Mrs. Diane Le Gusley  
Greater Quebec

ISLAND OF MONTREAL Central Cote St. Luc  
Dorval Mrs. Grace Lindstrom  
Lachine Mrs. Ruth Pidduck  
Lakeshore I Mrs. Pat Lewis  
Lakeshore II Mr. Terry Copeland  
Mr. Terry Jones

Lakeshore III Mr. Charles Tanner  
Lakeshore IV Mr. James Thomerson  
LaSalle Mrs. Aldis Lee

Montreal West Mrs. Sandy Cytrynbaum  
Mount Royal Mr. Vaughn Marulis

North Montreal  
Northwest Montreal  
N.D.G. I  
N.D.G. II  
Pierrefonds  
St. Laurent  
Westmount

Mrs. Anne Rigler

Ormstown  
Saguenay Mr. Colin Grimson  
Seven Islands  
South Shore (of Montreal)  
Western Quebec Mr. Rod Weiner  
Mrs. Tina Lahoar

## Now is the time to join Home & School!

Membership to Home and School isn't just for parents—it's for teachers, administrators and concerned citizens as well who desire to participate in, support and promote the objectives of Federation.

### JOIN HOME AND SCHOOL — YOUR INDEPENDENT PROVINCIAL VOICE IN EDUCATION

So you want to join your local association. Call your school to find out whom the membership chairman is, then send in your membership money immediately.

If you haven't yet joined Home and School through your local Association, or sent your money directly to Quebec Federation, this will be your last issue of the News.

Quebec Federation's membership year is based on the school year—September-June. You go on the mailing list once we receive your membership fee, and you are eligible to receive the NEWS until the following September or October.

- I/We wish to become member(s) of QFHSA for the year 1977/78
- Application for Supporting Membership. \$3.00 enclosed.
- Application for Group Associate Membership. \$10.00 enclosed.
- I/We wish to renew membership for the year 1977/78.
- I/We wish to notify you of a change of address (please indicate old address).

NAME .....

ADDRESS ..... Apt. ....

CITY ..... Postal Code .....

Name of Local School .....

No children in school but interested in membership

Return to: Membership Chairman, Q.F.H.S.A., 4795 St. Catherine St. West, Montreal H3Z 1S8.

NOTE: For those who wish to become members of QFHSA, wherever possible SUPPORT YOUR LOCAL ASSOCIATION. Maintaining members are advised to pay their \$3.00 QFHSA affiliation fee to the nearest

local Home and School Association (one of the schools where their children attend or have attended). In most cases, you do not have to be a

parent of a child in the school in order to become a maintaining member of QFHSA through the local or a supporting member of that local.

## More value for students:

# Free CEGEPs from rigid control

This view of the CEGEPs is a very personal one based upon my own, perhaps limited, experience and very much influenced by my own biases and prejudices. Moreover, I have thought mainly in terms of the anglophone colleges for despite years of genuine consultation and cooperation with the francophone colleges we still remain different.

For a variety of reasons, not all of them based on fact, the CEGEP has generally not enjoyed a good reputation amongst the Province's anglophones.

The major anglophone attitude can, I suppose, be characterized by the question "Who needs it?" Most anglophones, at least those who have been relatively successful in school and university, could not understand why a two-year college has to be inserted into the "normal" flow from Grade XI to university.

These anglophones might, if they cared, acknowledge that something was needed by the French system but felt that there was no reason for imposing it upon the anglophones. Moreover, the argument ran, if Grade XI plus McGill had produced the superior product that all Quebec anglophones believed it had, why was there need to change? There was also, and still is, the reluctance to relinquish the notion that eleven years of Quebec education is as good as or better than twelve or thirteen years of Ontario education.

While more thoughtful people might recognize that there was a deficiency in this Province in technical and technological education, there was still the question of who needed it. In the main, the anglophone population believed, and perhaps still believes, that its young men and women were destined for university and hence the technical training was needed most by francophones.

### University resistance

The university community could be expected to oppose the innovation. One important function of a university is to resist sudden and destructive change so one must expect a conservative assessment of innovation. In addition, one must also remember that the CEGEPs took the first year away from the regular four-year degree program which meant for the universities reduced enrolment, reduced operating funds and in some cases dismissal of faculty.

To be fair many of us who welcomed the opportunity of being involved in the creation of the CEGEPs tended to be idealistic, frequently naive and occasionally irresponsible. In our desire for something new we often discarded old things of proven value, in our demands for freedom we often forgot the self-discipline that this implies, in our search for relevance we sometimes sacrificed long-term obligations to short-term satisfactions.

Regrettably, education frequently reacts to the whims of change by veering violently from one course to another. Perhaps these excesses are unavoidable but unfortunately, during the rapid heeling from

side to side, many students are swept overboard.

Many of us were eager to meet the real needs of the student, educational, psychological and social in an environment that was emotionally supportive and intellectually stimulating. However, in an attempt to achieve these worthwhile goals we sometimes forgot that we were dealing with young people

from a variety of backgrounds, some of whom needed guidance, many who needed reasonable control and only a few who were mature enough to cope with freedom. Many faculty members, themselves young and fresh from graduate schools, where noisy revolutions were taking place, took what might be described as a romantic view of education and favoured the emotions over the intellect. Some instructors saw "rapping" as more "meaningful" than formal teaching and warm feelings as more important than intellectual rigor. Many of our students suddenly freed from the restraints of the high school searched for limits to their new found freedom and finding there were few pushed liberty towards licence.

And all of this was taking place in a Quebec society in which the majority culture was asserting itself for the first time in its history, where a succession of provincial governments seemed unable to give responsible leadership and where organized labour became increasingly more demanding in its desire for a new society. It was inevitable that instructors would become unionized and given the social and political context it was to be expected that in many cases the faculty unions would become more and more militant and involved with the whole labour movement rather than just concerned with local college conditions.

### Union concern

While I am realistic enough to recognize, reluctantly, the need for faculty members to become organized in order to ensure, as far as possible, job security, decent working conditions and an adequate salary, I am concerned because of the effects of unionization upon the educational atmosphere.

While I recognize that poor administration contributes as much to a poor atmosphere as overly aggressive unions, I must deplore the mental attitudes that are created when a college is divided into two factions. The essence of a good college or university is tolerance, academic freedom and the disinterested search for truth in all its manifestations. With aggressive unions and threatened and threatening administrators instead we have distrust, the imputing of dubious motives by each side to the other, a commitment to rules and rigidity rather than to reason and an emphasis on procedures rather than on substance.

CEGEP administrators, frequently selected because of their academic qualifications and ability as educators, rarely use these skills but find themselves spending most of their time in endless and frustrating local negotiations.

If an administrator enforces the strict letter of the union agreement, he antagonizes the reasonable faculty; if he is flexible and given to compromise, he is seen by the union executive as being weak or naive, or both. Frequently the administration feels it must honour the agreement as written while it appears as if the union executive sees it as binding only on the other party.

The collective agreements in the CEGEPs are essentially unworkable. In the main a collective agreement can be only one of two things. It can be a simple statement of agreement reached by two parties acting in good faith and subject to future reasoned discussions to reach positions seen as reasonable by both parties or it can be a massive document that attempts to cover every possible contingency and to protect the union members under almost any circumstance. The CEGEP collective agreements are of the

## Notes about the author

The writer of this article, Brian Ash at fifty has accumulated many years of experience in the educational field. He is a graduate of the Crypt School, Gloucester, England, has a B.A. from Sir George Williams, his M.A. (majoring in English) from the University of Vermont and his Ph.D. in English Education from the University of Syracuse. He is a past principal of Central Park School in Lachine and Keith School in Ville LaSalle. In 1969-70 he went to Vanier College as an Animator for workshops, seminars, discussion groups and lectures; the idea being to involve students and faculty in a constant evaluation of the educational process. From 1970-74 he was the Dean of Students at the University of Manitoba and from 1974-77 he was the Director General at Champlain Regional College, where he oversaw the completion of the new campuses at St. Lambert and Ste. Foy (Quebec City). He is presently at Mount Allison University in New Brunswick.

second type and hence are complex, complicated and full of unavoidable booby traps. Procedures are Byzantine and frequently impossible to administer without giving opportunity for grievance on picayune matters. Although most unions claim and try to be democratic in operation, in fact they often tend to be run by an aggressive minority whose activities are condoned by the membership, who attend meetings irregularly and in small numbers thus allowing the energetic few to run their affairs. Most faculty members, once their salaries and general working conditions have been ensured, wish nothing more than to do their work in a non-threatening atmosphere. Often, their representatives seem to relish nothing better than continuous confrontation. Ineffectual administrators or effective ones who offend the union executive find them-

selves in untenable positions. The turnover in senior administrators is alarming.

