

QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

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October, 1964

L. N. BUZZELL ON NEW COUNCIL

Honorary President Of Federation On Superior Council

A prominent leader in the Home and School movement for many years and a leading spokesman for parents' interest in education is a member of the Superior Council in Quebec's new Ministry of Education. He is Leslie Norman Buzzell, Honorary President of Quebec Federation of Home and School Associations. The announcement of his appointment to the council was made in August by the Department of Education.

Mr. Buzzell is one of the four members of the Superior Council of Education who are representing the Protestant group in Quebec according to provisions in the new legislation on education adopted in the last year.

they must be assured representation in the council. These are parents, the churches and educators.

"Everyone realizes how greatly the functions of the family have changed in modern society. No longer can parents by themselves make certain that their children are properly educated; to accomplish this they must rely upon a whole network of institutions. But they retain the right to state their preferences regarding their children's education.

"Up until now parents have not had much voice in the Quebec school system. Only since 1961 have they been given the right, as parents, to vote for school commissioners without being eligible, as such, to hold this office. This probably explains the weakness of parents' organizations which have not yet progressed much beyond the planning stage.

"At the present time none of these associations seems adequately representative of parents throughout the province. Until such time as they become so, certainly individuals must be able to speak at meetings of the council by virtue of their parenthood."

A senior partner in the firm McDonald Currie and Co., Montreal, Mr. Buzzell, was one of the founders of Quebec Federation of Protestant Home and School Associations. Back in 1940 when he was president of the Roslyn Home and School Association in Westmount he undertook to organize the known local Home and School groups into a provincial council. In June of that year representatives of 16 associations met at Macdonald College to organize the Quebec Provincial Council. As a result of the efforts of Mr. Buzzell and others, in May 1944, the inaugural meeting was held to form the Federation with the name by which we know it.

Established Award

In 1950 he made known his desire to donate an award which would be given each year to someone other than the president who had rendered outstanding service to Federation and to the cause of furthering the aims of Home and School.

Mr. Buzzell's appointment to the Superior Council is for a two-year term. The first meeting of the Council was held at the end of August.

The Royal Commission report which first dealt with the idea of a Superior Council of Education had this to say with respect to parents and their representation:

"Three groups have special responsibilities of their own for education. In one form or another



Textbook publishers' displays are a popular part of the annual convention of the Provincial Association of Protestant Teachers of Quebec. The 100th convention of the PAPT is being held in Montreal, on October 9 and 10 with a special centennial program. For more information, see page 5.

Associations on Membership Drive

With parental representation in Quebec's new ministry of education now a reality and with the sweeping changes taking place in education, the Home and School movement is embarking on a strong membership drive this fall. It is generally accepted that there is a need for more members at the local, provincial and national levels.

Stressing the importance of the drive, Mrs. Sandra Donovan, 1964-65 president of the Quebec Federation of Home and School Associations, said, "With the great changes which are continuing to take place in education we believe that

"The Minister of Education the Honorable Mr. Gérin-Lajoie, has stressed the need for parents to take their responsibilities in educational matters seriously. Representation of parents at the provincial level is a great step forward in our history.

"We seek members — more members than we have had — both because we need them and because they need us. Whether we are dealing with topics of concern only to one area or to many we feel that our submissions are more apt to be realistic and to carry more weight if they represent the considered views of a large number of parents and teachers."

(For more information on membership, see page 3).

Trade Courses, Nights, Open for Adults

Evening classes for adults in technical and vocational training are being arranged this year by a number of technical schools in the province.

Recently advertised in the daily press also are grade even classes for adults in the evening at the High School of Montreal, 3449 University Street, and courses at various universities and colleges.

For the information of Home and School News readers, the following is a list, with addresses and telephone numbers, of technical schools offering evening classes in technical and vocational training:

Montreal Institute of Technology, 200 Sherbrooke Street West, Montreal, 842-9091.

Trade School, 4976 Notre Dame

West, Montreal, 933-3755.
Laval Institute of Technology, 9155 St. Hubert Street, Montreal, 389-5921.

Automotive Trade School, 3744 St. Denis, Montreal, 842-2757.

COPY DEADLINES

News copy deadline for each issue of Quebec Home and School News will be the middle of each month. Local associations are urged to send news and comment before that time if possible, to give the editor time to plan issues.

Send editorial contributions including pictures to:

The Editor, Quebec Home and School News, 195 Sherbrooke St., Beaconsfield, Quebec.

Trade School, 46 - 16th Ave., Lachine, 637-2389.

Hull Institute of Technology, 109 Wright St., Hull, P.Q.

Trade School, Bolduc St., Gaspé, P.Q.

Shawinigan Institute of Technology, 655 Station Ave., Shawinigan Falls.

Institute of Technology, 95 Camirand St., Sherbrooke.

Trade School, 309 Western Ave., Waterloo, P.Q.

Textile Institute of the Province of Quebec, 2255 Laframboise Blvd., St. Hyacinthe, P.Q.

For information on types of courses, duration and fees, those interested may get in touch with the schools or with Quebec Federation's Executive Vice President William Asherman.



Leslie Norman Buzzell

CIRC. OVER
22,000

QUEBEC HOME & SCHOOL NEWS

Published in the interests of better education

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The Editor's Notebook

Here we are in September again starting another school year. Back in the editorial chair after the summer recess we are full of enthusiasm to make the next eight issues of Home and School News as valuable and interesting as possible to parents and teachers.

In clearing the way for the new season we are completing some business from the last one. This is done in the form of our personal apology to the Iona Avenue Home and School Association, mainly for using this column as a reply to one of their letters.

Remember last season we sounded critical on this page about a local association chastising us for not using publicity material which we had not received? Well, they were sending material to the Federation all right; we can only suppose that somehow, somewhere it was buried in somebody's file thirteen.

To make matters worse, in the same issue, we took the opportunity to write a treatise on local association publicity. We were unintentionally adding insult to injury. We can't blame some of the Iona workers for being miffed. For us it was simply the wrong moon when we put that issue to bed.

As a matter of fact relations between us and Iona were so irritated that someone arranged a meeting in June, just for the two of us. We steamed off to the meeting to see the Iona reps whom we had not met before. It was not without humor. We and Iona entered the meeting delicately breathing fire. Then when we found out what nice souls we all were, the issue at hand seemed to lose impetus.

The details are not worth bothering about now but that meeting illustrated how ill developed through poor communications and the resulting lack of understanding. We find it so often thus. Isn't it easy for one to be antagonistic toward another whom he has never met or seen? Communication brings knowledge and understanding. Good wishes, Iona.

as an institution. This faith is important to him. His current well being is determined to a great extent by the measure of it and it is more than likely that his attitude toward the family now will have an effect on his future happiness as an adult.