### Conservatism criticized

Having emphasized the deleterious effects of aggressive adversative attitudes in a college I must also point out that while the union/administration skirmishing takes place many, perhaps the vast majority, faculty members go about their tasks in the traditional way attempting to maintain academic standards and to influence in a positive way those young people with whom they come in contact. For example, my own college has been criticized as being too conservative — a criticism which many of us who work in the college, both faculty and administration, regard as a compliment.

At its best the CEGEP can be another chance for the student to determine what he wants to do with his life, an opportunity to sample the various academic disciplines and to augment his intellectual skills while planning for the future. It is also an opportunity in some colleges to acquire technical and technological skills which have an immediate value in the marketplace.

Ideally the CEGEP is a teaching and learning institution. Many good faculty, well qualified for university teaching, are attracted to the CEGEP by the opportunity it gives for concentration on teaching in relatively small classes with sufficient time to consult and to encourage individual students. The university professor has the institutional demands for research and for publication; the CEGEP instructor can concentrate all his energies on improving the quality of his teaching and in helping students. This can be a very rewarding experience.

Despite the problems inherent in the creation, virtually overnight, of new colleges, I believe that had the CEGEPs been given more real freedom from Ministry of Education control they would have developed in such a way as to be more valuable to the students. I recognize that the Ministry must impose financial restraints and also that many things that happen in schools and colleges imply many unforeseen but frequently substantial costs to society at some later time. However, the increasing centralization of educational policy and the attempt by the Ministry of Education to control the curriculum and course content is not conducive to the development of excellence. Whenever government becomes too involved in education it attempts to impose a mediocrity for all where I believe it to be essential to encourage excellence while tolerating the unsatisfactory in the belief that eventually the good examples will raise the overall standard.

For some reason North Americans generally mistrust excellence in education. There is an assumption that in a reputed egalitarian society one must offer much for the millions rather than offer a chance for real intellectual stimulation for everybody.

Speaking as the Director General of a regional college I know that each college community is unique and hence what each college offers should be unique. Instead, we have imposed upon all a semester system which has become increasingly more rigid in application and increasingly more demanding in terms of available time upon the best students while giving little to those students who do not fit easily into the mold.

I hope that no one expects a university course and program at any given university to be the same as that at any other university. Universities encourage their faculty constantly to expand the dimensions of their disciplines and to review continuously their obligations to those disciplines and to the students. In the colleges the reverse is true, instructors are expected to work towards uniform contents and uniform standards in some mistaken way believing that uniformity assures high quality and equality of opportunity. The only thing that is really achieved is to allow university admissions officers to act as if one CEGEP course is identical to the same course taught at another CEGEP and hence to admit or to refuse admission to students on some standard basis. However, as university professors, quite rightly, make their own assessments of their freshman students (and also the quality of the CEGEPs' instruction) this is essentially irrelevant.

As I said at the beginning of this article, this is a personal view and I admit my prejudices which by now must be clear. However, to be fair, I must acknowledge that in ten short years or less viable and important collegial institutions have been created. Administrations and administrative procedures have evolved, faculties have been recruited and united in a sense of educational purpose and students have been stimulated and given an opportunity to grow. Many CEGEPs have become cultural centres and acknowledged foci of intellectual development.

I am a believer in small units in education. I am disturbed that a student moves anonymously through large high schools only to hear his name mispronounced at graduation. I am worried that all governments appear to wish to centralize education. I fervently believe in college autonomy and in academic freedom. I am convinced that had the CEGEPs been given real, rather than token, autonomy they would have developed in exciting yet responsible ways. My own feeling is that the needs of our present students can be met by what I have referred to elsewhere as "compassionate conservatism." By this I mean the development of the traditional academic and intellectual skills in an environment of concern for the student. I still believe that a good general education is the best basis for the development of our society and moreover that we have efficient dedicated administrators, faculty members and support staff to ensure, now that the initial ferment is over, a responsible development of our colleges.



Please display this poster in your window or other prominent place to show your support of Federation's challenge of Bill 101.

# FREEDOM OF CHOICE HOW MUCH IS IT WORTH?

Your Support of the  
**QUEBEC FEDERATION OF  
HOME AND SCHOOL ASSOCIATION'S  
CHALLENGE OF**

## **BILL 101**

The Charter of the French Language—  
WILL HELP ENSURE YOUR BASIC RIGHTS, INCLUDING THE  
RIGHT OF PARENTS TO DECIDE THE LANGUAGE OF EDUCATION  
FOR THEIR CHILDREN.

**PLEASE FILL OUT THE FOLLOWING COUPON  
AND GIVE ONE TO A FRIEND**

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I want to help fight Bill 101. Please accept my contribu-  
tion of \$\_\_\_\_\_.

Name \_\_\_\_\_

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City \_\_\_\_\_ Tel.: \_\_\_\_\_

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and mail to: 4795 St. Catherine Street West  
Montreal H3Z 1S8

Official receipts will be issued for contributions of \$10.00 and more.

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# FOCUS on the LOCALS

## SUNNYDALE PARK:

### Many programs keep parents busy

Children and parents have been offered extracurricular activities by their H&S this fall. A new cookbook "Sunnydale Samplin's" rolled off the presses just in time for sales at Santa's Sunnydale Fair in November.

A variety of programs have been involving 275 boys and girls in activities such as judo, ballet, and French conversation. Over 25 women have been registered in a Yoga class. Each of these groups has its own convener. A new extracurricular program, the "Coordination Group," has been developed to answer a need expressed by the teachers. When this need was considered by School Committee and H&S last year, the result was a 15 week session, begun in March 1977, for children with coordination problems. Co-conveners Bunny Rawlings and Marilyn Birman have registered 28 children, some of whom have learning disabilities, but the program also includes help for those with gross motor problems.

The program has been recommended to certain students by Sunnydale Park homeroom teachers, as well as free-flow and physical education specialists. Coordination Group Instructor is Mrs. S. Everitt, O.T.R. A number of Lindsay Place High School students volunteer their time to assist in the program.

In August, Bunny Rawlings, President of the H&S, said casually to her Executive "Why don't we publish a cookbook?" That faint glimmer evolved into the frantic pace of getting the 'glimmer' printed, collated, and bound in time for the Santa's Fair on November 12th. "Sunnydale Samplin's" sold



Saturday, October 29, 1977, found this group of volunteers made up of teachers, administration and parents, collating Sunnydale Samplin's Cookbook.

well at the fair and will be available throughout the school year by writing to Sunnydale Samplin's, 150 Hyman Drive, Dollard des Ormeaux, Que. H9B 1L6. The cost is \$3.00.

Having never ventured into this field before, the Cookbook Committee had no idea of the problems which would present themselves. The tremendous spirit of Sunnydale Park families came to the fore. Andrea MacElwee, a former Sunnydale student, did all the illustrations. Advice from people in related professions was unlimited. Help was received from the parent body, making a successful venture possible.

The recipes in "Sunnydale Samplin's" came from the people actively involved in making Sunnydale Park School a pleasurable learning experience for the children.

## CHRISTMAS PARK: 40 volunteers run library

Christmas Park H&S began its new school year with events to welcome the teachers back to school and new parents to the school. By October about 83% of school families had become H&S members.

An active library committee, with about 40 volunteers, operates the school library. The co-ordinator of the library program, Mrs. Barbara Craigie, has designed a Library Skills course for the children.

The Christmas Park Tatler, the H&S newsletter, is published monthly. This communication keeps parents informed of H&S, School Committee and School activities and news. From time to time, brief outlines of special services provided in the school help to broaden parents' knowledge of their school.

Several members of the H&S participated in the Blitz on Ottawa in October. A Bill 101 Action Committee is encouraging parents to do their part in protecting human rights.

The fourth annual Santa's Sunnydale Fair, sponsored by the H&S, took place on Saturday, November 12, and was thoroughly enjoyed by all.

The H&S Coordinator of Special Events, Mrs. Karin Prengel, was assisted by Mrs. Louise Sharman in heading the most successful fair — in terms of participation, attendance, and fund-raising.

Many volunteers generously offered their time both on the day before and the day of the Fair. H&S raised approximately \$1,350. that day. Sunnydale Samplin's cookbook — hot-off-the-presses — raised \$325. from sales.

The day was made complete by the presence of Santa Claus and Raggedy Andy, who handed out candies to the children throughout the day.

## NEW CARLISLE:

### Plans to give free milk

Under the leadership of a new president, Campbell McBurney, New Carlisle H&S has made a good start toward equalling its membership of previous years; membership stood at 51 as of a recent meeting.

In October, a plaque was presented to Mrs. Kathleen Chase, a teacher now retired, in recognition of her outstanding service to the New Carlisle H&S during her nine years as a member of the school staff.

The Executive has been looking into the matter of free milk being available in some school areas.

The library of New Carlisle High School is staffed entirely by parents each afternoon of the week. Two parents, or H&S members without children in the school in some cases, when on duty, are responsible for the total operation of the library. About 10 members are involved in this project, some of whom have been acting as library volunteers for several years.

## VALOIS PARK:

### Saturday afternoon movies

Valois Park got off to a positive start this year with an increase in membership. At "Meet the Teacher" night they organized class mothers to sell memberships in each classroom.

About 80 volunteers are working in the school. A newsletter keeps parents up to date.

A skate exchange was held in October. Saturday afternoon movies held once a month have turned a profit of over \$100.

## EDINBURGH:

### Provides art lessons for children

Edinburgh started its year with a problem which besets many an association. Members of the previous year's executive were no longer able to devote the required time to H&S. With active encouragement from principal and staff members and provision of details of various duties of executive members, it has been possible to fill all positions from the ranks of volunteers.

Organization has been

completed and art lessons for children are underway.

A number of fund-raising ideas have been considered, with a T-shirt sale and a Book Fair being looked into in more detail.

Edinburgh H&S participate in a number of charitable collection projects where the children are directly involved. Parent volunteers for the library and freeflow program are arranged by the H&S.



At Cedar Park carving presentation were: Knute Sorensen, Acting Director General of L.S.B.; Gerry Hopkins, Chairman, L.S.B.; Ann Gilker, teacher at Cedar Park; Jocelyn Rehder; Willard Davidson, Principal; Susan Hierlihy, President, H. & S.; Audrey Bishop, teacher Cedar Park and Keith Farquharson, District Ed. Officer, L.S.B.

## HOLLAND:

### Raise funds to fight Bill 101

Holland H&S has been involved this year in an effort to build school spirit and to encourage parents to be active participants in the H&S. Membership this year is the highest it has been since their beginning in 1945.

Newsletters published in the Quebec Chronicle Telegraph help to inform parents on specific areas of the school curriculum, as well as to publicize school needs, H&S

activities, and meetings.

In collaboration with Ste-Foy H&S, films have been shown every second Saturday. Funds raised in this way are earmarked for the fight against Bill 101.

Telephoning and emergency mothers have been organized by the H&S, the former to pass on messages from the school, and the latter to share their homes with children stranded in the city during snowstorms.



## SOMERLED:

### Children in basketball program

This year Somerled has a volunteer parent teaching the children basketball after school. This activity is open to any child from age 9 years and up, and the initial turnout of 50 children resulted in Mr. Nauss having to divided them into two age groups.

In November the annual Chocolate Bar drive was held,

with successful results. Prizes were awarded, on a draw basis, to those children who sold a dozen or more bars. A special prize went to Brian Smith, who was the top salesman of the year.

A Children's Christmas Bazaar was held on December 9, enabling the children to purchase gifts for their parents.

## SHARE YOUR HAPPENINGS WITH OTHERS

### YOUR 'ROUTINES' MAY BE NEWS FOR OTHERS!

## MAGOG and DISTRICT:

### Growing interest in new H&S's

Barbara Kerr reported to the November QFHSA Board Meeting that a number of schools in her area are expressing an interest in H&S.

Alexander Galt had 38 members at that time. Lennoxville parents had been invited to a meeting whose purpose was formation of a H&S executive. Waterloo was giving serious consideration to holding a membership drive.

**WILLINGDON:****It's fun to participate****CEDAR PARK:****72% belong to H & S**

Cedar Park shows evidence of parental participation in its membership which has reached 72% of their families.

Now *Participation* is coming to Cedar Park. The action began with a family skating party at an outdoor rink in the vicinity of the school. On four consecutive Friday evenings at the gym, there will be activities such as calisthenics and yoga, use of gym equipment, hockey & broomball (outside), volleyball and basketball (inside), and winding up with a Toobolla Party. These activities are designed to include both children and their families.

Cedar Park H&S is sponsoring a performance of "Peter and the Wolf" by Entre Six ballet group for the children in April. A study group has been formed, along with the School Committee, to consider the

Green Paper on Education.

Cedar Park H&S has received a most unexpected long-distance reaction to an article on their School History Project in *Focus* on the Locals some time ago. This fall they received a letter from Huntly, Aberdeenshire, Scotland, from a former student of Cedar Park, in the early 1900's. Somehow this person had read the article in the Home and School News, *Focus* on the Locals, and shared the memories the article evoked.

At a general meeting of parents in the fall, a presentation of a soapstone carving was made to Jocelyn Rehder on behalf of the parents of the Cedar Park community.

The H&S publicly thanked Jocelyn for representing the Cedar Park area for the past 10 years on the Lakeshore School Board, and wished her well in the future.

**Crisis in Dorval**

By Sandra Keightley

The closing of three elementary schools and the high school in Dorval has become the target of the PSBGM area administrative committee. In their zeal to solve the very real problem of declining numbers in all four schools, they have recommended transferring all high school students out of the community and transforming the three storey high school building into an elementary school.

With one of the newest and best equipped small high schools in the PSBGM, this incredibly shortsighted suggestion has created a crisis situation in this community. While the community has been working toward a rationalization of the three elementary schools over the last two years, this latest scheme of the PSBGM area/administrative committee was made known to the community early in January of this year.

On January 23rd, 1978, a meeting of 400 concerned parents, teachers, and invited speakers from the three elementary schools was held in the High School gym, to hear and discuss what alternatives were possible. Of particular concern is the prospect of reduced options for students of Dorval High if it remains open.

This concern was most effectively allayed by the presentation of Professor Donald Trotter, covering the many alternatives available and even the possibility of enlarging the options in a small high school. Don's presentation has been followed up by a curriculum survey of the community's wishes in this regard.

Representing the PSBGM administrative committee was Mr. T. Blacklock along with Mrs. G. Ostro and Mr. W. Ford. Mr. A. Talbot, commissioner of the PSBGM, assured the meeting that the board would respond to the clearly expressed wishes of the parents to keep the school open.