Text of Federation's Brief on Taxation

Weaknesses in the existing education taxation system of Quebec are brought out by a brief which has been submitted by Quebec Federation of Home and School Associations to the Quebec Royal Commission on Taxation. The text of the brief is presented here in full:

Introduction

The present brief is presented by the Quebec Federation of Protestant Home and School Associations. Quebec Federation, formed 20 years ago, today numbers 200 individual associations representing 20,000 family memberships. It exists wherever schools of the Protestant panel exist, from the Gaspé Peninsula in the east to Hull in the west, from Val d'Or and Arvida in the north to Thetford Mines and Sherbrooke in the south. The adherents and some Jewish Day (Parochial) Schools of the Jewish faith also express themselves in and through the Federation.

In 1962 a brief submitted to the Royal Commission on Education of the Province of Quebec included a section on finance which resulted from two years of study by many associations, committees, individuals and consultants.

Our desire to express our views to the Royal Commission on Taxation led to the further study of the 1962 brief. This study, in which our member associations participated, was endorsed at our annual conference in May of this year.

This brief represents the views of our organization in the light of the present needs of education and the problem of raising revenues to satisfy these needs.

Factors Influencing Submission

There are a number of factors which may be termed weaknesses of the existing education taxation system. Some of these factors that we have observed and considered in this work are:

- (a) Varying characteristics of regional sources of tax revenues such as the level of industrialization;
- (b) Varying characteristics of regional requirements for revenues such as the number of students per square mile and the need for higher incentives to attract teaching and administrative personnel;
- (c) Past failure to provide for present requirements which have left some inefficiently administered school boards with a high tax rate. This compares with those boards whose past inefficiencies have been relieved by subsidization of deficits;
- (d) Inequitable distribution of education costs: 1. As indicated by a comparison of the indirect contribution of tenants in relation to the contribution of owners; 2. As indicated by the variances between the contribution of owners in various communities; 3. As indicated by the inability of the tenant to direct his tax contribution to the school system of his choice; 4. As indicated by different rates in the same community under the two school systems;
- (e) Economic impact in newer suburbs and rural areas taxed for educational purposes at a high rate which deters the development of the community;

(f) Discrepancies resulting from the need for individual agreements in the municipal evaluation of real estate and the many different individuals involved in such judgments throughout the province;

(g) Conflict between the desire for local autonomy in school ad-

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Letters

June 23, 1964

The Editor:

The West Hill High School Home and School Association wishes to draw to the attention of Quebec Federation of Home and School Associations the following situation:

The Royal Commission reports which are still outstanding in the areas of organization of the Department of Education may well be forthcoming in the near future and may lead the government to introduce new legislation or adopt administrative practices which could prove helpful or harmful to our schools and their pupils.

In the light of this possibility, we would urge the executive of Quebec Federation to consult with other interested groups at such a time and to present their views along with those of the other groups to a full meeting of the board of directors prior to making any public statement regarding such matters.

Any failure to follow such a procedure could only hurt our children, their schools, and the reputation of Quebec Federation. A quick response is not nearly as vital as an intelligent, well thought out appraisal of the situation; and an attack on the carefully prepared positions taken by professional groups such as the PAPT and the QAPSA must be based upon a thorough study of their position or lead to further ill will between our organization and these other groups just when we should be most united.

Sincerely yours,
R. L. Howlett, President,
West Hill
Home and School Association

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'Sex and All That' and the Family

Are parents afraid of their children when it comes to sex education? On the basis of our experience in talking with other parents we think many of them are.

If our assumptions are correct perhaps they offer some explanation as to why there is a desire by many to push the responsibility of sex education onto the schools. While we favor the idea of sound information on sex being presented in the schools we deplore the fact that so many parents renounce the responsibility of providing advice for their own children and to help them understand sex.

Sex education in schools is commendable when one views it as a means of protecting society in general. Judging by the number of pregnancies among adolescents in some Canadian communities the difficulties involving sex constitute a social problem; they have gone far beyond what some of us would call a moral problem. Parents who are naive are to blame as well as those who are afraid of, or not interested in, their children.

This summer we were appalled by a mother, intelligent in other capacities, who made the comment that she didn't think her 13-year-old Willie was interested in the subject of "sex and all that". Therefore she was going to forget about talking to him about it, for now. No doubt her decision was a permanent one. We also wonder what is inside the heads of some mothers of adolescent girls who not only allow but also encourage the use of paint and aerodynamic designs in tight clothes and hair styles to an excess which, until recently, was reserved for call girls. It is more than possible that those same mothers neglect their daughters' sex education. We are told that a mother has a subconscious drive to ensure that her daughter will not remain single but it is the naive parent, who permits undue emphasis on physical attributes with complete neglect of mental equipment, who contributes to those problems which occur "in the best of families".

Parents need not fear their children; they are receptive to all information on sex. It is the parents who so often suffer, or fear the possibility of suffering needless embarrassment in dealing with the subject. It seems to us that there is a great need today to associate sex with the family. It can be explained to children in simple ways that sex is associated with the existence and happiness of the family. To adolescents it can be stressed along with all the detailed information they must have.

Adolescents who do not learn at home about all the physical and emotional aspects of sex are likely to be one step removed from the family. They may get the information they want from some other reliable source, such as the school, or they may obtain it from an unreliable source or an awkward experience but in so doing they have possibly lost some confidence in their parents.

The family, surely, is the institution which has the greatest responsibility to introduce morality to any new subject for a child but that is a deeper part of this subject with which we do not choose to deal here. The main reason why parents should accept responsibility for sex education, we believe, is that their action and interest will maintain the adolescent's faith in the family

Tax Brief

(Continued from page 2)

ministration and the benefits derived from the use of regional and provincial levels of administration;

(h) Delays in the advancement of education influenced by:
1. Property owners with fixed incomes resisting increased educational standards to prevent tax increases; 2. The economic limit placed on the revenue potential of the minority rural school boards resulting from the sales of taxable properties to members of the majority group as the minority tax rate increases;

(i) Timing of the receipt of funds which presently results in undesirable costs such as interest on school board overdrafts.

Statement of Principles

We believe that any system of taxation for the support of education should incorporate the following principles:
Providing Education

(1) That every individual have the same opportunity to progress through a post-secondary level of education, such as a technical diploma or university degree, by day or by means of adult education, subject only to the individual's ability.

(2) That all the education needs of exceptional children be provided for.

(3) That educational experimentation and research be encouraged and continued at all levels, including the local level.

Raising Revenues

The system of gathering revenue for the purpose of education must:

(1) Strike for equitable distribution of the provincial cost consistent with ability to pay.

(2) Not be based on affiliation with a particular school system.

(3) Encourage an equitable distribution of the cost throughout Canada.

Expenditure of Funds

That the system of expending funds for the purposes of education must:

(1) Ensure that all taxes at the provincial level, irrespective of the source, should go into the general revenues against which the prime charge should be for educational purposes.