If communities such as Dorval do not remain attractive in terms of school facilities to the families who can move in and help maintain school populations, the PSBGM will continue to close schools at an ever increasing rate. We in Dorval do not believe this result is what the PSBGM Commissioners expect from the work of their area administrative committees.

**Ed. note:** At its regular meeting February 22, the P.S.B.G.M. voted to keep Dorval High open but put the axe to Surrey Gardens, one of the two elementary schools in Dorval to come under the Major School change study.

Willingdon H&S has been keeping in touch with the MP for their area. On the lighter side of things, a Fun Fair was held on December 3rd.

A number of Willingdon H&S members joined with delegates from elsewhere in the province in the Blitz on Ottawa in October. In November the Hon. Warren Allmand spoke to interested parents on Bill 101 and other government matters. An exchange of questions and answers followed.

The Fun Fair, with all goods donated by Willingdon families and people in the community, offered a variety of items for sale. A lunch counter was available, with sandwiches and cookies, fudge was sold to satisfy the sweet tooth, and coffee and lemonade rounded out the menu. Fun booths and games were well patronized by the children, with some of the older students helping out in running the games. Fathers assisted in the project, particularly in putting up and dismantling booths.

**SPRING GARDEN:****'Spotlite' news**

The "Spring Garden Spotlite," in its first issue for the year, was a perfect example of the type of school from which the newsletter emanates. Spring Garden was designed as a community school. Its newsletter carried messages from H&S president and several committee convenors, the principal, the school committee and the Community Council. Poetry and prose created by the children and a fun page for the children rounded out the first issue of the "Spotlite."

**MacDONALD HIGH:****Meet the teacher night**

At Macdonald High School, Ste. Anne de Bellevue, 'Meet the Teacher Night' the 50th Anniversary of the Home and School Association in Canada was observed. Seen here are Judy Pryor, President of the Student Council, David Hill, Principal, and Mrs. Ruth Brown, President of Macdonald Home and School Association.

**HOWICK:****Membership doubled**

With a membership nearly double that of last year, Howick H&S has had an active fall, with a number of events in the planning stages for the balance of the year.

In September the annual "Meet the Teacher" night had a much better attendance than usual. The children brought their parents, and prizes were awarded to the classes with the best parent representation.

A Halloween party was held in the afternoon, with all students and some teachers in costume. Two children from each grade received prizes, as names were drawn from a hat.

Three H&S members participated in the October "Blitz"

on Ottawa regarding Bill 101.

In November a skate-a-thon, with all classes participating, raised funds to be used toward the purchase of outdoor play equipment. The Christmas assembly entertained parents, grandparents, and friends with carols and Christmas plays. This year the students' Christmas project was the purchase of "Slumber Kits," for "Sleeping Children around the World," distributed by the Salvation Army.

Proposed events under consideration are a card party, bicycle rodeo, dance, bingo and raffle, and a junk sale. Some of these may be included in the February Carnival.

**Fund Raising Made Easy****MORE CASH!****FREE PRIZES**

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- Others claim it's strictly because they make more money with Prestige
- Then there are those who don't care about the money or the prizes—but they love our Van Houten chocolate.
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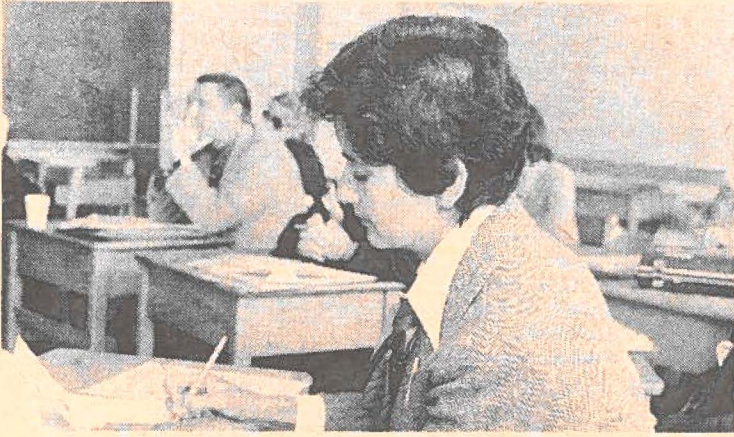


But why not call us, or write to us, and we'll be glad to tell you some of those other reasons that people have for buying from us. We also sell peanuts and mixed nuts.

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Annual event improves each year:

# Leadership conference attracts m



As usual, the sixty-five delegates who attended went home with a sense of having learned a lot. We are very fortunate in recruiting people who really do a thorough job of putting a workshop together. We had them on the following subjects:

Leadership Development  
Up-Date on Committees  
Communications  
Greenhorns  
Outline of Educational Process in Quebec  
Fund Raising  
Programming  
Parents and Teachers

Liaison with School Committees  
Liaison with CEGEPs  
Publicity  
Vandalism and Violence  
Volunteers  
Bill 101

Comments on all of them were very favourable, especially the Leadership Development which was run by John Salvis and Ann Usher of the Y.M.C.A.

We were sorry to have to raise the registration fee this year but we have to pay about \$90. for the use of the school, the cost even of sandwiches is up

and so is postage. I am pleased to be able to say that, while we didn't make a profit, we did cover all our costs this year.

Many people wrote on their evaluation forms that they regretted that more of their people had not been there to share the stimulating exchange of ideas and information.

Most expressed their intention of returning next year. In fact, we often find that after someone comes once they keep coming back each year. Locals must encourage more participation from their members.

## Leadership Workshops:

### Small groups studies all aspects of action

The approach that was taken at this workshop explored leadership as a way to actively solving various problems and dilemmas faced by Home and Schools around Montreal.

As a starting point the 20 or so participants were asked to break up into small groups to articulate their ideas concerning what the Home and School is and what does it do. Following these informal discussions reports were given. Three major themes emerged.

1) That the H&S provide a vehicle through which parents can give input into the educational process.  
2) That the H&S play a valuable role in enriching school life through a variety of programs and activities.  
3) That the H&S plays the unique role of an independent voice in education.

After the group reports were completed the discussion centred on the role of the Home and School, the kinds of projects initiated by various schools in Montreal and the relationship between Home and Schools, School Committees and teachers.

Upon completion of an informative discussion group members re-entered their smaller groups and began to identify some of the blocks which were experienced by various Home and Schools. Briefly the blocks included:

1) The fact that it is often difficult to involve the number of people required to work on the various tasks which need to be accomplished. It was noted that it is often the same people doing different jobs and so human resources are often spread too thin. Recruitment techniques and approaches were presented as ways of involving more people.

2) The fact that many parents simply view H&S as a fund raising group. This image was described as a factor preventing others from becoming involved in the many other facets of H&S work.

3) The relationships that professionals within the school system have with volunteers was also sighted by some as a block to the improved functioning of Home and School groups. With dwindling resources increased volunteerism in such areas as library services was deemed important.

4) The problem of training and orienting new members to effectively do the work required was also mentioned as a handicap to the development of the H&S.

5) The manner in which other parents perceive the H&S was again mentioned as a factor preventing more involvement of parents. Some people felt that the H&S is sometimes viewed as a "clique." Although this is not the way that members saw themselves, it was recognized that we must be aware of the way in which others see us.

6) Finally the practical problems of involving parents who might live several miles away in different communities was also mentioned as a problem which must be overcome.

After a brief coffee break group members got together and participated in a brief discussion styled lecturette, which highlighted appropriate styles of working in groups as being dependent upon 1) the individual; 2) the nature, composition and forces within the group; and 3) the situation in which leadership is being demonstrated. (More complete notes are available upon



One of the small groups of the Ann Usher/John Salvis workshop which looked into many aspects of leadership.

request.)

During the final portion of our workshop participants were asked to combine a theoretical application of through a problem solving exercise. In small group settings members were asked to work together in the

development of a hypothetical plan which would increase volunteer participation in the school environment. This simulation exercise was intended to help participants more fully experience:

1) the fundamentals of working in a group setting.

2) working under time restrictions.  
3) planning, organizing and strategizing.  
4) communications.

Following group presentations and rap-up discussion, the workshop ended.

## COMMUNICATIONS:

### Spreading the word . . .



Sue Hierlihy applied principles of communicating to get participation.

The workshop on communication involved the participants in the theoretical principles of communication and a practical exercise in the application of those principles. Group members enumerated some of the elements of communication that everyone brings to the communication process, such as values, expectations, abilities and senses,

and in a role play were able to identify those elements.

The workshop dealt with communication on a personal, one-to-one level, and communication in a group, attempting to discover the whole range of ways that people pass information back and forth. Part of the focus of the workshop was on what was called

'distortion factors', those factors that determine or influence what a person communicates and how he communicates the message.

The participants in this workshop agreed that communication is the greatest single factor determining what happens to a person in the world around him.

## FUND RAISING:

### Many ideas discussed

A small but enthusiastic group attended the Fund Raising Workshop. Many new schemes were discussed. We also discussed some of the problems of fund raising.

I would like to thank all those who gave so generously of their time to come and share with us their various school projects. We also had a lively discussion on the role of Home and School as fund raiser from an ethical point of view.

Reported by B. Milne-Smith and R. Pidduck

# The delegates as value recognized



## PARENTS and TEACHERS:

### School is for 'Human Beings'

The Parents and Teachers workshop, led by Pat Lewis, teacher and former Vice-President of QFHSA, was attended by seventeen people. The panelists were Mr. Edgar Knight, Principal of Sunnydale School and Diana Meek, Program Chairman, Lindsay Place High School.

Diana Meek spoke of the role of a volunteer coordinator in matching available volunteers with the teachers who wish to use volunteers in the classroom. She stressed the importance of establishing a good working relationship between parent volunteer and teacher.

Edgar Knight stressed the fact that a school is a place for human beings. In his opinion, a good staff makes a good school, but a good staff, plus parent participation, makes a terrific school. There are a number of ways in which an administrator can actively support parent participation. He ensures that ground rules exist for all those working in the school. He also plays a part in the coordination, recruitment, selection and training of volunteers. Sometimes his role becomes part supervisor and part referee. With the new dimensions of staffing a school, it is important to create and maintain an atmosphere of trust among professional, paraprofessional, parent, caretaker, etc.

Pat Lewis, speaking from her experience as a teacher, also felt that trust was the key. Some teachers, especially newer ones, may be uneasy about working with parents. It is important for a teacher to make parents feel welcome in the school, and in the classroom, with no limitations. This may be initiated through

meetings where the teacher outlines the curriculum, what the class hopes to accomplish, and some of the maturation characteristics common to children of the particular age group.

A class newspaper can give children experience, and also get information home to parents. It is helpful to a teacher to get to know the parents, and to determine their skills and willingness to help, to be drawn on when needed. Parents should not expect miracles from the school. There are many outside influences on a child, which can be a positive factor when parents encourage enriching activities at home.

The discussion portion of the workshop centred largely on the role of parent as volunteer. Ideas were exchanged on ways to make meet-the-teacher events successful. Some schools have had very positive experiences with volunteers from the community, usually discovered through personal contacts.

Some parents felt frustrated by administration reluctance to have volunteers in the school. It was suggested that groups such as the School Council, School Committee and H&S could be approached. If these groups were responsive their assistance could be useful in working with the school administration. Alternately, a social event involving H&S, School Committee, and teachers might provide an opportunity to interested parents to offer volunteer services, and see what the response might be.

Discussion in the workshop would suggest that this topic of Parents and Teachers might be an interesting one to be included in a local H&S program.

## PROGRAMS:

### 'How to' programs attract

Approximately a dozen delegates attended this workshop led by Mary Vlahos. They discussed the various types of programmes a Home & School could offer its membership. The three panelists, Prof. Daisy McNeill of McGill University, Margery Capes of the P.S.B.G.M. and Judy Bock, Chairman of Federation's Smoking and Health Committee, gave specific examples of three types of programmes. Prof. McNeill spoke on the history of moral ethics and the

new style of values today. Mrs. Capes touched on human sexuality and human awareness and on the two types of education—cognitive (providing children with skills enabling them to cope) and affective (involving decision-making skills). Mrs. Bock spoke on smoking and the environment. All three are willing to advise local associations on setting up individual programmes on these subjects particularly.

## VOLUNTEERS: Main stay for extra's in school

This workshop was co-ordinated by Sally Aiken (Roslyn School) and Mme. Majzels (a teacher at Roslyn) and addressed itself to the major concerns of the participants—i.e., the recruitment of volunteers in the school; the use (and sometimes the abuse!) of volunteers; and the frustrations of coping with an unco-operative administration or teacher resistance and resentment in some schools.

Admitting that there are no pat formulae for recruiting the perfect volunteer, the following suggestions were offered:

- One should not be embarrassed or reluctant to ask parents to volunteer for a task. It is a duty as well as a right and should be shared by as many as possible for the mutual benefits that accrue to the school, the community and the parent.
- Good communication between parents, administration and teachers is essential and admittedly fraught with difficulties. Roslyn School structure was cited as an example of how to assure a reliable flow of two-way in-

formation sharing in an elementary school. Here the H&S and the school committee share a joint executive. The volunteer chairman, the class parents chairman and the activities chairman are part of this committee and co-ordinate a large number of volunteers. The key disseminators of information are the class parents, who meet about three times a year with the principal, school commissioner, school committee chairmen and others. The class parents keep all parents informed by telephone.

• For high schools it was agreed that a telephone committee would work best and that a strong nucleus of volunteers could initiate such things as a week of job try-outs (outside the school); professional workshops (in-school exposure); big-brother tutors; awareness workshops to develop a more personalized concern for teen-agers.

It was noted that there is a wide range of acceptance of school volunteers, depending not only on the administration but on the make-up of the community.

A teacher/volunteer asked for consideration for the administrator or teacher who may not be initially too co-operative. Often it is merely a question of too little time. She urged volunteers to respect the guidelines of teachers, the necessity for punctuality, reliability, confidentiality and congeniality. She strongly recommended September workshop for teacher aides to inform the volunteer fully as to the scope, limitations and expectations of her role.

Regarding the problem of recruiting volunteers who live at a distance it was suggested that the school committee recommend the use of the school bus.

Attention was drawn to the Green Paper and its emphasis on the joint responsibility of school, community and parents for the quality of education and the correlation drawn between this intention and the need for informed parents. One crucial route to becoming informed is through helping out in the schools at whatever level is useful and meaningful both to the school and to the volunteer.

## CO-OPERATION WITH SCHOOL COMMITTEES:

### There's no single route to follow!

A small, but encouraging, workshop was held at the Leadership Conference to discuss co-operation between local home and school associations and their school committees.

The eight people present represented a cross section of schools and experience, from a rural elementary school of two hundred fifty children to an inner city high school of one thousand students from thirteen ethnic groups; the experience of the workshop participants covered both home and school and school committees with involvements ranging from a few months to thirteen years.

The workshop learned that co-operation does exist between local home and school associations and their school committees and that the key is PEOPLE. Parents willing to become involved and give of their time and talents and a principal and teaching staff who are co-operative and informative are essential ingredients. The involvement of student council representatives at the high school level was also stressed.

The remarkable discovery was made that there is not one right way, but that there are many possibilities for co-operative action, as well as many ways to organize meetings. Some schools had retained completely separate identities for their home and school association and school committees, meeting on separate nights and confining their meetings to a two hour period. When separate meetings were held, there was provision for a liaison whose report formed a regular part of the meeting agenda. In other schools, while both groups

remained independent, they met on the same night, together for part of the evening to share common concerns. The third option of meeting together seemed to apply when there was common, or overlapping membership.