(2) Ensure the provision of a high basic standard of education which should strive for equal facilities and content for all. This high basic standard to be established by the Ministry of Education.

(3) Place the attainment of a high basic standard of education before all else. In our view, this takes precedence over the continuance of the confessional school system.

(4) Encourage a greater common usage of staff and facilities between language groups and between existing divisions of the confessional system.

(5) Ensure conformity with the high basic standard in spite of the possibility of unequal cost distributions per pupil.

(6) Recognize the different types of requirements for funds of the various educational categories, such as universities, technical schools, high schools, elementary schools, special schools, prior deficits, the Ministry of Education, etc., as well as the requirements for funds within any of the above such as the differences resulting from population density and from operating costs as against physical plant costs.

(7) Consider all items not provided for under the high basic standard as being frills which

(Continued page 3, col.1)

Association Membership Worthwhile

Why belong to Home and School? That question is bound to be asked during the current membership drive by associations. Here are some answers:

By belonging to an association one will be working with others for the well-being of the home, the school and the community.

By becoming informed through study, research and discussion you can help take action on matters of interest to all parents, all teachers and all citizens.

A membership supports current projects such as: expansion of guidance services, education of retarded children, increased facilities for technical education, curriculum and textbook changes, improved library services, compulsory immunization, traffic safety and driver education; and many other projects.

With membership you will have: a voice in representations to the Ministry of Education; participation in groups studying education and child development; the satisfaction which comes with increased knowledge; information about education in your school, your area and your province; a place to exchange ideas with other parents and teachers; the privilege of knowing people of varying backgrounds and interests; the opportunity to serve your school and community; a subscription to the Quebec Home and School News (eight issues a year); and a chance to work with one of the largest volunteer groups in Canada.

Every association belongs to larger groups on provincial and national levels: the Quebec Federation of Protestant Home and School Associations and the Canadian Home and School and Parent-Teacher Federation.

Questions and Answers

There are several frequently-asked questions cropping up during the membership drive being

conducted by local associations. Here are some of the questions and the answers to them:

Question: What does the Quebec Federation of Protestant Home and School Associations do with the one-dollar affiliation fee?

Answer: The pie-graph, reproduced here with this article, shows the disposal of fees. Close to 19 cents of each dollar goes to the national organization, for your membership in that group. Eight issues of the Quebec Home and School News, which you will receive as a member, will account for 32 cents. The remaining 49 cents will maintain the office, secretarial salary, stationery, printing, postage, leadership, training, organization and extension and board meetings. If your district is starting to organize a district council, five cents per paid-up member will be returned to the district to help it get started.

Question: Is this primarily a financial drive?

Answer: No, it's a membership drive. We are not seeking more money; we are looking for the interest and support of a large body of informed people — teachers, parents and the public. With parental representation in the new Ministry of Education and with the great changes taking place in education, we need more members at the local, provincial and national levels. Education ought to be everyone's concern.

Question: What is the total Home and School membership in Quebec?

Answer: The total membership in 1963-64 was 20,000 but we hope to have 23,000 members this year.

Question: Is the membership fee deductible for Income Tax purposes?

Answer: No, Home and School is not a charity. It is a self help organization from which you and your children benefit.

Question: Who may join? Do I have to be a parent or a teacher?

Answer: Anyone interested in the welfare of children and youth may join.

Question: If I join, do I have to attend?

Answer: The Home and School would like to have your active support but if this is not possible your financial assistance as well as your influence (through increased membership) will help expand and fulfill our efforts as a constructive force in education in Quebec.

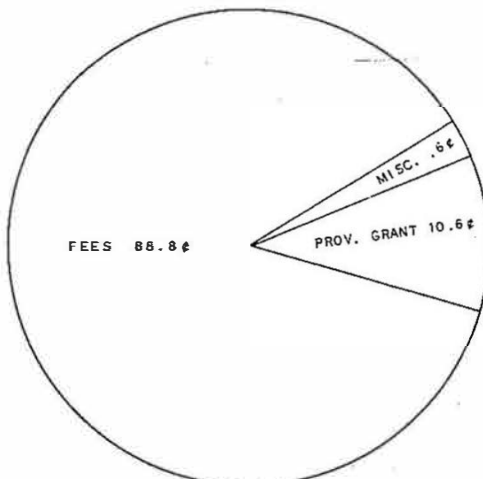
Question: What is the role of the teacher?

Answer: It must be emphasized that teachers have a most important part to play in their respective Home and School Associations. Teachers contribute to the success of the organization by virtue of their leadership qualities and their close understanding of school routine, curriculum and purposes, and their knowledge of childhood and youth. They stand to gain, through their participation in the Home and School, the co-operation and support of the parents as a result of the opportunities for consultation, for friendly meetings — in short, for the mutual understanding that the association provides. Informed parents are apt to provide children who are easy to teach.

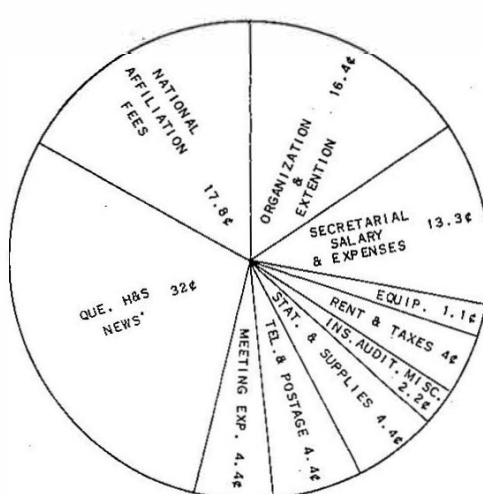
Question: What is Home and School?

Answer: It is a voluntary group of parents and teachers and others interested in children for the purpose of promoting children's welfare. It provides a medium for the continuous interchange of ideas and information between parents and teachers. It is a non-commercial, non-partisan, non-sectarian, and non-racial organization. Its reason for existence is education — the improvement of educational facilities and opportunities for children, in and out of school; the continuing education of its members, and the enlightenment of public opinion to the end that any worthwhile cause in the field of education may not lack its support. Home and School is not a sounding board for criticism of teachers and school boards. It is not essentially a money-raising organization, although within limits this is a legitimate function. The essential concern of the Home and School is the welfare of all children, with all that it implies.

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Audio Visual Committee Reports on:

What's New in Significant Films

Two film screenings have been held during the summer by Quebec Federation's Audio Visual Committee, chaired by Mrs. J. W. Hewitson. Here is what the audiences thought of the films shown:

"Willie Catches On"

(National Film Board)

Everyone considered this film excellent. It is a study of how parental attitudes in the field of racial prejudice are unconsciously passed on to the child. The film was highly recommended for use at Home and School meetings, provided that it is integrated into the evening's program and an expert was invited to introduce the film and act as discussion leader. 24 minutes.