Where home and school associations and school committees had maintained their separate identities, a consensus seemed to emerge on complementary roles with home and school working primarily in the areas of fund raising, volunteer's and extracurricular activities for students and in a few cases, for parents. Curriculum concerns seemed, for the most part, to be fed through the school committee. The importance of QFHSA was mentioned at this point for interpretation of parental concerns at the provincial level

and for the possibilities which it offers parents for a wider involvement.

The importance of liaison with French parents was mentioned and one school committee chairman described a joint meeting which they had held with the school committee of a French School in their neighbourhood to discuss matters of common concern. In this instance home and school members acted as hosts for both school committees and joined in the discussion. One school has a number of fathers, who do shift work, coming to volunteer in the school, an encouraging development.

Complementary roles, openness and co-operation between people seemed to be the name of the game and the workshop proved to be an informative and encouraging experience.

## CEGEP LIASON:

### To push for more french

Past-President Doreen Richter led a follow-up workshop on CEGEP liaison at their fall's leadership conference. The delegates present agreed that a CEGEP liaison committee be set up at Federation level, which in turn would encourage formation of CEGEP liaison committee in each High School by the local H&S, or School Committee. With the assistance of High School and CEGEP guidance personnel regional meetings might be arranged to educate committee members in course guidance: e.g. prerequisites, alternative choices, etc. These members could then assist parents and students in their

own schools, starting at grade IX (secondary III) level at the latest.

It was also agreed that QFHSA present a brief to the department of education for expansion of French language course selections in the CEGEPs, particularly for professionally-orientated courses, e.g. French medical terminology for prospective nurses.

Gretchen Code (695-7607) and Suzanne Bishop (457-3653) agreed to head up this committee pro-tem. Anyone who would be interested in serving on this committee please call one of the above.

# THANK YOU

The Quebec Federation of Home and School Associations gratefully acknowledges the encouraging and generous response of the following local associations who have supported Federation's urgent plea for funds to fight Bill 101.

A sincere expression of thanks is also extended to the many concerned individuals, groups and schools who have promptly indicated their full commitment to this crucial effort.

- A Ilancroft H & S
- Beaconsfield High H & S
- Briarwood H & S
- Connaught H & S
- Courtland Park H & S
- Devonshire School Committee
- Hampstead H & S
- John Rennie High H & S
- Lachine Rapids H & S
- Lasalle High H & S
- Lindsay Place High H & S
- Magog & District H & S
- Malcolm Campbell High H & S
- Maple Hill H & S
- Morison H & S
- Queen Elizabeth H & S
- Kazabazua P.Q.

- Richmond Regional High H & S
- St. Jude School Committee - Grnfl. Pk.
- Shigawake - Port Daniel H & S - Gaspé

- Somerled H & S
- Stonecroft H & S
- Sunnydale Park H & S
- Westminster H & S
- Willingdon School H & S

- Alberta Home & School Federation
- Etobicoke H & S - Ontario
- Nova Scotia Home & School Federation

Mr. Alex J. Morris  
President  
Quebec Federation of Home and School Associations  
4795 St. Catherine St. W.  
Montreal, Quebec  
H3Z 1S8

Dear Mr. Morris:

I am writing in reply to your letter of December 13, 1977, in which you comment on possible "options" for the negotiation of a new federal-provincial agreement for bilingualism in education, as reported in a recent newspaper article.

I would like to clarify the present situation with respect to the negotiation of a new federal-provincial agreement. On November 17, 1977, I met with the Council of Ministers of Education, Canada, to discuss the possible form and content of such an agreement. At that time, we did discuss preliminary proposals in this regard—proposals which had been submitted by the provinces, I should point out, and not by the Federal Government. I must stress, however, that the provinces' proposals were preliminary and general in nature, and subject to modification and amendment. I do not, therefore, think it useful or appropriate to discuss them further at this time.

Future progress in the negotiation of a new agreement must of course await completion of the report of the Council of Ministers of Education on the status of minority official language education in each province, as directed by Provincial Premiers at the Premiers' Conference in New Brunswick last August, and the subsequent development of provincial plans for such education and for second official language instruction.

I wish to confirm as well that the present federal-provincial agreement for bilingualism in education expires only at the end of March, 1979, and that any new agreement will come into effect as of April.

In conclusion, let me assure you that the Federal Government remains committed to the enhancement of official languages opportunities in Canadian schools. We will of course continue to give every consideration, in the negotiation of a new federal-provincial agreement, to views such as those of your Federation, as expressed both in your recent letter and in your brief of last April.

Yours sincerely,  
**John Roberts**  
Secretary of State

## Short on skills

By Joan Mansfield

Each week this winter the number of unemployed in Canada has been headlined, with secondary announcements pointing to the number of young Canadians between the ages of 17 and 24 who cannot find employment. The situation gives cause for concern to social commentators, because of the human wastefulness and because of the instability it creates.

Side by side, however, with such headlines run reports from leaders of business and in-

dustry that hundreds and hundreds of jobs are not being filled in manufacturing operations where there are orders to fill but production lines are unstaffed.

The kind of jobs which unemployed young Canadians are not equipped to fill are noted to be the kind of jobs which in the past were filled by European immigrants, trained in technical schools and apprenticeships to be machinists, mechanics, tool and die makers, welders, and the like. Industry is still recruiting for such skills in other countries than Canada.

### Technical education

Comprehensive high schools throughout Canada have been equipped with the plant and curricula to provide basic training in skilled manual trades. Apprenticeship schemes exist in some industries in some areas. It would seem that the Review of Canadian education policy carried out by the Organization for Economic Cooperation and Development is right when it says that the low status of manual work in Canada is the problem which has yet to be solved.

### Initiatives in Quebec

Last year the School Council of the Island of Montreal unveiled a "Development Plan" for technical-vocational education. The Plan was subsequently given approval in principle by the Island school boards.

The main changes proposed in the Island Plan have since been reflected in the province's Green Paper on Elementary and Secondary Education, now being studied by educational groups and by school communities across Quebec.

The Technical-Vocational Education Plan, if implemented, would go some way towards meeting one of the suggestions of the OECD Review—that the educational system should provide opportunities for more specialized vocational-technical education. This would be done by delaying exploratory technical courses until Grade 11, with a sixth high school year (Grade 12) added as an intensive year of training, combined with 'on-the-job' training in industry within the school program.

### CEGEP entry possible

Such courses would also be of a standing and composition such as to make subsequent entry into CEGEP possible for students choosing long vocational courses in high school. CEGEP entry has not been a possibility to date for such students immediately on graduation from high school.

Along with the present possibility for students in CEGEP vocational courses to be accepted into some university engineering and other faculties, changes in high school programs give the promise of making the way clear for students to keep many more options open, while choosing high school vocational courses, than presently is the case. It is highly likely that students who might be attracted to acquiring basic manual skills in high school have preferred to remain in general academic education for fear of restricting future choices. The OECD suggests that 'status' has also been a factor, for both parents and students.

### TRANSLATORS

French to English  
English to French

Urgently needed to help Home & School as a volunteer on a regular basis if possible. Please phone 933-3664 NOW. We need you!!!

### JOIN THE TREND:

## Non smokers—majority

"Join the Majority — Be a Non-Smoker" was the theme of the 1978 National Education Week on Smoking, January 22-28th. At that time educators and parents in schools across the country had a special opportunity to focus students' attention on the importance of choosing not to smoke.

Was your school involved in this campaign? There is still time to order posters and brochures from sources like Health and Welfare Canada and the Quebec Christmas Seals Society plan an effective programme.

Before they leave elementary school, children need to be able

to make a sound judgment on whether or not to smoke. Let teachers and school boards know that you want complete up-to-date information appropriately presented from the earliest grade levels on. High schools should be reinforcing sound attitudes and offering moral support to non-smoking students. This widely neglected area of health education is one in which Home & School Associations can be effectively involved. If we care schools will respond.