"The Boy Next Door"

(National Film Board)

A charming short story (19 minutes) in color, showing the experience of a small English-speaking boy and his little French-speaking neighbor. They have an exciting adventure together despite neither knowing a word of the other's language. Of interest to both parents and children, it would fit well into a session on bicultural relations.

"Four Teachers"

(National Film Board)

This is a long film (an hour) about an approach to teaching in four different countries — Japan, Poland, Puerto Rico and Canada. It would only be of real value if it were carefully previewed by a selected panel. Perhaps notes might be taken in advance on the subjects discussed by the experts in the film between the sections on each country. Then on the meeting night the film might be stopped after each section for panel-led discussion periods. If it is used in this manner it is suggested that two sections might be seen at one meeting and two at another. It is suitable for any local association that may be considering a serious program on approaches to education in general. It has some value for students intending to take up teaching as a career.

The three films above are obtainable from film libraries listed in your association's film kit. Every president was sent a kit in November 1963.

"Boy to Man"

(Churchill Films, U.S.A.)

This film was previewed by an audience of school principals, Home and School officers, film experts and several teenagers. Their unanimous opinion was that this is an excellent and sensitive film on the physical changes that take place in a boy during adolescence and promotes a healthy attitude to some of his problems. Basic sex functions are explained with restraint but clarity.

It was agreed that this would be a most valuable film for school showing to boys at the end of grade seven or during grade eight (approximate ages 12-14 years), if introduced by a doctor or suitable teacher. It is strongly recommended that parents, or perhaps a group of fathers and school board members see the film beforehand.

The film is available for rental from the Canadian Film Institute, 1762 Carling Avenue, Ottawa 3, Ontario, to whom all enquiries should be addressed. However, this

film is in great demand so needs to be ordered well in advance.

If the preview committee approves of the film, the most practical way of using it would be to purchase a print to be circulated to schools in a certain area, the cost being borne by a group of local associations, or shared with the school board. Your area director would no doubt help co-ordinate arrangements. Work is already being done in certain districts in this field, and it is hoped that this film is to be shown to several schools next spring. If you are interested, bring up the subject at your next meeting, or ask your executive to see that it is on the agenda.

Black and white prints, 16 minutes duration, may be purchased from Educational Film Distributors Ltd., 577 Jarvis St., Toronto 5, Ontario, and the price is \$98. Delivery is approximately four weeks.

Further research is being done into finding a similarly excellent film for girls.

Two BBC Productions Of Hamlet Coming Up On CBC-TV Broadcasts

The CBC Television School Broadcasts (National) schedule includes two BBC productions of Hamlet during its forthcoming 30-hour season. November 24 will see the production from Elsinore with Canadian actor Christopher Plummer in the title role. Sir Laurence Olivier's version will be featured on May 4, 1965.

On Tuesday, November 10, the National School telecast will be "This Was A Man", an hour-long feature showing what is thought to have been the life of Shakespeare both as a boy and as a man. The week following there will be a feature on the Elizabethan Theatre.

"This is the tenth anniversary of CBC's National School Telecasts", Michael Sadler, Program Director for the CBC-TV Network, said in making the announcement.

Need All Local Membership Lists For H. and S. News Circulation

A copy of the Home and School News is available to every member of a local Home and School association which is in Quebec Federation. A member who has paid his local fees automatically receives a copy in the mail from Federation.

There is one important administrative detail required of local associations, however, to ensure that all paid-up members receive all copies of the News, which is published eight times a year. It is necessary that, at the beginning of each Home and School year, local associations send in their lists of members to Federation as soon as possible.

Last year some local associations did not send the lists to



A "still" shot from the National Film Board's production of "Willie Catches On", a study of how parents' prejudices are passed on to children.

TV Programs Recommended

Are you interested in encouraging your children to watch and listen wisely to television and radio? Here is some information from CBMT, Channel 6, Montreal, on suitable television programs. (Details of educational radio programs for the coming season will be sent shortly to all association presidents).

Saturday: 11 a.m., Steve's Corner — Begins October 3.

Sunday: Noon - 12:30, Tween Set — Begins October 4.

Monday: 11 a.m., National School Telecasts; 5 p.m., The World of Nature.

Tuesday: 10 a.m., National School Telecasts.

Wednesday: 10 a.m., Quebec School Telecasts; 5 p.m., Forest

"Significant progress has been made jointly by educators and broadcasters in this vital field, and it is appropriate that school television, entering a second decade of development during this quadracentennial Shakespeare year, should make available these two magnificent productions to school children across the country", he said.

Ranger — Begins October 14, ends December 16.

Thursday: 10 a.m., National School Telecasts; 6 p.m., Reach For The Top — Begins Dec. 1.

Friday: 10 a.m., Quebec School Telecasts.

For Parents

Saturday and Sunday: 9:30 a.m., University Credit Course, English Literature, Sir George Williams University — Except November 28 when the program is advanced to 9 a.m.

Saturday: 6 p.m., Countrytime; 6:30 p.m., World of Music.

Sunday: 1 p.m., Heritage; 5 p.m., Popular Arts; 10 p.m., Inquiry.

Monday through Friday: 6 p.m., National Magazine; 7 p.m. and 11 p.m., CBC National Television News; 11:20 p.m., CBC-TV News from Montreal.

Monday: 10:30 p.m., The Way Things Are — Metroscope (alternating week about).

Tuesday: 12 noon, Repeat of the previous evening's The Way Things Are or Metroscope; 7:30 p.m., The New Generation.

Wednesday: 12 noon, Repeat of the summer series "Focus".

Friday: 9:30 p.m., Telescope.

UN Extension Course Begins October 5 At McGill U.

An extension course on the United Nations, successfully launched last year by McGill University in co-operation with the United Nations Association in Canada, Montreal Branch, will start again this fall on October 5.

Called "An Intelligent Man's View of the United Nations", the course will be a series of 10 lectures of one and a half hours each. A number of specialists in international politics will lecture.

The course is designed to provide the basis for an intelligent understanding of the role of the UN in the struggle against war and want. It will deal with the UN as a political institution and the possibility of its action in a revolutionary international system.

Topics will include the development of peace-keeping techniques, the growing role of the general assembly and the secretary general, behind-the-scenes diplomacy at the UN and the increasing importance of newly emerging countries. The final two lectures will cover the economic and social activities of the United Nations.

Among the lecturers will be: McGill Vice Principal H. N. Fieldhouse; Dr. Elcma Steinberg, Prof. B. R. Nayar and Paul Noble, all of the McGill Political Science department; Prof. J. E. Lightman of the McGill School of Social Work; John C. Holmes, President of the Canadian Institute of International Affairs; and Prof. Henry Habib, Chairman of the Political Science Department of Loyola College.

Lectures are held, starting Monday, October 5 at 8 p.m., at the Physical Sciences Centre, 3450 University St. Fee is \$18.

R. T. Y. Yang, President of the Montreal Branch of the United Nations Association, which is co-operating with McGill in this course, said, "This was a successful project last year with more than 60 persons registered and we feel there is a need for an informative, serious discussion on the United Nations. With McGill we have designed a course to cover the historical aspects of the UN, its present work and problems and the ways in which it could develop as a world force."

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PAPT Marks 100th Anniversary at Convention

The 100th convention of the Provincial Association of Protestant Teachers is being held in Montreal on October 8 and 9. This is the first Canadian teaching association to celebrate its centennial.

The convention opens at the Place des Arts on Thursday morning, October 8, with the presentation of Honorary Life Membership awards. In addition there is a special presentation to John Heron, editor of the Monthly Letter of The Royal Bank of Canada, for his outstanding contributions to educational journalism.

The keynote address is being delivered at 11 a.m. by Sir Ronald Gould, General Secretary of the National Union of Teachers of England and Wales and President of the World Confederation of Organizations of the Teaching Profession. Sir Ronald has visited Canada on previous occasions and took part in the Canadian Conference on Education in Ottawa in 1958. His subject on this occasion is, "Education — the Challenge of Today".

The Order of Scholastic Merit, for meritorious professional service, is being awarded to 16 educators on Thursday at 3 p.m., in the Ballroom of the Mount Royal Hotel; this ceremony is being followed by the President's reception, starting at 4 p.m. in the Champlain Room.

Thursday evening, October 8, is being devoted to music at the Place des Arts. Menotti's cantata, "Death of the Archbishop of Brindisi", with soloists, children's choir and orchestra, is being conducted by Dr. Alexander Brott. Also on the program are selections by the Teachers' Choir conducted by Gifford Mitchell.

Historical Panorama
During the centennial convention there is a historical panorama in the assembly hall of the High School of Montreal. It consists of photographs, documents, textbooks and equipment covering the last century.

On Friday morning at 9.30 in the High School auditorium there is a band concert and at 10.30 a.m. a panel discussion moderated by Dr. J. D. Jefferis on the subject, "Creativity in Education". The panelists are Guy Bcaulne, Alan Jarvis, Dr. Wilder Penfield and Mrs. A. F. W. Plumtre.

On Friday afternoon, at 2.30 p.m., also in the High School of

Montreal, there is a lecture by Edgar Andrew Collard, editor of the Montreal Gazette, on the subject, "Getting it Done".

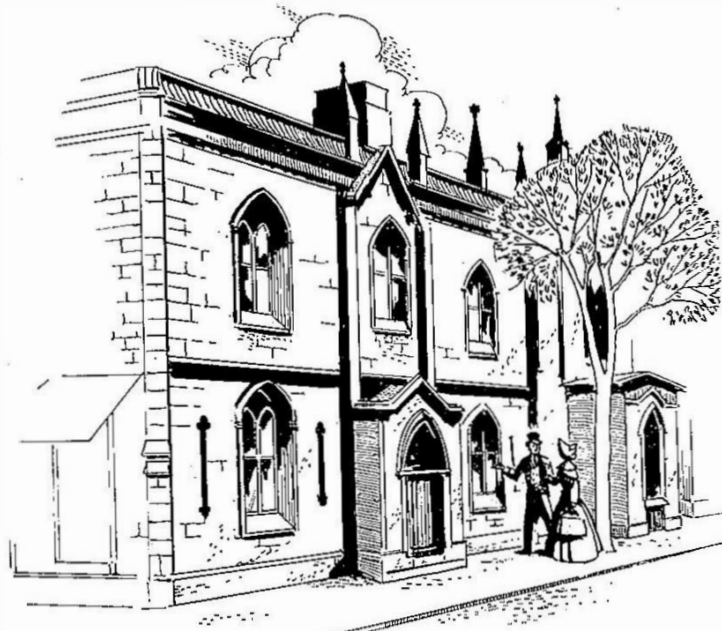
A centennial banquet is taking place in the Queen Elizabeth Hotel on Friday at 7.30 p.m. The speakers include the Hon. Paul Gérin-Lajoie, Provincial Minister of Education, and Dr. F. Cyril James, former President of McGill University and President of the International Association of Universities. Dr. James' theme is "Then and Now".

The public is invited to attend Sir Ronald Gould's address at 11 o'clock on Thursday morning in the Place des Arts and to visit any time during the two days of the High School of Montreal at the convention.

Insurance Claims

Claims under Quebec Federation of Home and School Associations Student Accident Insurance coverage should be registered with the Continental Casualty Insurance Co., 2100 Drummond St., Montreal, within 30 days of the date of the accident.

As it is not always possible for medical bills to be sent with a claim, they may follow at a later date provided the insurance company is so informed.



The McGill Normal School, birthplace of the PAPT, in 1864.

Three Years Before Confederation

"One great hindrance to the advancement of education in Canada East is the isolation of our teachers. Each stands alone and works alone in his weakness. The counsel of his fellow teachers he has not. Of the experience and professional skill of others he knows nothing. In school and out of school he has difficulties to contend with, but he has no place in the bosom of a brotherhood whose feelings will be all on his side, and whose influence and backing might be to him a host. All this and more is true respecting educators without a unity of brotherhood."

So spoke Mr. John Bruce, a school inspector living in Longueuil, to a rather distinguished group on Saturday morning, June 4, 1864. The scene was the McGill Normal School in Montreal. Listening to Mr. Bruce were Dr. J. W. Dawson, Principal of McGill University; Mr. R. W. Laing of Waterloo; Mr. Henry Hubbard, a school inspector from Sherbrooke; Professor S. Robins of the Normal School; Mr. Wilkie from Quebec City; the Rev. Jasper Nicolls, the first Principal of Bishop's University (which had received its charter in 1853); Principal J. H. Graham of St. Francis College, Richmond; a number of Montrealers; and a few representatives from outside the city.

A little later on that Saturday the Provincial Association of Protestant Teachers of Lower Canada was born — three years before Confederation. The name has been changed but once. On the nineteenth of October, 1867, in the same building, it was resolved that: "Wherever the name 'Lower Canada' occur (*sic*) in the constitution of this association, there be inserted instead the words 'Province of Quebec'."

While the 100th birthday of the PAPT actually was on June 4 it is being celebrated on the occasion of the teachers' convention, October 8 and 9. Quebec Home and School News pays tribute to the PAPT, the oldest teachers' association in Canada and one which has helped to bring about the high standard of education in Quebec Protestant schools.



Sir Ronald Gould, General Secretary of the National Union of Teachers of England and President of the World Confederation of Organizations of the Teaching Profession, is the keynote speaker at the PAPT centennial convention.



Miss Ruth Evans, the 1984-1985 President of the Provincial Association of Protestant Teachers.