Please feel free to call Judy Bock (342-0044) or the Federation Office (933-3664) for information and/or suggestions.

**LPHS HOME & SCHOOL**  
Vol. 6, No. 2  
Published by LPHS Home & School Association

**LEADERSHIP CONFERENCE**  
A check for \$1500 was presented to the Quebec Federation of Home & School Associations held Saturday, November 6th, at the general meeting of the association.

**THE ROSLYN REPORTER**

**MERRY CHRISTMAS**

# Christmas Park Tatler

## SEIGNIORY SIGNAL

HOME AND SCHOOL NEWSLETTER  
NOVEMBER 3, 1977

**NEWS PRESIDENT**  
Mr. Owen Buckingham

**PRESIDENT**  
Barbara Caldwell

**EDITOR**  
Sharon Sharma

**PRODUCTION ASSISTANTS**  
Gloria Mitrowka  
Claire Green  
Audrey Buchanan

**NEWSLETTER FROM THE PRINCIPAL**

**SNOW STORM EMERGENCY POLICY**

be closed because of a storm during the night, an announcement will be broadcast on CPOI and CQAD radio on the 7:00 a.m., 8:00 a.m. news slots.

in school and we must cancel, or send them home early, we follow:

possible the school will contact the Home and School class and have them phone all parents informing them that school has closed. This can be done only if the telephone lines are operating.

who wants his child to remain at the school until the parent in up should make this clear to the child in advance. Children are permitted to use the phones in the event of a school closing. All be permitted to remain at the school until they are picked up by the principal and certain staff members will be on duty for at least following the dismissal time.

have parents have not made prior arrangements to meet them at school, they are to be dismissed and informed to proceed straight home.

parents are working parents, and you have NOT notified the school of your telephone numbers, please write a note immediately to the teacher giving this information. (Due to the pressure of a school office, we request that you do not telephone this office.)

**PARKING**

to the school is used by the staff to park their cars and by the parking lot at the back of the school is also used by the cars as well as a play area for our children before school hours.

to your child to school, picking him up, or delivering him to it is requested that you park your car on McIntyre Avenue either the driveway or the area in the back of the school.

To: All Local Associations  
From: Dorothy Chant, Executive Vice-President, Editor, NEWS  
Re: Home & School Newsletters

If you have any newsletters which you would like to submit to the Q.F.H.S.A. Awards Committee for consideration for best local Home & School Newsletter for 1977-78, please send them in immediately to the office, attention "Awards Committee". Deadline: March 28, 1978.

Last year's awards were given to Roslyn Home & School and Seignior Home & School jointly as both schools had outstanding newsletters in the opinion of the committee. Why not make it your school this year?

Parents who have followed Quebec Federation's efforts to have the Federal Government's grants for Bilingualism in Education passed on to the schools may be interested in reading our latest letter to the Honorable John Roberts, Secretary of State. Copies of this letter, which was dated December 13th, 1977, were sent to all Federal Members of Parliament as well as to Mrs. Jane Dobell, Director General of the Official Languages Branch of the Department of the Secretary of State. On January 23, 1978, our letter was answered by the Honorable John Roberts (See facing page). We are indebted to Maybelle Durkin, Quebec Federation's unofficial Ottawa correspondent, for alerting us to the article in the Ottawa Citizen.

## What's happening to Quebec's children?

Ed. Note: Expect many will be annoyed enough to do something about this kind of stupidity!

There was probably never a time in Canada's history when there was a greater need for tolerance and an appreciation of the vastness and diversity of this land than today, yet two recent actions of the Quebec Ministry of Education would indicate an attempt to isolate Quebec's children from the rest of Canada.

Some months ago the Department of the Secretary of State of Canada released a game called "Oh! Canada" which was to be distributed free of charge to children in elementary schools across Canada. It is a simple game aimed at creating an awareness of the whole of Canada and making the learning of a second language fun. It has a brightly coloured map of Canada, the idea being that you spin the dial, learn a phrase in whichever is your second language, see the country; the first player to complete the tour of Canada wins. The game kit also includes a bilingual activity book and a bilingual comic book, as well as a small record with four songs, two in each of Canada's official languages. The Quebec Department of Education has forbidden school boards to order the game kit and warned the Secretary of State's Department not to fill any orders from School Boards in Quebec!

Project Canada brochures, printed entirely in French at the request of the Quebec

would be signed next March (1978). Is this true? If so, why has it been moved up one year?

We look forward to an early reply to these questions.

Yours truly,

Alex J. Morris  
President

government and only after consultation on the wording, never reached the Quebec teachers they were intended for. Project Canada is Ontario's educational exchange program for high school students and is described in the brochure as "a school twinning program offering young Canadians the possibility of an enriching exchange of information and ideas... Its aim is to make young people aware of the diversity of Canadian society and to teach them tolerance."

In spite of all the prior consultation, the Quebec Department of Education considered these brochures "too political" when they arrived and sold the whole bundle, 95,000 in all, to a local firm for recycling into boxes.

Schools in Ontario have been informed that if they chose to be twinned with a school in Quebec, they must choose again, because the Quebec Department of Education has forbidden such exchanges.

Do you have French friends and neighbours? Are they aware that their children are being denied participation in these programs? Are they concerned enough to do something? Are you? What can you do?

While the "Oh! Canada" game is forbidden distribution through the schools, orders from individuals will be filled. Order two games and give one to a French friend. Orders should be sent to: The Commissioner of Official Languages, Ottawa, Ontario K1A 0T8. There is also a 13-episode bilingual cassette recording of the "Oh! Canada" comic book available to parents free of charge on request. Get your copy, you have already paid for it in taxes.

Write a letter of protest on the blockade of Project Canada student exchanges to Education Minister Jacques-Yvan Morin, Ministry of Education, 1035 rue de Lachevrotière, Quebec G1R 5A5.

## BILINGUALISM

Dear Mr. Roberts:

You will recall our Brief, dated April 25th, 1977, which we presented to you and discussed on April 27th, copies of which were sent to all M.P.'s the week of October 16th, 1977. The Brief related to Funding of the Federal-Provincial Programmes for Bilingualism in Education after the end of the present programme, March 1979. It stressed the right of parents to select either English or French as the primary language of education for their children, the importance of assessing the current needs of people in various parts of Canada and clear guidelines for the provinces as to the application of bilingualism funds.

Page 14, The Citizen, Ottawa, November 17th, 1977, carried an article which stated that the provinces will be given a choice of three options in a renegotiated agreement. Option A is merely an expansion of the present arrangement and with the attitude of the Quebec government would be no assistance whatsoever to the English in Quebec. Option B, requiring provinces to submit comprehensive plans for language training as a basis for negotiating financing, is the only one which contains any measure of accountability and is the one we would favour as "the best of a bad lot." Option C, a federal transfer of tax points, is precisely what Quebec asked for at the meeting of Education Ministers held in Quebec City in January 1977 and so no doubt will be the option chosen by Quebec and many of the other provinces.

Minorities whose size ranges from some 3% French in Saskatchewan to about 16% English in Quebec cannot speak with a very strong voice politically and their needs are very low on any province's list of priorities. Since the use of tax points is not restricted to any specific purpose any province may curtail its

programs for Bilingualism in Education without penalty. Tax points will also effectively eliminate any basis for protest from both our own Quebec Federation of Home and School Associations and also from the Federation des Francophones hors Quebec. The offer of tax points, together with the offer made by Prime Minister Trudeau in his letter of September 2nd, 1977, to Premier Lévesque to "opt in" to a general guarantee (for freedom of choice in the language of education) "when the province feels that this is possible," constitutes in our view, abandonment of the English minority in Quebec. We deplore this abandonment and protest it in the strongest possible terms.