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Does Your Association Deserve Criticism?

by
Dr. S. R. Laycock

Past National President, The Canadian Home and School and Parent-Teacher Federation

Critics like old soldiers, never die but they do not fade away. At present Canadian Home and School associations have a plentiful supply of them. The result has been a decline in membership across Canada. Home and School members are, therefore, asking themselves several questions: What are the criticisms of Home and School Associations and how valid are these criticisms? Does the Home and School Organization need to clean house? Are Home and School Associations doing the job they are best fitted to do? Most important of all is the question — What can we do about the matter?

In this article the writer proposes to examine the chief criticisms of Home and School Associations, assess their validity, and suggest what he conceives to be the proper functions of the Home and School Association.

The Home and School Association as a Money-Raising Organization

A major criticism of Home and School Associations is that they are often too much of a money-raising organization which spends an undue proportion of its time raising money to provide for school equipment and services as well as for student scholarships. They thus become a sort of "ladies-aid" to the principal and school board. The critics say that public school education ceased to be a private philanthropy about a century ago and that, if the school needs audiovisual equipment, library books, health services, etc., these should be provided by the school board out of public funds.

The critics also say that scholarships and bursaries for worthy students should be provided for by provincial governments (as is increasingly the case). The critics maintain (and in the opinion of the writer rightly so) that the Home and School Association's function is to study the needs of the school and to develop a favorable climate of public opinion which will justify school boards and provincial and federal governments in providing what is necessary for the highest development of our boys and girls. The organization may also make direct representations to the appropriate authorities and press for action.

The above does not preclude the Home and School Association from making an occasional gift to the school to show teachers, pupils and school boards its goodwill and appreciation. However, the membership fees should meet the necessary routine expenses of the organization and an occasional money raising project should meet special needs.

In addition, there is a place for volunteer services (as there is in hospitals, etc.) when the Home and School members may assist the school personnel in pre-school clinics, field days, school excursions, health services, and graduation exercises.

The Home and School Association as a Social Organization

Critics claim that the Home and School Association too frequently becomes a social organization which organizes parties, dances, and other forms of community recreation. This is not its job. Actually, most adults prefer to have their social life with their personal friends and, in any case, teachers should not be asked to spend their time in organizing the community's social activities.

The Home and School Association, in the process of developing an informed public opinion, does have a place for legitimate social activities. Coffee after meetings encourages informal discussion. Membership or



Dr. Samuel R. Laycock, Past President of the Canadian Home and School and Parent-Teacher Federation, a distinguished Canadian educationist with a long experience as a teacher in schools and universities, is a former Dean of Education at the University of Saskatchewan. He has done considerable writing, lecturing and broadcasting on subjects such as child and adolescent development, mental health, parent-teacher co-operation, a typical children and penal reform. Numerous of his books and published articles are related to these subjects.

get-acquainted teas lay a foundation for understanding and co-operation among Home and School members.

The Home and School Association Not Geared to the Needs of Children

A third criticism is that Home and School programs are often hit-and-miss affairs covering a hodge-podge of topics many of which do not have an important bearing on the education and development of children. Travel talks as well as films and talks on general subjects such as Chinese art, Russian economics, the need for a national flag, or the characteristics of the killerwhale are not suitable for Home and School meetings. The latter should be focussed on the needs of children in the local, provincial and national community.

The P. T. A. programs should centre around three general topics:

(a) What schools are for; what "getting an education" means in the 1960's; what kind of boys and girls should we seek to develop in our homes, schools, and communities.

(b) What children are like at each stage of growth — as infants, four-year-olds, six-year-olds, pre-adolescents, and adolescents; what children's basic needs are and why they act as they do; how children differ from one another in mental, physical and personality characteristics.

(c) How best to provide for the development of children. In the school this means how to develop youngsters to their maximum potential through the curriculum, methods of teaching and discipline, the quality of teachers, school plant and equipment, and school policies with respect to examinations, promotions, homework, reporting to parents' providing for individual differences and extra classroom activities. In the home it means a study of what child-rearing practices will develop desirable character and personality traits and help children to learn in school. In the community it means a study of the adequacy of health, welfare,

(Continued page 7, col. 1)

Should Make Check On All Available Immunizing Agents

Parents can protect themselves and their children against communicable diseases by making sure they are using all available immunizing agents.

The Health League of Canada, in co-operation with the departments of health across Canada, continues the effort to educate and inform everyone of the availability of the immunizing agents and their value in preventing and eradicating communicable diseases.

The League notes that there are vaccines against several of the one-time killers such as diphtheria, smallpox, whooping cough, tetanus and poliomyelitis:

Smallpox: There is no natural immunity against smallpox. Anyone who has not been vaccinated may catch it. It attacks people of every age. Vaccination is the only protection against it. Every child should be vaccinated before he is six months of age. Vaccination should be repeated every seven years or during an epidemic, and for international travel every three years.

Diphtheria is a killing disease though, at times, it is deceitful by its very mildness. It attacks all ages, and even when it is apparently mild it may leave serious heart and nerve complications. Diphtheria can be wiped out if diphtheria toxoid is used. It is best given beginning at the third month. A "booster" or "reinforcing" dose should be given about one year later and again just before or on starting school, according to the Health League. In 1959 there was not a single death from diphtheria in Canada for the first time in history but last year there were seven deaths from it, indicating that there can be no let-up in everyone's vigilance.

Poliomyelitis, with the advent of the Salk vaccine, has shown a rapid decline but there were 909 cases in Canada in 1960 with 83 deaths. Last year the number of deaths reached 16. Together Salk and Sabin vaccines offer hope of complete eradication of polio from this country. Too few adults availed themselves of the protection, according to the League.

Adult Protection: Adults need protection from tetanus, smallpox and poliomyelitis. Few adults, except those who have served in armed forces or worked in special industry have had tetanus toxoid. Booster shots for adults are needed about every five years to maintain immunity against tetanus, smallpox and poliomyelitis.

Quadruple (4-in-1) Protection: There is available a preparation which combines poliomyelitis and whooping cough vaccines, and diphtheria and tetanus toxoids. This means that immunization against polio, whooping cough, diphtheria and tetanus can be carried on with the same injections. This saves many trips to the doctor or clinic.

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Does Your Association Deserve Criticism?

(Continued from page 6)

recreational, and cultural services provided for children and of the hazards of mass media and of certain recreational facilities.

The Home and School Association as Wasting Valuable Time in Business Meetings

Many business men and women are appalled at the frequent waste of time in Home and School meetings. Aside from annual meetings and specially-called business meetings, the business part of a Home and School meeting should not take more than 15 minutes. A good executive should be chosen and given the authority to deal with all but very important matters. The latter should be referred to a special committee for study and recommendations. Critics also complain that, in many Home and School meetings, budding parliamentarians spend too much time on points of order and parliamentary procedure. This can become very frustrating.