Have these options actually been offered to the provinces? The Federal Government has drastically cut back on the bilingualism program in the civil service, are they also making possible a phasing out of their objective of bilingualism in education? Are they moving towards a two nation theory, with Quebec unilingually French and the rest of Canada unilingually English?

Another newspaper article indicated that a new agreement for Bilingualism in Education

### Grants to study in 2nd language

Under a Federal Government program to improve second-language teaching, university students from across Canada receive remuneration of \$3,000 per year while they study in universities in their second language and also work with English or French students for an average of 6-8 hours per week as monitors assisting classroom teachers.

At present 100 or more monitors are working in Quebec, most of them in CEGEPs or universities

because of the opposition of the French teachers' union, the CEQ. Some 250 monitors are reported to be working in the Protestant School Board of Greater Montreal. The Montreal Catholic School Commission has voted to participate in the program as of September 1978.

The Federal program is administered by the Council of Ministers of Education for Canada, with funds from the office of the Secretary of State for Canada.

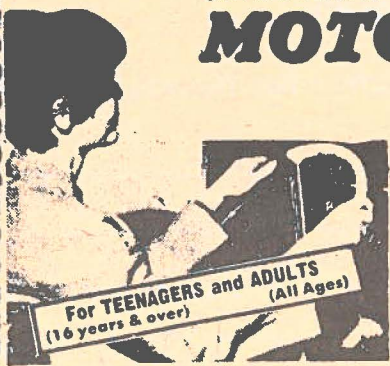
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#### Must the Reality be Harsh?

Quebec Federation would like to hear from locals about their experience with dropping enrolments. Are any solutions being found to avoid closings? Is the process of closing a school being done with as little distress as possible? Is the decision to "close" being made on valid information? A workshop will be developed on this problem for the annual meeting.

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# TV helps illiterates read

by Joan Mansfield

Adult illiterates in Canada number some 1,000,000, said CBC's 'Fifth Estate' in a film about the plight of people who can neither read nor write, shown on January 17th.

Kathy, the divorced mother of two children, described in the film the frustration and fears of functioning as a worker and a citizen, while trying to hide her handicap from friends and employers. A small group of men and women in British Columbia, gathered together to master the basics of English for the first time in their lives, compared their past experiences and explained what it means to them to be able to sign their names, fill out forms, read directions, and have nothing to hide.

The CBC's film was an attempt to reach through national television the hundreds and thousands of people who, though born in Canada and in the work force, could profit from the opportunity to learn to read and write in their language, English. At the close of the film, viewers in the same predicament as Kathy were invited to call the television station the following day so that they could be put in touch with a source of help.

## Classes in Montreal

In Montreal, the CBC received more than fifty calls, and callers were put in touch with Mrs. Eileen Marrett of the PSBGM's adult education service. The PSBGM has been offering courses in functional literacy for the past three years, 80 people are currently enrolled from all over Montreal Island, including the Lakeshore area and the South Shore. Classes are given in six or seven different sectors, but most are at the High School of Montreal.

Mrs. Marrett describes the classes as made up of people of all ages and socio-economic backgrounds, including retired people. They keep a high rate of attendance and most are strongly motivated. The teachers find the classes specially rewarding to teach

and good relationships between pupils and teacher develop.

## Difficulty in contacting illiterates

One of the biggest problems associated with measures to help those who have little or no skill in reading or writing is getting in contact with them, finding them in their communities. Such people have the habit of concealing their handicap, for fear of being looked down upon. They are difficult to reach through print advertising, the most common method of recruiting students to courses. They all need

## TREND TO COME?

# SMALLER, STRONGER SCHOOLS

There would be much popular support, says a contributor to 'Education Canada', for the adoption by the public school system across Canada of the main characteristics deemed indispensable to the independent school.

Small size, extra-curricular activities and a concern for ethical values, along with the insistence on strong adult leadership and an emphasis on 'basics' in academic work are seen to be the making of a successful independent school by the ex-headmaster of Shawinigan Lake School in British Columbia.

Such schools have had to fight for their lives against great economic odds. Their policies and practices have arisen from the practical business of day-to-day dealings with their students. Decision-making is

## BLITZ ON OTTAWA:

# Parents, teachers, students talked with Federal MP's

Barbara Milne-Smith

Last October two hundred of us went to Ottawa to see our Members of Parliament — to express our dissatisfaction and concerns regarding Bill 101 and its interference with civil rights, and to let them know how the Province of Quebec is using the Federal grants for bilingualism.

We were mostly parents, but we did include in our numbers several high school students. Although naturally the majority came from Montreal, we had quite a large number from other areas in the province and we covered twenty-five electoral ridings. We ran in age from sixteen to sixty and were from a large variety of walks of life.

Most of us went on the three buses chartered by Quebec Federation and the rest went by car. We arrived at the Parliament Buildings in Ottawa about 11:30 a.m. and immediately split up and set out to meet our respective Members of Parliament.

We had written to the MP's the week before, but some of them had only seen our letter within the last day or so and were surprised to see us at their doors — in groups of from two delegates to thirty delegates. However, almost all of them took some time to see us — a few only for a few minutes,

somebody to help them get in touch with a source of aid, family member, social worker or friend.

World Literacy of Canada in its major study based on the latest census figures states that 34.9% of the Canadian population has not completed elementary school and therefore can be classified as 'functionally illiterate'. Previous estimates had pointed to a figure of only 7%. Literacy Councils in many of the provinces have organized volunteers to work with people asking for literacy training. Adult education services in some parts of the country have

initiated programs with the same objective.

## Home & School is helping

Canadian Home & School and Parent-Teacher Federation at its May 1977 meeting passed a resolution calling on the national television networks and the manpower departments to attack the problem together. Awareness of the situation among members of community service groups like Home & School may be able to publicize the opportunities that do exist, and pressure for more.

## CANADIAN UNITY:

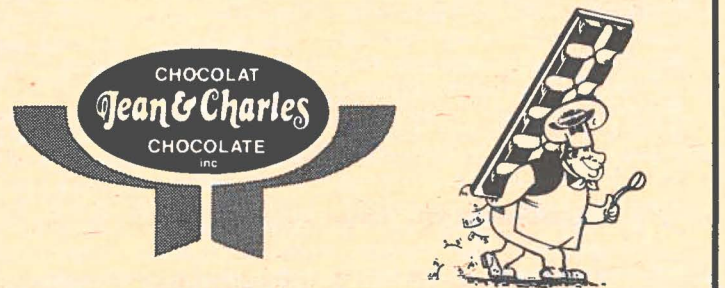
# The quote of the year

"I believe we should insist that the Government of Quebec lay out very clearly and precisely what it means by Sovereignty-Association and then the rest of the country can describe very clearly in what way it would be acceptable to them."

[H. Ian Macdonald, Chairman, York University, guest speaker at the Canadian Citizenship Federation's symposium held at Concordia University [Sir George Williams campus] Saturday, January 21st, 1978].

The Quebec Green Paper on elementary and secondary education makes comparisons between private and public schools and suggests that some characteristics of private schools in Quebec compare favourably with those of public schools.

Another panelist, Dr. Bhahdjan of the Federation of Ethnic Groups, spoke on "Canadian Unity is Our Problem Too" and associate professor Paris Arnopolous spoke on "Re-Constitution of Canada." Workshops were held regarding these subjects.



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## CANADA SAFETY COUNCIL SAYS:

# Pedestrians should glow in the DARK!

"There are new ways for pedestrians to make themselves better seen at night, and trendy ones at that," says Yves Mondoux, Director of the Quebec Safety League.

Even in the darkest of nights, pedestrians wearing garments trimmed with retro-reflecting materials can become visible to motorists at twice the normal distance. Retro-reflective materials (available in stores and from the League) return the light to the source.

Motorists are instantly aware of the moving forms ahead and can act accordingly. This is very significant, for half of total pedestrian deaths in Quebec occur at night, despite the fact that there are fewer pedestrians at that time.