The Home and School Association as Interfering with School Administration

Occasionally there have been instances where Home and School Associations have interfered with the internal administration of the school. This cannot be. The whole community elects a school board to administer its schools or the board is appointed by the municipal council. No voluntary body of any kind can take out of the hands of the community's school board and its executive officers (principals and superintendents) the running of the school. Where necessary the Home and School Association, after careful study of a problem, can, and perhaps should, make representations for action to the school board or to the department of education. Personal grievances of parents against teachers and principals should not be brought to the Home and School Association but taken up directly with the proper authority — the principal, superintendent, or school board.

The Home and School Association Should not Replace Teacher - Parent Conferences

Sometimes Home and School Associations or their individual members try to make the association's meeting a conference between parents and individual teachers. This is frustrating to teachers. In two to five minutes nothing useful can be gleaned about the child's problem. Nor should a parent try to "corner" a teacher for a longer period at a Home and School meeting (or for that matter at the supermarket, on the street, or at a social gathering).

It is recognized that report cards are inadequate. They should be supplemented by well-planned teacher-parent conferences which, for the most part, should be held in school time and be a minimum of 20 minutes in length. While most teachers are generous in giving of their time for conferences with parents this can never be adequate except for the most serious problems. Progressive school boards increasingly arrange for freeing teachers for teacher-parent conferences during school time. Home and School Associations should take the lead in creating the public opinion that makes such action by the school board possible.

Teachers and Parents Resent Pressure to Attend Home and School Meetings

While some friendly competition is wholesome undue pressure on children to have their parents attend a Home and School meeting to "win the banner" for their class is unwise. The best guarantee of attendance is a well-planned program which parents feel helps them the better to understand and guide their children.

Teachers resent being compelled to attend Home and School meetings. If the Home and School Association

School Administrators Stress the Need For Recognition of English in Quebec

The Quebec Association of Protestant School Administrators has taken a "what's sauce for the goose..." attitude in its recently submitted report to the Royal Commission on Biculturalism and Bilingualism according to Helen Rochester of the Montreal Star who covered the QAPSA ninth annual workshop at Bishop's University last month.

The report which has been submitted came up for discussion at the workshop. It states: "We would ask French-speaking Canadians to recognize that, while we urge equal rights for them throughout Canada, we insist that biculturalism and bilingualism be extended in Quebec province.

"We deplore the attempts of some provincial departments to ignore our language and encourage unilingualism in Quebec while demanding bilingualism in the rest of Canada."

The report was submitted with the approval of QAPSA president John Sandilands after it had undergone three revisions.

Challenge to Quebecers

The report states, "while the survival of Canada as a nation and of Quebec as one of its major components will depend on the goodwill and common sense of all Canadians regardless of their mother tongue, perhaps the key to survival may well rest with Canadians in Quebec province and their ability to establish a harmonious working agreement between the two largest ethnic groups, the report outlined.

"Many English-speaking Canadians are trying to understand and to appreciate the aspirations of French Canada. We would request of other Canadian provinces that French-speaking Canadians be welcomed throughout our vast country.

"Since Canadian citizens can obtain service in major European cities in either language, surely it is not too much to expect the courtesies in the field of public service in the larger centres of our nation," the report urged.

"French-speaking Canadians should have the right to public instruction where their numbers make this required. Likewise, of course, English-speaking Canadians should receive similar consideration," it stated.

The QAPSA believes strongly that biculturalism should be emphasized throughout Canada first rather than bilingualism.

"Canadians must first develop an understanding and an appreciation of the contributions and the philosophy of both founding groups. Then those Canadians who do not require the second language in their everyday life will be interested in becoming bilingual," the report explained.

Give-and-Take Proposition

"English-speaking Canadians in all provinces are beginning to accept, uphold and encourage French-speaking Canadians as equal co-partners in Confederation. At the same time we expect the same acceptance of our language group in Quebec province.

"We would remind all Canadians that Quebec province is also the home of Canadians who speak English either because it is their

mother tongue or because it is their choice of language.

"Quebec province is the home of both English and French-speaking citizens by right of settlement, of birth and of contribution to its development: our ancestors were the first to settle the Eastern Townships, and among the first in the Ottawa Valley in Quebec, the Rouge and Chateaugay River Valleys, and certain sections of Gaspé.

"We are proud that our people have helped to develop Quebec in the Ungava, the St. Maurice Valley, the Saguenay and Lake St. John district, the mining district of our north land, and Montreal, Canada's metropolis," the report outlined.

System World Famous

The Protestant educational system is recognized internationally for its high standards, the report stated.

"Thanks to the generosity of the French Roman Catholic majority, Protestant Quebec has enjoyed the freedom to pioneer in education and to develop a school system to meet the academic, religious and cultural needs of our people.

"The recent trend towards co-operation between the educational authorities, French and English, Roman Catholic and Protestants, at the provincial, regional and local levels must be encouraged," the report said.

The QAPSA also recommended that every effort be made to attract more specialists to its schools whose mother tongue is French regardless of religious affiliation.

tion does not expect to have individual teacher-parent conferences at its meetings, it is not necessary that all the teachers of a school be present at each meeting. Those teachers should be present whose special knowledge will enable them to act as special consultants with respect to the topic being discussed. Most teachers will gladly attend meetings where the program contributes to the better education and development of children.

Program planners of Home and School meetings need to be sure that the results of scientific studies of child education and welfare are presented at meetings through films, panels, and lectures and also that parents and teachers have full opportunity to participate in discussion of the material presented.

Conclusion

Home and School Associations would do well to take stock of themselves in order to see how far the criticisms discussed in this article apply to their own association. The writer is convinced that Home and School Associations can be invaluable allies of teachers, school boards, parents and community leaders in their efforts to help boys and girls reach their maximum potential in mental, physical, and emotional development. To do this, Home and School Associations should be study-and-action groups which, first of all, aim to develop an informed public opinion in parents and the general public.

After careful study of a problem they should take appropriate action through the proper channels at the local, provincial or national levels. This is to ensure that adequate services are available in homes, schools, and in the community to enable each child to achieve his best growth and to give him the chance to grow up as a self-respecting and self-supporting citizen, able to contribute to his maximum degree to his country's welfare.

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Note Trends Expected in School System

Protestant school principals attending a summer workshop at Bishop's University early in August were given a glimpse of future trends and developments in the Quebec school system. The following is the Montreal Star's report on some aspects of the workshop:

John Sandilands, principal of the RCAF St. Hubert School and president of the Quebec Association of Protestant School Administrators, was the first speaker in the week-long ninth annual workshop for principals.

Mr. Sandilands is also a member of the school planning committee appointed by the new Department of Education in late June to study the immediate and long-term needs of the elementary and secondary schools system in the province and to make recommendations to meet them.

Emphasizing that he was speaking personally and not on behalf of the committee, Mr. Sandilands noted that several trends were becoming apparent in the current discussions which he forecast would eventually be incorporated into the system.

"Although the financing of school commissions was listed last on our agenda we are tackling it first because of the urgency of the problems," he said.

A Whopping Deficit

Generally increased school costs have led the department to expect an annual deficit of \$52,000,000 more for the past year (1963-64) as compared to the year before, he stated.

"I think the only answer to this problem is an equalized assessment across the province," he said.

This would be accomplished by the setting up of a table of evaluation according to the relative wealth of school areas. The evaluation would be based on realty values, average wage of the area, building permit values, rental values and other variables including industrial.

The amount of time spent by principals and teachers on non-teaching school work is causing some concern to the department also, Mr. Sandilands noted.

"I believe that secretarial help and lab assistants will be authorized in the near future on a basis of one secretary per 15 elementary school teachers and one lab assistant for a school with more than 15 lab periods a week," he said.

Full-time principals as opposed to teaching principals will be appointed in elementary schools of eight or more classrooms or 210 pupils, he forecast.

In the area of mental retardation Mr. Sandilands feels that the provincial authorities are more than willing to meet local school boards half-way.

Citing the example of the Lakeshore Catholic and Protestant school boards who got together and now jointly support and supervise the education of the mentally retarded in their care, Mr. Sandilands said that as soon as a community proves it can work together it will have the support of the province.

He predicted that the total area of retardation both educable and trainable would be taken under the wing of the department of education working through local school boards. Already where Catholic and Protestant boards have taken joint action in the matter the government provides sizable grants per child.

Mr. Sandilands also foresees rearrangement of the elementary and high school years and the addition of grade 12 throughout the system.

"I think that kindergarten will become compulsory and that elementary school will run from kindergarten through Grade 6. Grades 7, 8 and 9 will be junior high and Grades 10, 11 and 12 will be senior high," he said.

Students graduating from Grade 12 will be eligible to enter second

year university ideally anywhere in Canada but at least in Quebec. This will help to alleviate the overcrowding problem in the universities to some extent, he said.

At the moment in Quebec Mr. Sandilands noted there are as many English Protestant children in kindergarten as there are French Catholic children despite the nine-to-one population ratio.

Although there has been some talk of lengthening the school year, Mr. Sandilands feels that this will not come about primarily because of the exorbitant cost of air-conditioning the schools. He does feel that instead the school day may be lengthened.

The speaker noted the already established trend towards fewer but bigger regional schools and said it would continue.

In the past year alone the number of schools in the province has decreased by 629, the number of classes by 116 and the number of teachers by 160. At the same time the number of pupils has increased by 52,008 he said.

The school planning committee consists of 24 educators and laymen associated with education. It is chaired by the deputy minister of education, Arthur Tremblay.

"I would imagine that any recommendation we may make will be channelled through the superior council once its members are named," Mr. Sandilands explained.

The committee's agenda covers the whole field of education including school practice, school organization, personnel, teaching costs and the financing of school commissions. It meets twice weekly in Quebec.

To Aid Centennial Project

Three hundred thousand Home and School members are to be asked to help plan and finance provincial and national programs that will contribute to Canada's 100th birthday celebrations in 1967.

This was one of the major decisions of the annual meeting of the Canadian Home and School and Parent - Teacher Federation held in Charlottetown, P.E.I., July 13 to 17. The following officers of Quebec Federation of Protestant Home and School Associations attended: Mrs. M. S. Donovan, President, of Laval West; Mrs. J. D. Frankel, Assistant to the President, of Montreal; and W. Asherman, Executive Vice-President, of Montreal.

"This history-making decision for Canada's largest voluntary organization was the culmination of a suggestion made by a small group of Home and School members that their national organization should plan and implement a program that will fittingly mark Home and School's contribution to the great

occasion. It has now been accepted unanimously by the representatives of the Canadian Federation.

A project fund has been set up, to be open to voluntary contributions from individuals and Home and School associations. A special feature of the fund is that the designation of "founding contributor" involving some special privileges will go to each association or individual who contributes the symbolic sum of \$19.67.

A committee has been established to recommend specific national projects to be undertaken. The provincial Home and School federations will decide upon the form of their individual 1967 projects.

The suggestion to make a major coast-to-coast effort to celebrate the centennial was received with unanimity and almost boisterous enthusiasm. Immediately the terms of the \$19.67 founding contributions were announced there was a shower of \$20 bills from members around the conference table wanting to be among the first few contributors.

Tax Briefs

(Continued from page 3) should be discouraged either than on the initiative of local electors, or parents, who should be encouraged to seek such trials in the private school systems.

(8) Provide for the retention of regional administrative bodies which must be elected wherever they exist in the province and which must be provided with the opportunity to challenge the definition of the high basic standard as made by the Ministry of Education.

(9) Encourage greater efforts towards the setting up of more scholarships and bursaries provided from private, industrial, provincial and federal sources.

(10) Ensure that the ratepayer will bear the full cost of the high basic standard with no deferral of operating costs to future ratepayers and with capital costs assigned only to the years benefiting from the expenditure.

Recommendations

We therefore recommend:

(a) That there be found a more suitable method for raising educational revenues than the present real estate field.

(b) That consideration be given to either: 1. The use of income taxes as a means for raising educational revenues, or 2. A form of tax on goods and services extended to all areas of consumption, personal and industrial, on a graduated basis with a heavier emphasis on the taxation of luxury and non-essential items. Exemption should be provided for goods incorporated into, or attached to, taxable goods for sale to minimize double taxation.

(c) That a system for the distribution of revenues be developed consistent with the principles outlined above. The establishment of a high basic standard level of education should be the goal. The system of allocating funds to the categories of educational endeavour should consider such factors within a category as the pupil density and measures such as residential rural secondary schools.

(d) That full consideration be given to the systems in use around the world and particularly we suggest reference to the information that may have been gathered by the Parent Commission,

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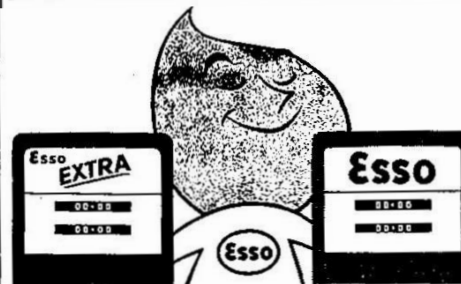
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No Special Examination For Pharmacy Admission

The Faculty of Pharmacy has informed the executive vice president of Quebec Federation that the authorities concerned intend to change entrance requirements. The entrance examination previously required of high school graduates is being abolished.

In correspondence between the governor of the College of Pharmacists of Quebec and Mr. Asherman it was confirmed that for admission to the pharmacy course senior matriculation of the Province of Quebec, option sciences, with chemistry, physics and mathematics as compulsory subjects will be required in future, without the entrance examination.

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